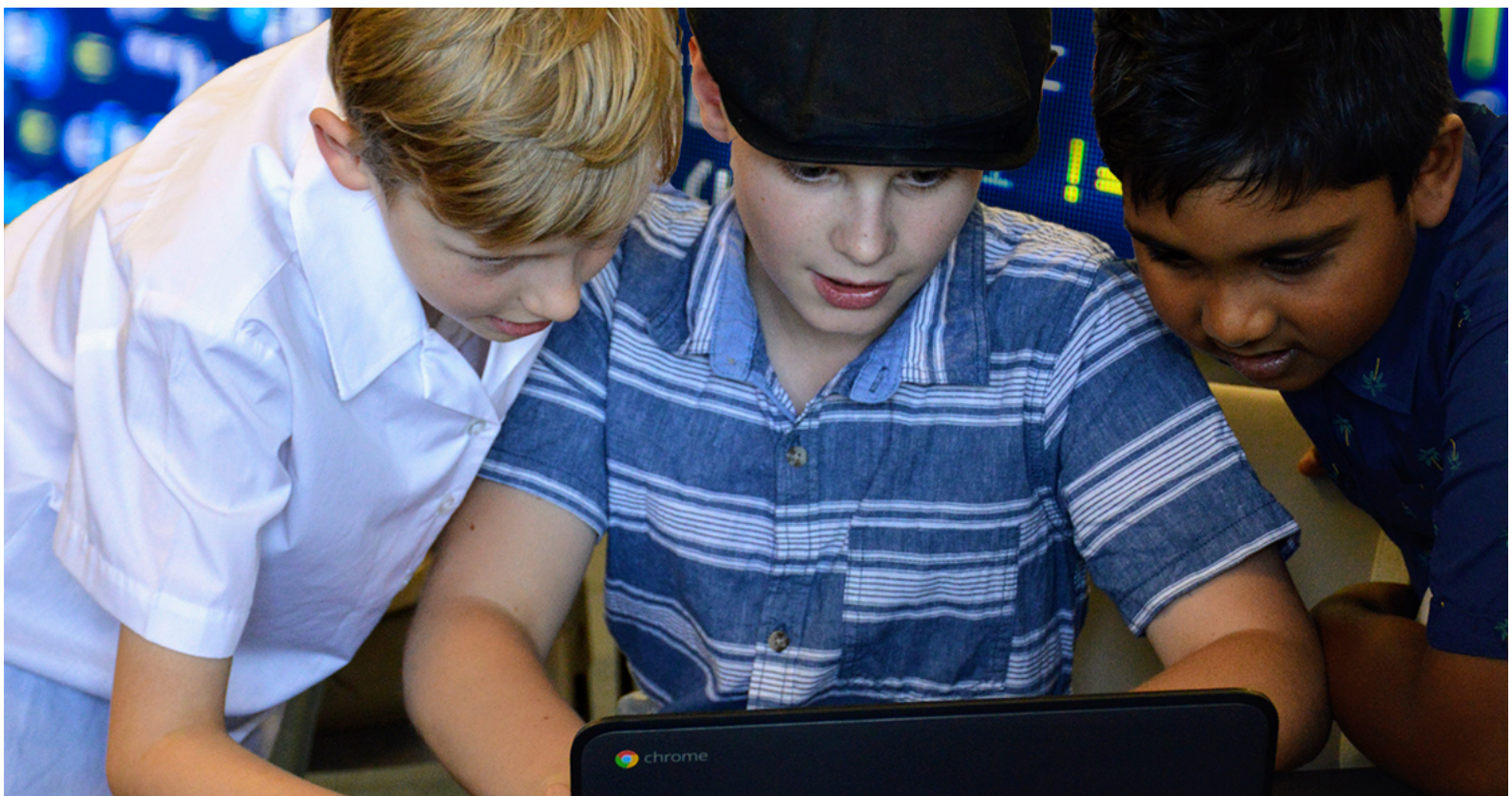




CENTRAL WEST
**LEADERSHIP
ACADEMY**

2019 Annual Report



SECTION 1

Message from the key school bodies

Message from the Board

Dear School Community,

I am so honoured to be the Chair of a school which continues to grow from strength to strength. 2019 saw big changes and high achievements for the Academy. We doubled our student numbers and had even greater overall community engagement.

