

# Tenambit Public School Annual Report



2018



3180

## Introduction

The Annual Report for **2018** is provided to the community of Tenambit 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.

Mrs Donna Stackman

Principal

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## School background

### School vision statement

Tenambit Public School is a public school in New South Wales committed to the pursuit of excellence in the care and education of our young learners.

Our school values of Respect, Responsibility and Excellence underpins all our actions and beliefs.

After extensive consultation with our community and in an effort to make our school vision clear and memorable, the following vision statement has been developed:

***Tenambit Public School will be known as an authentic school learning community that develops independent critical learners, prepared for their future.***

### School context

Tenambit Public School is a primary school to the east of Maitland. Enrolments in 2018 are approximately 370 students with an equal number of boys and girls. In addition, 18% of our students identify as Aboriginal or Torres Strait Islander and 5% come from a language background other than English. Tenambit Public School has two support classes, a hearing class and a multi-categorical class.

At Tenambit Public School, a dedicated team of qualified professional staff are committed to improving educational outcomes for all students. Tenambit Public School is a proud member of Maitland Learning Community of partner schools comprising eight primary schools and one high school.

Tenambit PS receives equity funding to support student learning and staff professional learning. Our Family Occupational and Education Index (FOEI) for 2018 is 141, which recognises our community's socio economic standing.

Tenambit Public School continues to focus on the quality of student outcomes in literacy, numeracy and engagement. We cater for a wide range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. We enjoy the support of a highly committed and supportive P&C which has operated continuously since 1991.

Tenambit Public School is a strong participant in the DoE initiative, Early Action for Success and implements Positive Behaviour for Learning (PBL) practices. The school is a member of the Maitland Aboriginal Education Consultative Group (AECG) and has strong links with Mindaribba Local Aboriginal Land Council. The school is also supported by business partnerships formed within the community.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

**Learning:** Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures – In most areas our school is moving from Delivering, to Sustaining and Growing. In the area of Assessment our school is working toward enhancing good practice across the whole school environment.

**Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development – In most areas the school is Delivering, in the areas of Effective Classroom Practice and Data Skills an Use, our school is working towards delivering and this is reflective of our teaching staff and the level of expertise as staff work on developing high skills and application of knowledge to best support learners.

**Leading:** Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes – In all areas, our school is delivering.

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/sef-evidence-guide>

## Strategic Direction 1

Equipping students with the skills for success.

### Purpose

To create independent, responsible learners prepared for their future, with a sense of social purpose. We will differentiate the curriculum and update our pedagogy to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating, and social development.

### Overall summary of progress

Teachers are clearly teaching to need with reflective feedback used more regularly in the classroom. Learning is more visible and reflective of learning. Effective systems are in place to support Early Action for Success in K–2 and supportive environments across the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>In 2018 all Aboriginal students will demonstrate growth in reading and number.</li> </ul>	Resourcing from our RAM Aboriginal funding has resourced student resources, interventions and engagement strategies as well as the engagement of Student Learning Support Officers to support students in all aspects of literacy and numeracy.	Teachers are using technology to enrich learning tasks, assisting with engagement and enhancing education delivery practices. Technology is used as a learning enrichment and enhancement to engage reluctant learners, particularly in numeracy and literacy.
<ul style="list-style-type: none"> <li>Increase the number of students in the top two NAPLAN bands in number and reading.</li> </ul>	Professional Learning resourced from our RAM socio-economic in the areas of literacy and numeracy has given teacher skills and understanding of providing a supportive curriculum and opportunities for learning.	<p>BT have a strong understanding of planning requirements including differentiation, strategies for learners, collaboration and quality teaching pedagogies to make visible learning in the classroom.</p> <p>Specific enrichment programs have been developed to enrich the learning of those students in the middle bands to engage the learning practices and application of students.</p>
<ul style="list-style-type: none"> <li>Students demonstrate a strong growth mindset with a focus on enquiry and critical thinking.</li> </ul>	Resourcing from our RAM Socio – Economic funding has resourced student resources, PBL interventions and engagement strategies as well as the engagement of Student Learning Support Officers	Students are goal setting and reflecting of feedback from teachers and Interventionists, using visible learning and thinking to learn.
<ul style="list-style-type: none"> <li>All teaching programs reflect the philosophy of REAL Projects.</li> </ul>	Allocation of resourcing from our RAM Socio-Economic has provided professional learning to all staff.	<p>School community is supportive of processes and practices evident through feedback and survey results</p> <p>Teachers have a knowledge and understanding of learning progressions and how best to utilise these in developing learning and assessment tasks, utilising data in a meaningful manner.</p> <p>The Pilot Year indicates greater understanding in</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>All teaching programs reflect the philosophy of REAL Projects.</li> </ul>		<p>staff teams with the need for specific and tailored student focused approach to programming.</p>
<ul style="list-style-type: none"> <li>Early Action for Success Benchmarks will demonstrate consistent improvement in results.</li> <li>More than 80% of students on track in reading.</li> <li>More than 80% of students on track in comprehension.</li> <li>60% to 70% of students on track in writing</li> </ul>	<p>Early Action for Success allocations have been utilised in the purchase of literacy and numeracy resources, professional development and the allocation of an Interventionist Teacher K–2.</p>	<p>Teachers have a knowledge and understanding of learning progressions and how best to utilise these in developing learning and assessment tasks, utilising data in a meaningful manner. EAfS targets are developed, evaluated and students are within expected growth areas. TEN training is across the school with mentor teachers working with teams. Teachers are using technology to enrich learning tasks, assisting with engagement and enhancing education delivery practices. The pedagogy of L3 delivery (Engine Room and rotational groups) is across most of the school.</p> <p>Effective systems in place to support EAfS, L3, TEN, Interventionist and LAST, Instructional Leaders</p>

