

2021 Annual Report

Dubbo College Delroy Campus



DUBBO COLLEGE

DELROY CAMPUS

Bright futures

8543

Introduction

The Annual Report for 2021 is provided to the community of Dubbo College Delroy Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Dubbo College Delroy Campus

East St

Dubbo West, 2830

<https://delroy-h.schools.nsw.gov.au>

delroy-h.school@det.nsw.edu.au

6882 7955

School vision

Our learning community focuses on a strong set of values that allows students to make considered, positive choices to enhance their individual learning pathway so they become respectful, responsible and successful members of their community.

School context

Dubbo College Delroy Campus is situated in a central west regional city with an enrolment of 646 students. The campus delivers education across stages 4 and 5 where students are assessed for the Record of Student Achievement (ROSA). The school has eight support classes and three other specialised classes focusing on targeted individual support. Approximately 50% of our students identify as Aboriginal and Torres Strait Islander. Across Stage 5 the school offers a broad range of elective subjects such as Circus and STEM (Science Technology Engineering and Mathematics) which allows students to tailor their strengths in areas of individual interest.

Delroy Campus is part of a three campus collegiate, Dubbo College, enrolling approximately 1850 students. Dubbo College is the largest provider of secondary education in Dubbo. The College consists of a Senior Campus, catering for students in Years 11 and 12, and two junior campuses, Delroy Campus and South Campus, catering for students in Years 7 to 10.

The school values the provision of innovative, individualised curriculum which enables all students to have high-level individual growth. Students are engaged in a range of educational, cultural and extra-curricular activities to support holistic development. The school has a strong focus on improving literacy and numeracy which aligns to the Premier's Priorities.

Our students succeed, thrive and grow through a whole school focus on Positive Behaviour for Learning (PBL), specialised wellbeing staff and strong Learning and Support team (LST). The school values a supportive partnership with the local community which provides a platform for collaboration to enhance opportunities for students.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents/carers and the Local Dubbo Aboriginal Education Consultative Group (AECG). Through our situational analysis we have identified three strategic areas for continual improvement. Each strategic direction forms a strong foundation for the future of education at Delroy Campus over the next 4 years.

There will be a focus on improving data analysis skills and building teacher capacity in differentiating the curriculum and providing specific individualised feedback to improve student learning.

The school is committed to the continual improvement of pedagogy through quality professional learning and innovative practice, particularly in the use of technology. An effective staff mentoring program will enhance collaboration and sharing to support improvements in teaching and learning.

Underpinning school improvement will be the building and strengthening of authentic relationships and partnerships within the school and the community. The focus will be on the holistic development of students, improved learning and wellbeing outcomes while developing life-long learning skills to create a bright future for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	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	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to further enhance student learning with an increased number of students exceeding anticipated growth through explicit, high impact teaching and learning. We will analyse our impact by monitoring and checking student understanding to inform next practice.

Initiatives

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

- Teachers know their students and how they learn
- Collecting and using data is a routine and regular part of teaching

Resources allocated to this strategic direction

Socio-economic background: \$18,700.00

Low level adjustment for disability: \$126,681.00

Summary of progress

Professional learning led by the Learning & Support Team was provided to staff on the development and use of Individual Learning Support Plans (ILSPs) and Healthcare Plans. Executive staff monitored the use of these plans in their faculty teams throughout the year.

PAT Maths was used to benchmark all students in mathematics and identify students for additional COVID ILSP tutoring.

The expertise within the Learning & Support Team enabled high quality ILSPs to be developed and understood by staff. Lacking a full compliment of staff and the interruptions caused by COVID were significant barriers to implementation of this Strategic Direction. In the next phrase of this work we will focus on in-depth data analysis to identify narrow and deep literacy and numeracy focuses. The use of the Department of Education's Universal Resource Hub will guide our evidence-based professional learning, resources and the use of short assessments to monitor our progress.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of year 9 students achieving top 2 bands in NAPLAN reading by 2.8%.	0.96% of students were in the top two skill bands (NAPLAN) for reading indicating progress yet to be seen toward the annual progress measure.
Increase the proportion of year 9 students achieving top 2 bands in NAPLAN numeracy by 3%.	6.67% of students were in the top two skill bands (NAPLAN) for numeracy indicating progress toward the annual progress measure.
Increase the proportion of year 9 Aboriginal students achieving top 3 bands in NAPLAN reading by 2.5%.	There was a 10.7% increase in the proportion of Year 9 Aboriginal students achieving in the top 3 bands in NAPLAN reading. 17.39% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 15.2%.
Increase the proportion of year 9 Aboriginal students achieving top 3 bands in NAPLAN numeracy by 3.5%.	There was a 14% increase in the number of Year 9 Aboriginal students achieving in the top 3 bands in NAPLAN numeracy. 16.28% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target of 15.2%.
Increase year 9 students achieving expected growth in NAPLAN reading by	The percentage of students achieving expected growth in reading decreased to 44.94% indicating progress yet to be seen toward the lower