We began our first year 7 class and the journey to offering high school has been a very exciting one. Our first year 7 cohort was small but mighty and had great successes from high achievements in the NAPLAN to excellent community engagement such as Australia's Biggest Morning Tea. These young people are switched on and engaged with the wider world and it is a privilege to be a part of their growth.



We also made our move to our own site at the Fitzroy St TAFE campus. This campus has allowed us to have the space to grow and house all of the facilities that we need in order to continue to offer high quality educational opportunities for our students and the broader community. This space allowed us to offer community initiatives such as the Philosothon for stage 3 and to host Santa Sabina College for Wurimbirra, a week of STEAM activities to explore the importance of water security. These types of real world community collaboration are the hallmark of our learning practices.

I am proud of our staff, students, and parents for the growth and achievement that was 2019. I look forward to further progress and positivity in years to come.

David Duffy

Chair of the Board of Directors for the Central West Leadership Academy

Message from the Principal

Dear School Community,

When the school opened in 2018, I knew we were at the beginning of an amazing journey as a school community. By the start of 2019, we doubled in size and with new families came a new vibrancy and energy. Starting the high school was an exciting next step and our Year 7 class was small but mighty.

2019 was a year of strength for the Academy. We had some very meaningful achievements throughout the year. Our high school chess team made up of two Year 7 and two Year 6 students took second place in the Western Division and went up against several teams of Year 11 and 12 students. Our Year 6 debate team won the NGS Super Virtual Debating national competition in the first year of participating. Our Future Problem Solving team in Year 6 came second in the state in their division. Our stage 3 and Year 7 da Vinci Decathlon teams both won the regional title and competed at the state level. Our Year 7 team came 8th in the state overall, besting teams such as James Ruse and Knox Grammar. I was particularly proud that our team came second in the state in Ideation, an achievement that really reflects the critical and creative thinking we focus on at the Academy. Our staff and students worked so hard and achieved so many amazing things. It was a real joy to witness.

2019 marked the beginning of our journey with the New Pedagogy for Deeper Learning Network. The staff worked with AIS NSW consultants twice a term to plan real world learning and pedagogy. We saw that with a focus on Character, students who improved their resilience and grit, work habits and dedication saw a rise in academic achievement as well. We presented our early findings at two state conferences and were proud to be leaders of learning representing our region.

I am proud of our school. I am proud of our students and parents who are brave enough to take the challenge to push towards personal best. I am proud of our staff who always strive for more. I am proud of who we are as a school and I look forward with great excitement to who we will become.

With kindness,
Mandi Randell, Principal



Message from the student body

Growth and development are two skills that are not easy to develop throughout an education, but the Central West Leadership Academy prioritises and encourages growth through a wide variety of engaging and difficult tasks.

The students at the Central West Leadership Academy have seen enormous growth both in social interactivity and academically. For example, in 2018, the Central West Leadership Academy did not place very high in the da Vinci Decathlon but, with long hours of fun practice and dedication to succeed, in 2019, both primary and high school teams claimed multiple first places and first place overall in their year bracket, both teams making it to compete at the state level. 2019 also yielded a strong chess team, coming second in the state in the high school bracket after travelling to many towns such as Orange and Dunedoo, opposing strong teams and coming out victorious.



Growth and development are two essential skills needed for a future life, and the Central West Leadership Academy provides a wide variety of intriguing tasks and lessons that make the students grow and achieve things that they would not have dreamed of before coming to the school. There is a culture of personal best here and students are encouraged to persevere, take bold risks, try tough challenges and are given space and support to thrive. 2019 was a great year and we look forward to continuing to build upon our successes.

Noah Randell
Captain of Academics

SECTION 2

Contextual information about the school

The Central West Leadership Academy was launched in 2018 and started with 17 students in years 3-6. We were a strong 34 by the end of the 2019 school year. Students came to us displaying the full range of gifted capabilities from academics, sports, arts to community leadership; the first cohort was diverse in both talent and schooling experiences. Our second year cohort had 10% LBOTE and 6% of students identifying as Aboriginal or Torres Strait Islander.