## Next Steps

- The school will consistently engage in practices and systems which enable teachers to have a greater understanding of those students within the classes, their needs as they pertain to success in learning. Information and 'hand over' processes will commence early in the last term of the school year to give teachers time to consult, collaborate and share information. Teachers will then have ample time to source resourcing, expertise and strategies to suit all learners coming into their classrooms in the following year ensuring a strong entry into the new school year.
- Further professional learning around the topics of 'what works best', best practice, the importance of authentic feedback, using data to inform practice and developing engaging learning opportunities to address individual needs with differentiation will be a focus for each teacher and educator within the school.



## Strategic Direction 2

We maximise the potential of every student.

### Purpose

To create a positive school culture that supports the wellbeing of the whole child, so that they are prepared for their future, through well-developed and evidence based approaches and programs.

### Overall summary of progress

The school undertook strategic planning and delivering of processes to engage students, give them opportunities to enhance their learning and their sense of responsibility for learning at school. A clear plan of parent / caregiver sense of community within the school led to the increase in supportive practices and processes with clear school / home links.

We see each student as individuals with their own entry point into learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%of students will obtain personalised learning goals and will meet individual targets.	RAM flexible funding allocated to allowing teachers additional meeting time with parents and students to best support need.	Student goals are developed and discussed throughout the school year, through a consultative process involving student, teacher, support staff and parents / caregivers. This is a dynamic working document, reviewed on a regular basis.
Improved levels of student self-confidence and empowerment as measured in student surveys.	RAM flexible funding allocated to a strong PBL program and student wellbeing support with additional Student Learning Support Officers employed to support those students with high additional needs.	Class lists for 2019 year support students PBL lessons and focus reflects data Commonality of language and expectations across the school Parent community is well aware of PBL language and supports this in the wider community  A holistic program of student and staff wellbeing has been developed which is reflective of need.  Evidence of good practice is communicated through student surveys.
Increased and consistent use of PBL messages and language by the whole school community and decrease of negative incidents recorded on Sentral.	Allocation of RAM flexible funding to enable teachers to attend TPL focusing on student wellbeing.	A consistent message of wellbeing with a focus on the PBL core expectations of Respect, Responsibility and Excellence is embedded in common language and expectations across the whole school environment and parents and caregivers support this at home.
Increased community involvement in school events, workshops and information sessions.	RAM flexible funding utilised to support community in whole school interactions.	Community engagement has increased Community knowledge of school activities and events has increased along with support Community newsletter is valued in the community Parents have a strong understanding and knowledge of their child's classroom Teachers have fostered a supportive relationships with parents / caregivers
A positive school culture as evidenced by staff, student and community surveys.		Staff are aware of their requirement for providing opportunities for students within the context of the teaching standards. This is evident through positive comments in student and staff surveys, from positive conversations and comments made in community events and consultative groups.

### Next Steps

Student goals imbedded into good school practice with full consultation with all stakeholders.

Development of teacher mentors for students, particularly those who are vulnerable and needing support.