2.1%.	bound target.
Increase year 9 students achieving expected growth in NAPLAN numeracy by 3%.	The percentage of students achieving expected growth in numeracy increased to 41.38% indicating progress toward the lower bound target.
All teachers print off the ILSP's related to students in their class and the needs of these students are addressed in teaching and learning programs.	100% of teachers accessed individual learning and support plans and used this knowledge to support teaching and learning programs.
60% of teachers use specific student data to know students learning needs, interests and areas of potential.	All staff accessed individual learning and support plans in addition more than 60% of staff used a range of external data including NAPLAN and Check-in data to inform their practice.
25% of Aboriginal students have a meaningful Personalised Learning Pathway (PLP) that is valued, regularly actioned and reviewed by all teachers.	This progress measure was not met however, the school has initiated support from the ACEL program working alongside the Dubbo College Senior Campus in 2022 to deliver Personalised Learning Pathways for all Aboriginal students.

Strategic Direction 2: Quality and innovative teaching

Purpose

Our purpose is to develop a culture of improvement and build the capacity of staff. Our teachers evaluate their effectiveness through reflection. Teachers adapt their practice and implement innovative curriculum as a result of quality targeted professional learning and self evaluation .

Initiatives

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

- Highly effective mentoring and collaboration
- Integrated units and use of technology

Resources allocated to this strategic direction

Socio-economic background: \$15,550.00

Summary of progress

Professional learning from an outside provider was delivered to all staff in the effective use of Commboxes. Time to implement effective mentoring and collaboration time was impacted by COVID restrictions and a shortage of casual teachers. In the next phrase of this work we will focus on revising whole school Performance and Development Plan systems and processes that will build teacher capacity and performance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
85% of staff formally trained in Advancement Via Individual Determination (AVID) strategies.	83% of staff received formal AVID training. Staff surveys indicate 58% were very confident in implementing critical reading and 85% indicated they program Cornell note-taking into faculty units of work.
Planning and professional learning occur for all staff for the implementation of cross Key Learning Area integrated unit.	This was not completed in 2021 due to COVID-19 restrictions.
Executive plan and develop in school mentoring structures ready for implementation.	This was not completed in 2021 due to COVID-19 restrictions and a change of school leadership.
100% of teachers participate in training and professional learning in the effective use of Commbox technology panels.	100% of staff participated in professional learning. Staff surveys indicate that 69% of teachers use the Commbox on a daily basis.

Strategic Direction 3: Thriving through connection

Purpose

Our purpose is to build the capacity of all students to succeed by developing positive relationships and resilience within our student body. Our vision is to create an overall sense of belonging that will ensure students are known, valued and cared for by offering a plethora of internal and external opportunities to connect within our wider school community.

Initiatives

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

- Engaging with the city of Dubbo community
- Opportunities within Delroy Campus
- Aboriginal Shared Learning Hub

Resources allocated to this strategic direction

Socio-economic background: \$215,000.00

6101 Aboriginal Community Learning hub: \$200,000.00

6300 Aboriginal Community Learning Hub: \$200,000.00

Aboriginal background: \$31,000.00

Summary of progress

The school's Junior Aboriginal Education Consultation Group (AECG) were mentored by our Aboriginal Education Officers and a program mentor from the Pirru Thangkurray pilot program in consultation with the NSW Aboriginal Education Consultation Group (AECG). This support enabled students to increase their leadership opportunities, personal growth and cultural strength. Our partnership with Education Training Out West, saw students continue, and achieve, their Certificate 2 in Active Volunteering in spite of COVID interruptions. The school's SOAR program was timetabled into the weekly timetable ensuring students accessed these lessons each week. COVID interruptions and a high turnover of school staff were barriers to the full implementation of this Strategic Direction in 2021.