We are:

- Not-for-profit
- Founded by local residents
- Co-educational
- Non-denominational
- Partnered with local community
- A 21st Century School
- Years 3-7, expanding beyond in future years (subject to regulatory approval)

Index of Community Socio- Educational Advantage (ICSEA)

- School ICSEA value: **1106**
- Average ICSEA value: **1000**

Distribution of students

- Middle Quarters: **50%**
- Top Quarter: **48%**

Students

Total enrolments: **34**

Boys: **17 (50%)**

Girls: **17 (50%)**

Indigenous: **6%**

LBOTE: **10%**

Central West Leadership Academy values

Innovation

- We encourage forward and lateral thinking.
- We embrace creativity, communication and collaboration.
- We drive innovation and foster skills which are relevant now and into the future.

Learning

- We focus on the individual as a whole; imparting academic, social, emotional and cultural skills for the future.
- We strive for excellence through continuous improvement.
- We enable our students to learn how to become lifelong learners.

Respect

- We commit to treating others equally with dignity and honour because together, we are strong.
- We promote self-sufficiency, self-regulation and self-motivation as life skills.
- We provide a safe, supportive environment in which everyone is valued and encouraged to grow.

Community

- We believe that an investment in our children is an investment in our community.
- We develop leaders who inspire, contribute to and drive change in their communities.
- We will promote local and global mindedness.

Board & Executive

The Academy is governed by a Board of Directors consisting of local business and community leaders. We have an Advisory Board and Advisory Groups who provide additional support.

The school principal is Mandi Randell. She is an experienced educator with two Master's Degrees, who came to teaching through underprivileged schools in New York, spent 8 years as 2IC in Newington College, and 2 years as Head of Teaching and Learning in Dubbo.

David Duffy - BBUS, CPA, GAICD, JP

Chair

David is a Director/Founder of Business DNA and as a Business Catalyst, leads the business and personal development division in Dubbo servicing regional NSW. David is a specialist who focuses on assisting businesses and leaders to proactively address change and implement strategies through actions to achieve their personal and business objectives. He has a real understanding of business and leadership issues. He has spent the last 30 years as a business consultant, accountant and investment advisor in both public practice and the corporate environment, working with clients throughout Australia, specialising in regional NSW business for the past 15 years.

John Curley

John is a Chartered Accountant and has a Master of Tax through the University of NSW. He has completed an MBA, majoring in Accounting, at the University of New England. John is a Registered Tax Agent, Xero Certified Advisor, and a financial planner, working for Monitor Money.

John has extensive experience in business finance, planning and financial management. In 2014 John established his own practice and is excited by the potential of new ways of doing business.

Shelvin Narayan

Shelvin Narayan was born in Fiji and grew up in Sydney. He has been calling Dubbo home for over 3 years with his young family. Shelvin is very passionate about education having completed his Bachelors in Business (Finance & Marketing) at University of Technology, Sydney in 2000. Then Master of Business Administration (MBA) in International Business in 2007 from University of East London. He is currently studying for a Master's in Cyber Security at La Trobe University.

Fred Randell

Fred was born in Orange and raised in Geurie - where he was school captain of the local public school - before attending Dubbo High School. He studied Information Systems at the University of NSW in 1996, where he developed a passion for the then newly-emerging Internet. He promptly joined an Internet agency, and in 2004 co-founded his own design agency, Boomworks, in Sydney, which grew from a staff of 2 to employ over 25 people.

Having returned to Dubbo, Fred has a strong, community-minded motivation. He has launched and coordinates a monthly event to support local original music artists, has provided support to the Dubbo Jazz Festival, is a volunteer member of the annual Dream Festival committee, and is a board member of the Macquarie Conservatorium of Music. He is a firm believer in creating a local education solution that can compete with the best schools in the state, which will help keep local talent in the area, and imbue them with a sense of pride in place.

Angela Schuster

Angela is the co-founder and director of Schuster Consulting Group Pty Ltd, a consultancy that provides services to public and private organisations including industry bodies, state and federal government departments and private enterprise within the agriculture and food production sectors within Australia and overseas.