Ensure all learning needs are being met through stringent program monitoring, with evidence of differentiation, the development of IEPs, PLPs and adjustments with the guidance of support teachers and collaboration with stake holders.

Ensure our PBL language encompasses Kindness as our overriding philosophy and our PBL procedures are reflective of need.

Our whole school community is knowledgeable regarding our student wellbeing focus and philosophy, our efforts to engage our community are widely supported by the community in turn.



## Strategic Direction 3

We build a community culture of personal excellence in teaching, learning, leading

### Purpose

To work collaboratively as a whole school community, to support continuous improvement in practice providing all students with the necessary skills to create effective citizens of the future.

### Overall summary of progress

School staff have a rigorous process to follow to develop a PDP which is reflective of our drive for excellence in teaching, learning and leading, while allowing processes to develop skills and understanding. Teachers are leaders within their own classrooms and planning and programming is done cooperatively. School Executive support a strong learning culture and work continuously on improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consolidation & growth of relationships with parents, community, students evident through increased parent satisfaction.	RAM flexible funding expended	Key team members have been upskilled in community relationships, attending PL in many aspects.  Provision of opportunities for community members to be involved in school events, programs and support modes for students ensure a more through understanding of schools and how they operate.
Professional Learning audits indicate that staff participate in the skill development, planning activities and collegial sharing that underpins improved practice with an increase in strategic thinking that seeks to deeply understand the factors that drive improvement.	RAM funding to ensure TPL was strategic and within our School Plan Framework.	TPL matched teacher and student need, matched to School Plan Directions and Teaching Standards, demonstrated evidence of meeting individual PDP goals.  Staff meetings are professional learning based with staff sharing skills and expertise.
Increased observation, collaboration & sharing of excellence in practice in relation to Literacy & Numeracy, & other School Plan goals.	RAM funding to allow teachers to be released from teaching load to ensure observations and improvement in practice.	Timetabled time to ensure observations of other's practice.  Instructional Leaders (Executive Teachers) to demonstrate expertise to members of teams.  Instructional Leaders to work collegially in improvement in program delivery with Literacy and Numeracy goals met in alignment with school plans.

### Next Steps

All Executive Teachers will have a non-classroom based load in 2019 with the intent that they provide mentoring and collegial practice to those members of their teams and others requiring specific skill set PL. Mentoring time will be timetabled for each teacher within the team, focusing on meeting each teacher's professional goals.

PDP processes are systematic and a school policy and procedure developed to provide support and assistance to teaching and non-teaching staff which aligns with standards, school plan and accreditation requirements.

School staff will have a clear plan for professional learning with a strong understanding of the teacher standards with clear demonstration of growth, easily identified with the 37 focus descriptors from the Australian Professional Standards for Teachers NSW.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Aboriginal Funding was expended on the engagement of Student Learning Support Officers to work with targeted students on improvement in literacy (reading) and numeracy and number understanding.	100% of ATSI students have a current PLP that has been negotiated with carers/parents and students. Support for indigenous students in class to access the curriculum. All students actively engaged in NAIDOC Week activities Aboriginal perspectives being implemented in classrooms and supported by indigenous SLSO's
<b>Low level adjustment for disability</b>	RAM flexible funding expended on support programs, professional learning, resourcing and the provision of Student Learning Support Officers.	Targeted students received support in learning and social wellbeing.
<b>Quality Teaching, Successful Students (QTSS)</b>	Allocation providing executive non-teaching load.	Teachers have been supported to improve practice, enabling student support.
<b>Socio-economic background</b>	RAM flexible funding expended on TPL, support to students in accessing the curriculum, resourcing of classrooms in literacy and numeracy & technology.	TPL to support student learning, identifying programs to allow students to engage in the curriculum, additional resources particularly in technology.
<b>Support for beginning teachers</b>	1 beginning teacher in 2018	BT allocation of mentor and support supervisor  Program developed with BT, mentor and exec supervisor of demonstration lessons, professional learning in curriculum and behaviour management  Support time for additional time off class
<b>Early Action for Success</b>	Funds allocated to provision of Instructional Leader FTE 1.2	Engagement of additional IL position.  Allocation of additional funds to provide an Interventionist Teacher K-2.  IL and AP on-going discussions on where to next. Discussion of the 'Spiral of Inquiry'.  Data from L3 and SENA ( Tenambit Assessment Schedule) Record of students and risk LST minutes IEP's in programs  Programs and assessment folders & 5 week cyclic planning and assessing.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	177	171	188	191
Girls	179	186	186	179

Tenambit Public School has a steadily growing enrolment. Our commitment to quality education is evident in the increasing enrolment over the years. Our school commences our entry to formal school through a very popular Coming Up to Big School program for those children who are starting Kindergarten in the following year. This program, going over three terms, gives children an introduction into the concept of formal learning, teaches skills in basic number, reading and literacy and teaches children social cues and competencies.