In the next phase of this work, we will analyse in-depth, our attendance and wellbeing data because we need to be more strategic in the support we provide 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 Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase students attending 90% of the time by 4%.	The number of students attending greater than 90% of the time or more has decreased by 8.6%.
The school actively plans for student transition from year 10 to 11. The school clearly communicates it's transition activities to the school community.	In collaboration with Dubbo College Senior Campus, year 10 students attended two full transition days. This was reduced from the planned 4 days due to COVID-19 restrictions. In addition, parents and students were invited to participate in interviews with staff from the Senior Campus to facilitate the transition process.
Staff to increase positive phone calls and communication with families to 5 students per term.	Data not available
50% of parents/carers reporting positive engagement and high satisfaction levels with the Aboriginal Shared Learning Hub as reported in the TTFM survey.	The Tell Them From Me survey was not completed in 2021, so no data exists to report on this progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$231,558.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo College Delroy Campus 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's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: All eligible students received personalised learning and support within their own classrooms, demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,002,274.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo College Delroy Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teachers know their students and how they learn • Collecting and using data is a routine and regular part of teaching • Integrated units and use of technology • Engaging with the city of Dubbo community • Opportunities within Delroy Campus • Other funded activities <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 • professional development of staff to support student learning • additional staffing to support identified students with additional needs • engage with external providers to support student engagement and retention • school building improvements including a COLA extension, shade sails and a toilet block <p>The allocation of this funding has resulted in: The provision of Commboxes in classroom being fully utilised following whole staff professional learning by an external provider. Strengthened relationships with external agencies, Headspace, Batyr and Education Out West, supported students' wellbeing, mental health and employment pathways.</p> <p>After evaluation, the next steps to support our students with this funding will be: to strategically fund research-informed, best practice strategies to ensure strong literacy and numeracy teaching and learning across all KLAs are supported through a high-impact professional learning environment. Strengthening targeted, tiered support will be used to improve attendance rates and behaviour data.</p>

<p>Aboriginal background</p> <p>\$648,544.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo College Delroy Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Opportunities within Delroy Campus • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • external agency contracts for specialised staff (Clontarf & NASCA) <p>The allocation of this funding has resulted in:</p> <p>Additional teaching and non-teaching staff supporting Aboriginal students, strengthened the Junior Aboriginal Education Consultative Group and their collaboration with the Dubbo Aboriginal Education Consultative Group and provided opportunities for students to participate in cultural activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to promote inclusivity, creativity and leadership of Aboriginal students. Developing a stronger focus on literacy and numeracy differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$451,823.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo College Delroy Campus 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's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teachers know their students and how they learn • Other funded activities <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 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in:</p> <p>a more consistent approach to the use of individual learning, behaviour and health care plans to ensure equitable access to the curriculum. The school developed protocols for communicating with students and caregivers around student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p>	<p>The location funding allocation is provided to Dubbo College Delroy Campus to address school needs associated with remoteness and/or isolation.</p>

<p>\$3,576.68</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Greater student participation in school events</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support students in engaging in extra-curricular events.</p>
<p>COVID ILSP \$400,707.55</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	265	278	260	306
Girls	254	281	307	332

Student attendance profile

School				
Year	2018	2019	2020	2021
7	84.1	83.5	86.1	80.3
8	80.2	80.8	83.8	76.9
9	78.8	80.5	80.2	74.4
10	72.3	80	82.2	69.7
All Years	79	81.5	83.4	75.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

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	4	NA	NA
Employment	12	NA	NA
TAFE entry	4	NA	NA
University Entry	NA	NA	NA
Other	NA	NA	NA
Unknown	20	NA	NA

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Dubbo College Delroy Campus undertook vocational education and training in 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	8
Classroom Teacher(s)	38.6
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,941,285
Revenue	11,431,170
Appropriation	11,158,825
Sale of Goods and Services	142,453
Grants and contributions	127,812
Investment income	804
Other revenue	1,276
Expenses	-12,331,835
Employee related	-9,210,314
Operating expenses	-3,121,521
Surplus / deficit for the year	-900,664
Closing Balance	2,040,621

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.

	2021 SBAR Adjustments (\$)
Targeted Total	231,558
Equity Total	2,102,103
Equity - Aboriginal	648,544
Equity - Socio-economic	1,001,735
Equity - Language	0
Equity - Disability	451,823
Base Total	7,391,656
Base - Per Capita	154,615
Base - Location	3,577
Base - Other	7,233,464
Other Total	1,097,565
Grand Total	10,822,882

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.

Parent/caregiver, student, teacher satisfaction

2021 satisfaction surveys were not completed for parents/caregivers, students or teachers.

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.