Prior to establishing Schuster Consulting Group with husband Peter, Angela was the international marketing manager for ASX-listed Integrated Research where she was responsible for the development, project management and implementation of global marketing strategies and systems in the United States, United Kingdom, Germany and Australia.

Steve Butler

Steve is retired but brings a wealth of experience to the Academy from his roles in banking and in the NSW Government.

Steve has 20 years experience in the banking industry in commercial lending, personal lending and branch management. Steve has worked for the past 15 years as a public servant within the Australian and NSW Governments. He has performed a range of roles including management positions, working primarily with Aboriginal communities and within government. His various roles focused on program / project delivery, community governance, strategy and policy development.

Steve has played key roles in the establishment and support of Aboriginal governance bodies at regional and state levels across NSW including the Murdi Paaki Regional Assembly (MPRA) and NSW Coalition of Aboriginal Regional Alliances (NCARA)

SECTION 2

Student outcomes in NAPLAN

The NAPLAN tests are national tests conducted with students in Years 3, 5, 7 and 9. The NAPLAN tests assess each student's performance in a range of literacy and numeracy areas.

NAPLAN RESULTS

The Federal Government sets a Benchmark for each of the Year groups in Literacy and Numeracy. Our results are compared to Schools that are deemed by ACARA to be statistically similar to the Central West Leadership Academy.

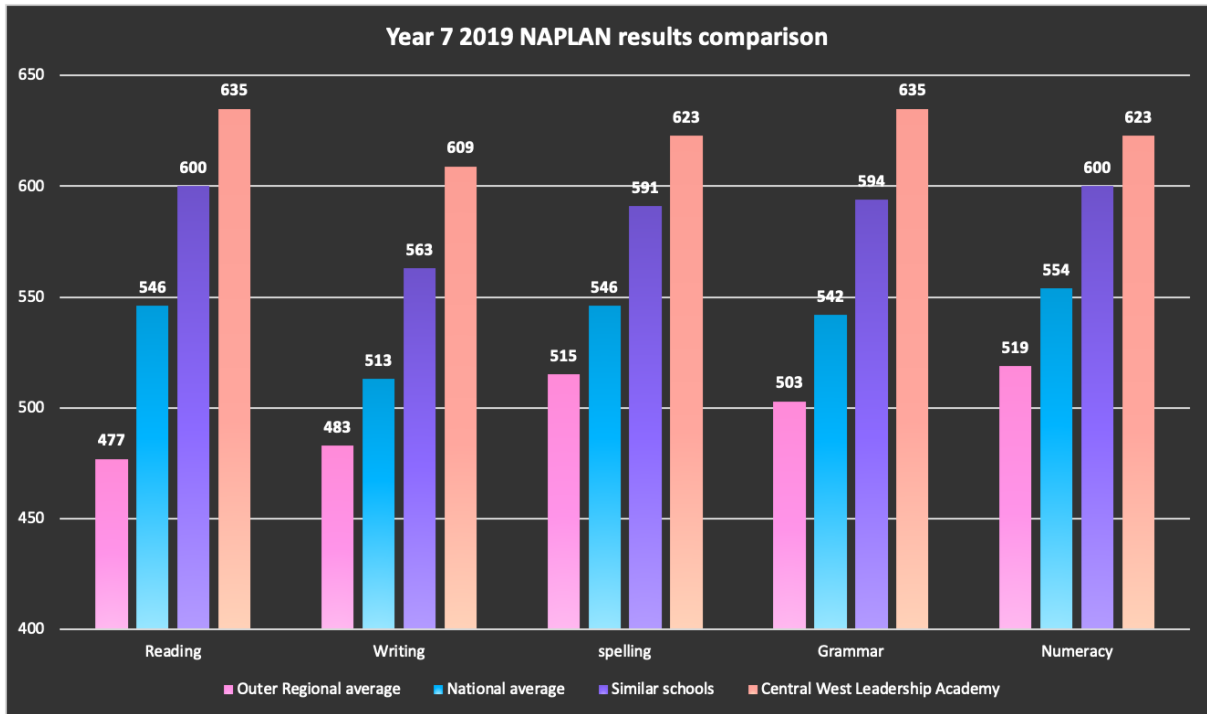
Below are 2019 results for Years 3, 5 and 7 students at the Academy compared to the state averages in these same assessments. Performance in NAPLAN tests is documented on the My School website: <http://www.myschool.edu.au> The results in the table below are for the TOP 2 BANDS of achievement. Note: Many schools report on the top 3.