We work closely with parents and caregivers to form genuine partnerships to support students, giving them the best possible success in their primary school years. Programs aligned with learning needs, social and behavioural needs and a supportive environment all mesh together for form quality educational delivery.

Attendance issues are followed up quickly and parents are given support to provide guidance for regular attendance.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	91.6	93.2	89.2
1	92	91	91.8	90.6
2	93.9	90	87.8	88.3
3	93.6	92.6	89.3	88.9
4	92.6	93	91.5	91.1
5	91.4	92.5	91.4	92.8
6	90	91.9	89.8	91.4
All Years	92.4	91.9	90.6	90.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is a high priority at Tenambit Public School. Teachers are in continuous communication with families to work collaboratively toward high attendance rates. The issue of absenteeism is complex and covers a range of behaviours, including chronic absenteeism or school refusal. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies that address the specific type of absenteeism can be implemented to support our families.

Tenambit Public School believes we all must work as a community to ensure our children are getting the education they need to succeed in life.

### Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.97
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.92

\*Full Time Equivalent

Tenambit Public School has 5 school staff who identify as Aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

## Professional learning and teacher accreditation

Tenambit School Staff have a strong commitment to ongoing professional learning. Funds are set aside each year in addition to funds received through RAM for Learning and Development. Professional Development and Learning must be identified through the individual teacher's PDP and the school's strategic directions. Additional PL is through our weekly staff meetings, stage meetings and collegial personal learning networks (PLN)

A rigorous and thorough Beginning Teacher Induction program introduces those in the first years of teaching into the profession, supported by experienced Mentor Teachers and Executive Teachers. Additional time is given to each beginning teacher to work with experienced staff in honing skills, knowledge and capabilities. Identified PL is also undertaken in line with each individual teacher's needs.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	552,950
<b>Revenue</b>	4,964,277
Appropriation	4,844,719
Sale of Goods and Services	883
Grants and Contributions	116,096
Gain and Loss	0
Other Revenue	100
Investment Income	2,479
<b>Expenses</b>	-4,580,878
Recurrent Expenses	-4,580,878
Employee Related	-4,266,268
Operating Expenses	-314,610
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	383,399
<b>Balance Carried Forward</b>	936,349

The school has a financial planning committee consisting of the School's Office Manager, an Executive Teacher, the Principal and the President of the P&C, the school's main consultative group.

Our school's financial planning meet financial policy requirements with regular meetings and collegial planning to best meet the needs of the student body, the professional learning required and the running of the school.

In 2018, the school expended funds on school resourcing, particularly technology and replacement of technology, providing additional support for students through the engagement of additional Student Learning Support Officers to work in classrooms and on on-going school maintenance.

The school intends on providing additional classes across K-6 to adjust to enrolment patterns in 2019, the addition of Instructional Leaders in 2019 to support the Primary section of the school, the continued engagement of additional Student Learning Support Officers to support students who do not qualify for formal funding and a program of school maintenance, including additional covered walkways within the school and addressing erosion issues in the playground.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	2,552,541
Base Per Capita	74,648
Base Location	0
Other Base	2,477,893
<b>Equity Total</b>	715,576
Equity Aboriginal	70,810
Equity Socio economic	460,471
Equity Language	3,128
Equity Disability	181,166
<b>Targeted Total</b>	546,676
<b>Other Total</b>	882,709
<b>Grand Total</b>	4,697,502

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

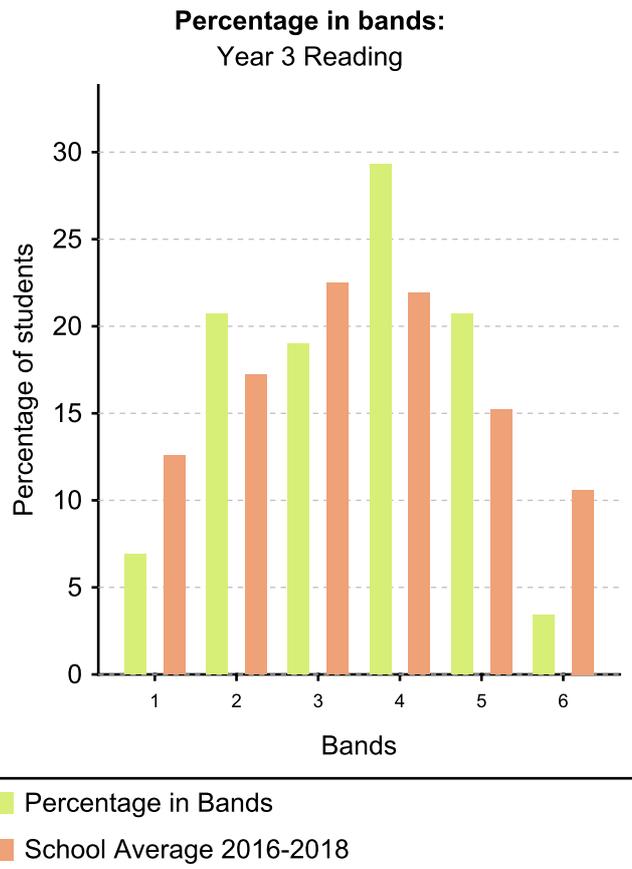
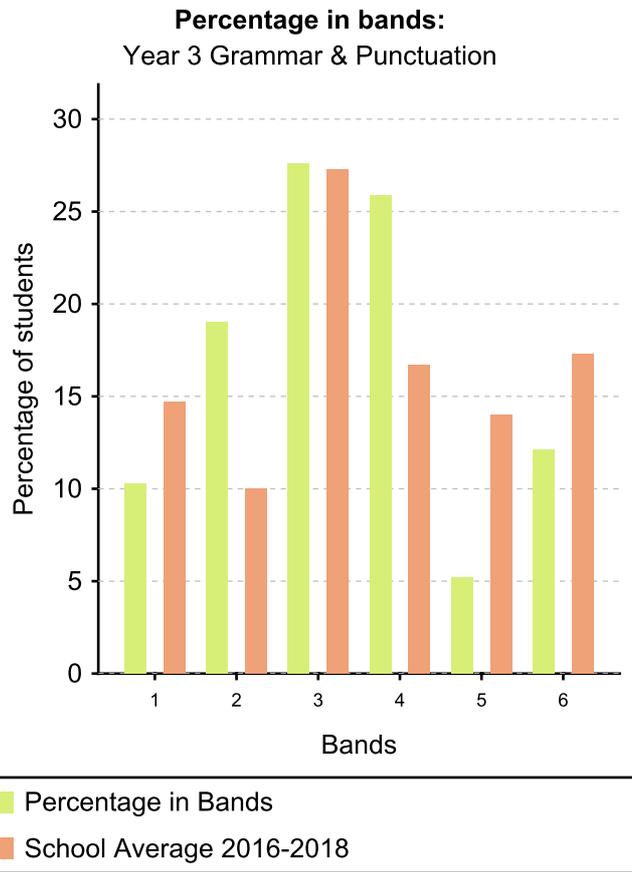
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

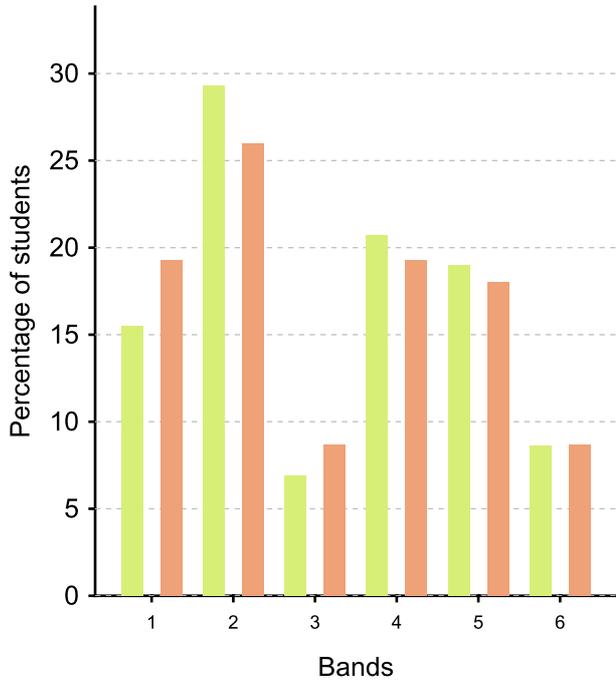
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's focus on literacy support is evident in the student growth across years. The school will continue this in future years, including the strong emphasis on