Table 1: Percentage of students in the Top 2 bands

Year 3 2019	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy Overall
The Academy (%)	<ul style="list-style-type: none"> Too small student number to report 				
Year 5 2019	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy Overall
The Academy (%)	<ul style="list-style-type: none"> Too small student number to report 				
Year 7 2019	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy Overall

The Academy (%)	100	100	86	100	86
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Chart 1: Year 7 2019 NAPLAN results



SECTION 4

ROSA & HSC

Due to the school being a 3-7 school, no ROSA nor HSC were attempted.

SECTION 5

Professional learning and teacher standards

During 2019, 5 individuals were employed as teachers at the Central West Leadership Academy teaching across years 3-7.

All teachers had teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.

In 2019, 2 individuals were employed as either teaching or support staff and both were employed at full time. There were 3.2 FTE teachers employed to cover the 2 classes at any time.

Category 1: Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.	5
Category 2: Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications.	0
Category 3: Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

New South Wales Institute Of Teachers Registration

Category	Number of Teachers
Provisional Beginning	1
Existing Teacher	0
Professional Competence	4

Summary of qualifications of academic staff employed by the Central West Leadership Academy in 2019

Highest Qualification	Number of Academic Staff
Masters Degree	1
Bachelor's Degree	3
Diploma	2

Staff qualifications

RANDELL, M	MASTERS IN EDUCATION, Queens College
SINGLE, J	BACHELOR EDUCATION, Curtin
DAVIDSON, R	BACHELOR EDUCATION, ACU
DUTTON, K	BACHELOR EDUCATION, Charles Sturt University
RYAN, O	GRADUATE DIPLOMA OF EDUCATION, Southern Cross University
DAYMENT, C	GRADUATE DIPLOMA OF EDUCATION, University of Southern Queensland

Professional learning

During 2019 all members of the School Executive and teaching staff participated in a rich and varied Professional Development program. The Professional Development was conducted by the Association of Independent Schools, AHISA, HICES, IPSHA and other private and accredited bodies. Professional Development included attendance at Conferences and Professional Development Days, both on and off-site.

The main on-site experiences were regular weekly Staff Meetings and six full day Professional Development meetings.

The weekly staff meetings are attended by all teaching staff.

Four full day staff professional development days were held on site that focused on:

- CPR Refresher / First Aid
- Child Protection
- Goal Setting
- Differentiation
- Project Based Learning

Three teachers have completed the **Mini Certificate of Gifted Education**.

The Academy joined the New Pedagogies for Deeper Learning Network facilitated by the AIS NSW. A teaching and learning consultant came to the school twice a term for 2019 and met with staff to embed deeper learning pedagogy and practices into daily school life and learning. Each staff member received 2-5 hours of individualised specialised pedagogy support from the AIS NSW consultant. Further, the school sent a representative to each of the Deeper Learning Conferences in Sydney. Academy staff undertook an action research project with the Deeper Learning focus and presented their findings at two conferences in Sydney.

SECTION 6

Workforce composition

During 2019, 5 individuals were employed as either teaching or support staff at the Central West Leadership Academy.

One of these individuals was a full time teaching staff member for the primary. Two teachers taught semester 1 for year 7 and two others taught semester 2.

There were no Indigenous employees of the Central West Leadership Academy in 2019.

SECTION 7

Attendance

Student attendance rate

- All students: **97%**
- Year 3: **98%**
- Year 4: **98%**
- Year 5: **98%**
- Year 6: **96%**
- Year 7: **97%**

Student attendance level

- Proportion of students attending 90% or more of the time: **97%**

Managing non-attendance

Class Rolls are marked electronically via Edumate each morning with a Roll Call during the Daily Mindfulness Period.

Parents record absence reasons via Edumate website or app. This is a legal requirement. The Principal collates the absences which are discussed and followed up at the Tuesday weekly staff meeting.

After 3 days, if a Parent/Carer has not provided a reason for the absence, the Principal makes contact with the parent/carer.

All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's School Report.

If a Parent/Carer requires extended leave for a student, they are required to complete an Application For Exemption From Attendance At School (under the Education Act 1990). This leave is either granted or not granted by the Principal.

SECTION 8

Enrolment policy

The Academy is a selective, co-educational school which prioritises enrolments for gifted and talented students.

The Academy seeks to be representative of the local Indigenous community. As such, we aim to ensure that at least 15% of the student body will be comprised of Indigenous students.

Entry into the School is primarily determined by the strength of each student's application.

Priority is given in the following order:

1. Strength of application (including demonstrated evidence of student's achievement in artistic / sporting / community / academic / technology leadership), and entrance interview
2. Where a student has a sibling at the School;
3. Where the student is the child of a permanent member of staff at the School;
4. Where a student has previously been enrolled at the School
5. Date the application is received

Consideration will be given to the educational, social and emotional needs of all students in a year group prior to an offer of enrolment to a new student.

All enrolment offers are made at the discretion of the Principal.

Entry points

The main entry point to the School is Year 3. Enrolments for all other years are offered subject to the availability of places. Students enrolled at the Academy in Year 6 are automatically enrolled into the High School unless notice of withdrawal is received within the applicable notice period.

Waiting lists

Students are placed on a waiting list based on the priority conditions listed above.

SECTION 9

Student welfare, anti-bullying, discipline and complaints

Discipline framework

Level	Examples of inappropriate behaviour	Consequences/Action
1	<ul style="list-style-type: none"> • Low level misbehaviour in class/co-curricular • Interruption, talking, poor manners • Unprepared for class; homework incomplete • Late to class • Eating in class; chewing gum 	<ul style="list-style-type: none"> • Counselling by teacher. • Move desk in class • Lunch catch up class for missing class or homework
2	<ul style="list-style-type: none"> • Repeated examples of Level 1 • Littering • Low level copying of work • Repeated uniform issues • Incorrect sport uniform • Anti-social behaviour with peers • Repeated lateness • Inappropriate use of technology (including phones) 	<ul style="list-style-type: none"> • Counselling by teacher • Teacher to note in online diary (for parents) • Inform Principal with a quick email • 3 incidents (in one cycle) = 1 lunch detention
3	<ul style="list-style-type: none"> • Level 1 or 2 repeated • High level disruption in class/co-curricular • Major homework/project/task not completed • High level defacement of workbooks • Poor sportsmanship • Foul language • Any form of bullying (including online bullying) • Inappropriate use of technology • Public transport misbehaviour • Repeated lateness to school (three times in a two week period) • Refusal to comply with directions (including phone use) 	<ul style="list-style-type: none"> • Discussion with student • Parents informed • 5 incidents or more (in one cycle) = interview with Principal
4	<ul style="list-style-type: none"> • Repeated detentions issued by staff • Cheating in exams / Plagiarism • Graffiti/ damage to school property/ WPC • Disrespect of staff • Non-cooperation with sports officials/coaches 	<ul style="list-style-type: none"> • Principal informs parents and if necessary conducts meeting with parents • Discussion with Principal • Possible suspension issued

	<ul style="list-style-type: none"> ● Racist / sexual comments ● Rudeness to members of public; poor behaviour in a public place ● Computer misuse or damage ● AWOL ● Fighting ● Theft ● Failure to follow teacher instruction off site 	
5	<ul style="list-style-type: none"> ● Serious issues ● Drug / alcohol / smoking offences in school uniform ● Any issues that break the law ● Repeated AWOL ● Use of Pornography at school ● Deliberate vandalism, etc. 	<ul style="list-style-type: none"> ● Student taken straight to Principal ● Suspension issued ● Position at school under review ● Re-entry interview required if the student returns to school ● Student may be placed on a contract if they are to continue at the school

At the Academy all students, parents/carers, the Board and staff have the right to:

- Be treated fairly and with respect
- Be able to be themselves
- Feel safe and feel heard
- Feel able to learn
- Have fun and enjoy school
- Be proud of being part of the Academy community.