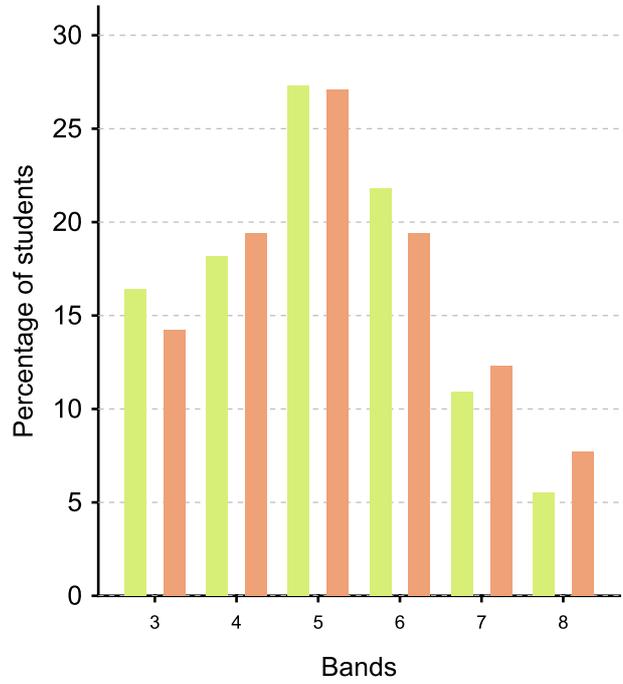
Early Action for Success.



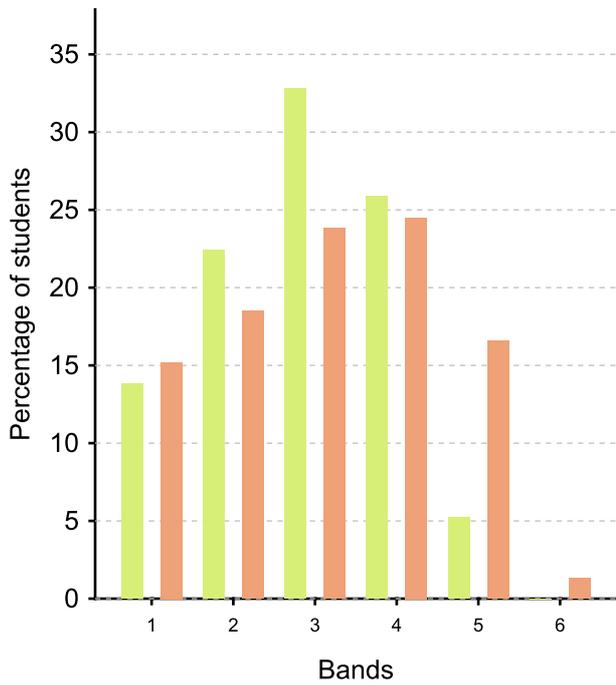
**Percentage in bands:**  
Year 3 Spelling



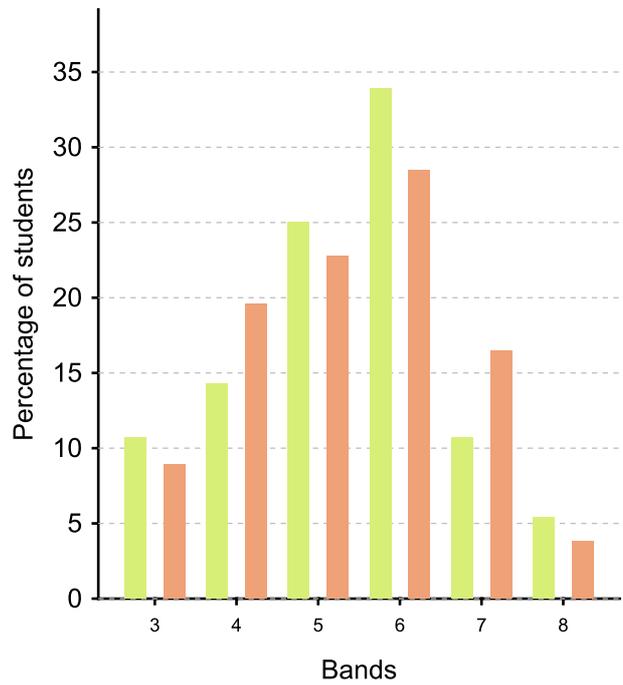
**Percentage in bands:**  
Year 5 Grammar & Punctuation