At the Academy all students, parents/carers, the Board and staff have the responsibility to:

- Be respectful and considerate to each other
- Accept and respect individual differences
- Act responsibly and sensibly, and respect the opinions of others
- Contribute positively to the learning environment
- Always try their best in work and leisure
- Respect the environment and values of the Academy.

Bullying

'Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.' (Supportive School Communities Working Group 2015)

What Bullying Is Not

Mutual conflict which involves a disagreement between equals, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

A single-episode act of nastiness or physical aggression, or aggression directed towards many different people, is not bullying.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

'These actions can cause great distress. However, they are not examples of bullying unless someone is deliberately and repeatedly doing them.' (Supportive School Communities Working Group 2015.)

The Academy takes student wellbeing very seriously and any allegations of bullying are taken very seriously and investigated thoroughly.

Responsibilities

Principals must ensure that the school implements an Anti-bullying Plan that:

- is developed collaboratively with students, school staff, parents, caregivers, and the community.
- includes strategies for:
 - developing a shared understanding of bullying behaviour that captures all forms of bullying including cyberbullying.
 - developing a statement of purpose that outlines individual and shared responsibilities of students, parents, caregivers and teachers for preventing and responding to bullying behaviour.
 - maintaining a positive climate of respectful relationships where bullying is less likely to occur.
 - developing and implementing programs for bullying prevention.
 - embedding anti-bullying messages into each curriculum area and in every year.
 - developing and implementing early intervention support for students who are identified by the school as being at risk of developing long-term difficulties with social relationships.

- developing and implementing early intervention support for those students who are identified at or after enrolment as having previously experienced bullying or engaged in bullying behaviour.
- empowering the whole school community to recognise and respond appropriately to bullying, harassment and victimisation and behave as responsible bystanders.
- developing and publicising clear procedures for reporting incidents of bullying to the school.
- responding to incidents of bullying that have been reported to the school quickly and effectively.
- matching a planned combination of interventions to the particular incident of bullying
- providing support to any student who has been affected by, engaged in or witnessed bullying behaviour.
- providing regular updates, within the bounds of privacy legislation, to parents or caregivers about the management of the incidents.
- identifying patterns of bullying behaviour and responding to such patterns.
- monitoring and evaluating the effectiveness of the Plan.
- reporting annually to the school community on the effectiveness of the Plan.
- includes procedures for contacting the child wellbeing unit or Community Services where appropriate.
- includes contact information for the police youth liaison officer (YLO) and school liaison police officer (SLP) where appropriate.
- includes contact information for appropriate support services such as Kids Helpline.
- includes information on departmental appeal procedures and the Complaints Handling Policy.
- is promoted and widely available within the school community and published on the school website.
- is reviewed with the school community at least every three years.

School staff have a responsibility to:

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school and departmental policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the school's Anti-bullying Plan.

In addition, teachers have a responsibility to:

- provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school Anti-bullying Plan.
- behave as responsible bystanders.
- report incidents of bullying according to The Academy Anti-bullying Plan.

Parents and caregivers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour.
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan.
- report incidents of school related bullying behaviour to the school.
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have the responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- support the school's Anti-bullying Plan through words and actions.
- work collaboratively with the school to resolve incidents of bullying when they occur.

The full text of the Complaints Policy is available on the school website.

SECTION 10

Priority areas of achievement

Critical thinking and writing were the priority areas of achievement chosen by the Academy in 2019.

Our NAPLAN results indicated that our term 1 writing intervention strategy was highly successful in all years where 90% of our students were proficient for their age group in the Writing section of the NAPLAN. Our Year 7 NAPLAN results showed that our students were proficient across all measures of the NAPLAN.

Further, their critical thinking skills and writing skills grew in achievements in Future Problem Solving with a second place finish, the Philosothon wherein 60% of critical thinking prizes went to Academy students (8 schools participated), solid 2nd place finishes as Western Chess Championships and 1st place in our regional final for da Vinci Decathlon.

Our prioritised area to focus in 2019 was to improve student work habits and resilience in order to build consistent achievement over time (vs at one off competitions.) We engaged in the New Pedagogies for Deeper Learning program through the AIS NSW and targeted Character growth through the use of the learning progressions. This work will continue for 2020 and 2021 as we design deep real world learning while addressing students' needs to grow the 21st century skill of character. We implemented a self reflection and self reporting checklist for students and next year we plan on this being a part of the reporting process each semester.

The charts below show students self reflection on their character growth vs where they came to with teacher conferencing. In term 1, we saw a large amount of discordance between how students saw themselves independently and where they placed themselves with teacher conferencing. In the Term 3 results, students are not only more accurate self reflectors, but they are starting to move up the character scale of independence and achievement 1 band on average. This growth in character, resilience and responsibility for learning led to a growth in assessable outcomes.

As our school grows to a near doubling each year, we plan to continue character and resilience work to reinforce our critical thinking and writing skills in 2020.

Term 1

vs

Term 3

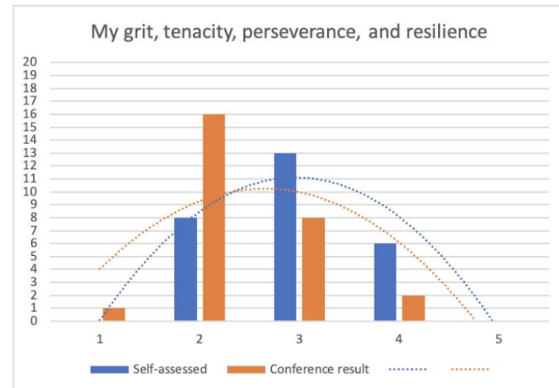
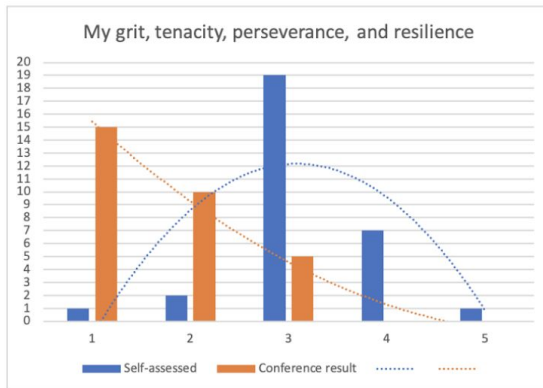


Chart explanation: X-axis numbers correlate to Character Progression's 5 levels of growth (5 is the highest)

SECTION 11

Respect and responsibility

Respect and responsibility are key aspects of Leadership and Citizenship and the Academy values them highly.

Actions undertaken by the Academy to promote respect and responsibility include:

- NAIDOC day celebrations
- Harmony Day celebrations with wider community
- 2 hours of virtual conference on Safer Internet Day with the Office of the Children's Guardian
- Training in assertive communication and promoting use of "I" statements
- Consistent use of school discipline policy
- Meetings each term with the P&C
- Speaking series of regional leaders who talked about their leadership journey and the role respect and responsibility played in their lives (8 speakers)
- Promoted appropriate interschool representation in Future Problem Solving, Chess, da Vinci Decathlon and sporting events
- Participation in Philosothon, Wurrimbirra and Science and Engineering Challenge

SECTION 12

Parent teacher and student satisfaction

Parent satisfaction

Positive community feedback was received at the Academy regarding academic results, wider learning opportunities and pastoral care policies implemented at the school.

Parent satisfaction was gauged in a variety of ways including:

- One on one conversations with the Principal
- Feedback and conversations at P&C meetings each term
- Meetings with the P&C executive
- Emails and written communication from parents
- PLP planning meetings

Student satisfaction

Students submitted positive feedback regarding the learning environments, their academic progress, their social and emotional growth, community atmosphere and quality of teaching and learning. Further, students were overwhelmingly positive about extension work and co-curricular offerings such as da Vinci Decathlon, Future Problem Solving, Art Club, Chess Club and Debate.

Student satisfaction was gauged in a variety of ways including:

- PLP planning and reflection meetings
- Student reflection forms
- Conversations between Principal / teacher and students
- Conversations between parents, Principal / teacher and students
- Feedback from student leadership team
- Feedback from teachers in weekly staff meetings

SECTION 13

Financial summary