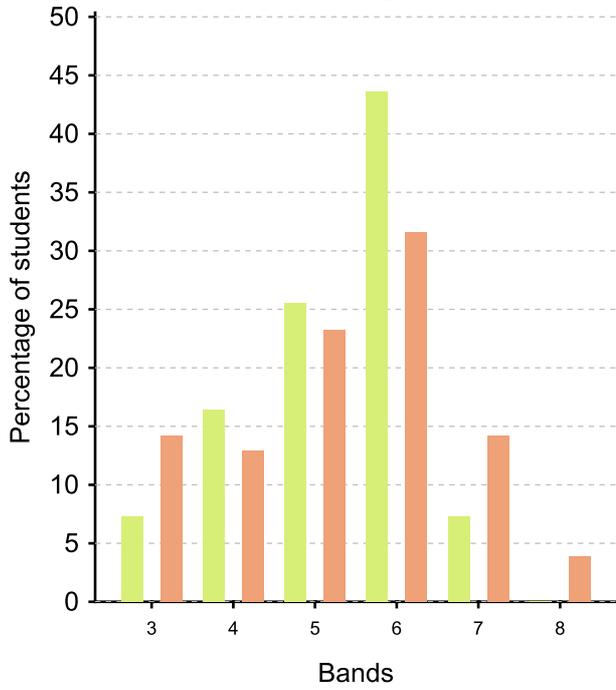
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

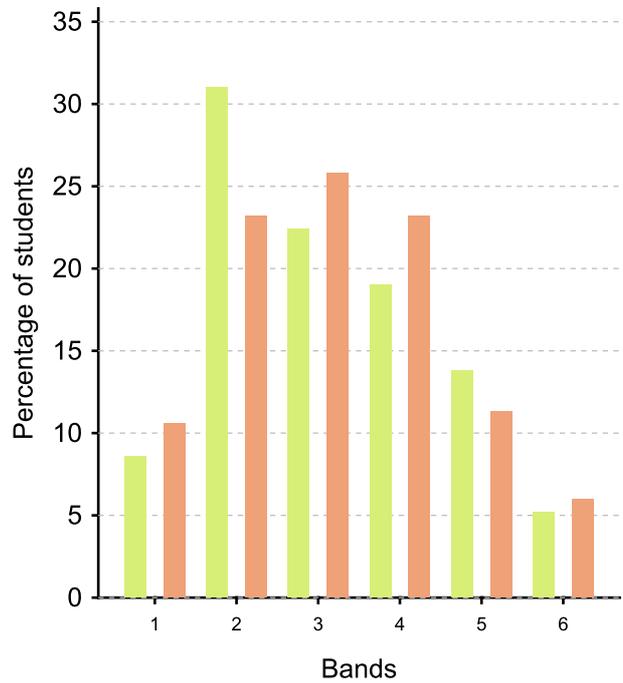


**Percentage in bands:**  
Year 5 Spelling

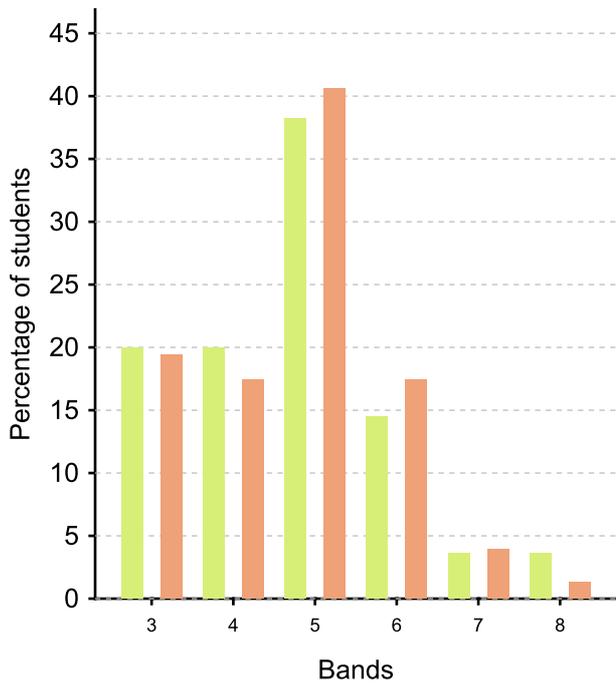


The school's focus on literacy support is evident in the student growth across years. The school will continue this in future years, including the strong emphasis on Early Action for Success.

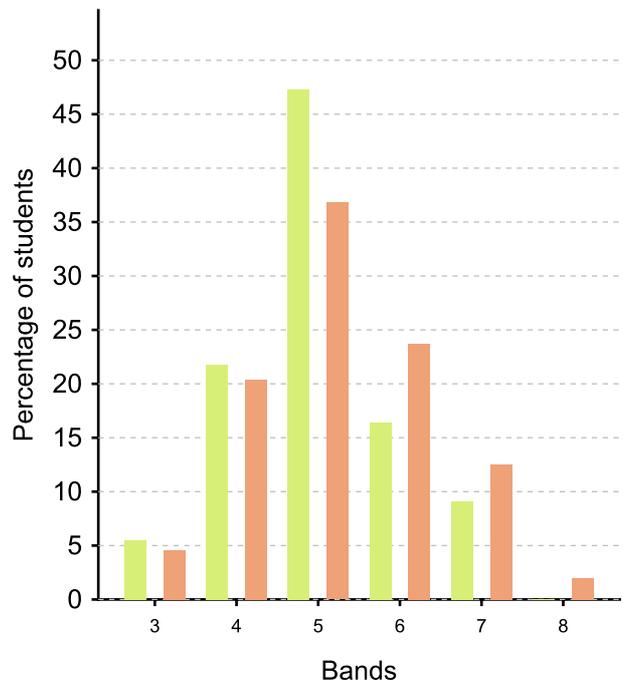
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school has expending funding to support Aboriginal students in accessing the curriculum with strong support from School Learning Support Officers, the development of strategic Personalised Learning Pathways and programs to engage parent partners in learning. A strong plan around engagement and the modelling of life long learning has been developed and integrated within classrooms with a focus on early intervention strategies through the school's early entry into school program.

Clear and identifiable assessments are utilised and the data generated is used to develop targeted programs of improvement and growth.

## Parent/caregiver, student, teacher satisfaction

### Parent Feedback:

Parents demonstrate a growing commitment to work with the school for the positive engagement of their children.

Parents would like an additional forum apart from the P&C to engage with the school.

Parents feel they are welcome within the school and to join in school events, this is evident in parental support with school events.

### Teacher Feedback:

Teachers feel that the school supports them particularly in wellbeing.

Teachers feel that communication can be improved at times as events can make the school an additionally busy place.

Teachers feel that their workload is supported by executive staff and planned accordingly.

### Student Feedback:

Students feel that their teachers support them and care about their learning.

Students feel that not all students respect our school expectations but feel that these situations are dealt with appropriately by school staff.

Students feel the school's PBL message is not understood by parents but feel it is understood well by students.

Students feel the school's ethos of kindness is positive and that all children try to demonstrate this.



## Policy requirements

### Aboriginal education

#### Aboriginal Education

Our school has a strong focus on Aboriginal cultural awareness and has a genuine recognition of culture within all classrooms. Students participate in BroSpeak, cultural dance programs and art opportunities.

All students are supported throughout the primary school years with clear focus on entry into Kindergarten, Primary School and High School with supportive programs developed according to the individual needs of the student.

Supportive and culturally appropriate relationships are built through a strong culture of respect with all stakeholders including family members, the AECG and Mindaribba Lands Council.

Key school stakeholders attend regular AECG meetings to best support our students, our families and our community.

Personalised Learning Pathways are driven by students identifying their learning goals and the steps needed for achievement with school support.

The school has a culture of high expectations which is demonstrated through relationships with students, families and an emphasis on education.



### Multicultural and anti-racism education

Our school has rigorous programs to deepen understanding including recognition of special days and events such as Harmony Day, Anti-Bullying learning and days and specific areas of curriculum taught to strengthen the understanding of multi-culturalism and our teaching and learning programs are culturally inclusive and ensure children have an understanding of concepts taught to respect diversity.

Students from a non-English speaking background are given additional teaching time to allow for a smooth joining of the school community and assistance where needed in conjunction with families. Professional learning is undertaken by school staff in response to the needs of students. Specialist EAL/D teachers are engaged where needed to support students and teachers.

We have a designated ARCO officer within our school staff who addresses any misunderstandings between either staff or students. This role is promoted throughout our school community and timely responses are made regarding complaints with an understanding of both parties as to the process undertaken.