

2020 Annual Report

Ermington West Public School



4125

Introduction

The Annual Report for 2020 is provided to the community of Ermington West 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.

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Message from the principal

In 2020 there was a change in leadership at Ermington West Public School. Ms Barbara Simic was relieving in the role of Principal and in term 4 2020 Ms Karen Mack was appointed to the role.

As a result of the COVID-19 pandemic many school routines were impacted upon as the school had to observe health and safety guidelines. There was a period of learning from home where teachers were able to successfully meet the demands and provide students with relevant and appropriate learning at home.. Teachers were able to successfully deliver learning when students were working remotely through the provision of workbooks and online learning platforms. Teachers were also able to provide feedback to students about their learning and performance.

In Term 2 students were able to return back to face to face teaching though restrictions existed regarding physical distancing of adults. Parents were not able to enter the school unless it was for an organised meeting. Assemblies and other extra curricula activities were not able to be conducted until term 4 when some restrictions in schools were eased.

In Term 4 we were able to begin school assemblies and continue with KIds Curriculum. NAIDOC and Book Week were able to be celebrated at school among students and teachers.. The Year 6 farewell was a wonderful way to culminate the end of the year and Year 6 parents were able to attend the Year 6 walk through on the oval..

The year had many challenges and because of the collaboration between school executive, teachers and parents/carers, students were provided with support to meet the demands on their learning and wellbeing. Parents/carers were understanding of the changes to normal school routines and procedures throughout the year. The EWPS P&C were active in communicating with and updating the school community of ongoing changes and sharing photos of school events with parents/carers.

School vision

Team EWPS students are self-motivated learners - confident and creative, with the personal skills for future success and wellbeing.

We are Creating the Future Together!

School context

Ermington West PS has an enrolment of 180 students representing 27 language groups and just under 10% Aboriginal students and diversity in socio-economic status. Our students are the leaders of the future. They:

- initiate, organise and lead programs
- mentor younger students in literacy and numeracy
- engage in inquiry based, collaborative learning
- create their own learning opportunities
- regularly engage with the wider community

Ermington West PS teachers are committed professionals who place student learning and equity at the centre of all professional learning and practice. Our teachers are the lead learners of the school. They:

- differentiate outcomes, content, teaching strategies, products and learning environment
- provide core and extended outcomes for students
- deliver specific instruction of literacy and numeracy skills
- facilitate opportunities for students to collaborate on real world issues and problems
- celebrate the strengths, needs and interests of all learners

The parents and families of Ermington West PS are partners in learning. The community is actively involved in key aspects of decision making and are valued contributors to many facets of school life. Our community is passionate about the provision of quality student learning experiences. Our community members:

- are visible partners in learning
- share their expertise with students
- volunteer to benefit 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 school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Staff as Lead Learners

Purpose

To strengthen the capacity of teachers in evidence-based learning through:

- strong leadership at all levels of the school
- systems for professional learning focusing on the needs of teachers
- a comprehensive approach to building leadership capacity

Improvement Measures

1) 100% of teachers have targeted professional learning experiences that will allow them to implement innovative, future focused pedagogy.

2) All staff members have high-quality evidence to support their progress towards the successful completion of their PDP goals.

3) All staff have a shared responsibility for the implementation and review of the school plan, where all staff contribute to successful completion of projects in action plans.

Overall summary of progress

In 2020, all teachers attended online professional learning to deliver learning on demand. All teachers were able to successfully deliver teaching and learning through an online platform and give students feedback about their learning. All teachers were able to participate in online professional learning in the priority areas of the school plan. Most staff were able to show evidence of professional learning that was aligned to their PDP goals. Due to the COVID-19 pandemic some professional learning was not able to be delivered. Staff were actively involved in project areas across the school. Some projects were not able to be completed due to restrictions around the COVID-19 pandemic.

Progress towards achieving improvement measures

Process 1: 1) To ensure all teachers have deep understanding of the Australian Professional Standards at proficient, highly accomplished and lead and use these to develop professional learning pathways resulting in continuous improvement in teaching and learning.

Evaluation	Funds Expended (Resources)
At EWPS teachers are at different levels of accreditation and have individual goals they are working towards based on the professional standards. These goals are identified through PDP meetings to continuously improve teaching and learning. During this process the leadership team have been regularly collaborating with the teachers to deepen their understanding of the standards and guide them to achieve their goals. This is an effective method of tracking where teachers are at with development and where they need to implement change for both their own and student growth. To continue this practice teachers will need to identify ways to further develop their accreditation and ensure that teacher PDP goals are aligned to the school improvement plan to ensure we have a consistent approach to professional development and the delivery of high-quality teaching and learning.	

Process 2: 2) To regularly review structures for planning, programming and assessing to ensure high quality teaching and learning for students.

Evaluation	Funds Expended (Resources)
Programs are revised by supervisors to ensure lessons are planned and programs exist. Supervisors work with their teams to ensure that teachers are	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$23000.00)

Progress towards achieving improvement measures

programming high quality teaching and learning for students. To strengthen the way that we deliver high quality lessons, teaching and learning we need to develop a more formal reviewing cycle to ensure that we plan, program and assess effectively at all times. Assessment cycles are used to track student progress. We have implemented a phonological awareness program into all K-2 classes which has seen good results. This is a focus we will need to maintain as data shows our students need a greater understanding of phonics. Ensure that there are explicit teaching and learning structures that cater for differentiation and the delivery of the curriculum.

Process 3: 3) To ensure the school leadership team has distributed leadership roles, enabling ***a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.***

Evaluation	Funds Expended (Resources)
The leadership team has been collaborating by participating in professional learning which enables them to guide their team in delivering high quality teaching and learning. Our future focus will be continuously developing the skills of the leadership team to address the priorities and needs of the staff at EWPS and to mentor and guide teachers to support them in delivering the curriculum.	

Next Steps

Our focus is to:

- Align our professional learning to our strategic improvement plan so that there are consistent practices across the school.
- Implement data informed practices to identify gaps in learning and plan differentiated activities to address individual needs.
- Increase opportunities for school leaders to have professional learning to support, mentor and guide their teams in developing their practice and improving student outcomes.

Strategic Direction 2

Partnerships in Learning

Purpose

To engage all stakeholders so that the entire school community is informed, engaged and influential through:

- ***aspirational expectations of learning progress and achievement for all students, and commitment to the pursuit of excellence***
- strengthening relationships amongst our community of schools.
- maintaining, developing and seeking out new partnerships to continue implementing a balanced, dynamic and innovative curriculum.

Improvement Measures

- 1) Targeted students' attendance at school is at/above 95%
- 2) Improved family involvement in learning with all parents attending learning conferences (as reflected in parent contact data) throughout the year and accessing student digital portfolios regularly (once per term).
- 3) Increased opportunities for staff and students (CCC) leading to teacher professional learning targeted at need and improvement of student outcomes in key areas.

Overall summary of progress

1. Student attendance is at 77.26% which is below the target. Regular attendance needs to be a consistent focus to drive engagement, learning and wellbeing.
2. Due to COVID-19 parents were not able to attend learning conferences so this will remain a focus in the new school improvement plan. Parents were able to regularly access student work samples through digital portfolios when students were back in face to face teaching.
3. All staff were able to access professional learning through online learning platforms. in 2021.

Progress towards achieving improvement measures

Process 1: 2) To collaboratively set goals for all students (teachers, parents and students) based on evidence and analysis of academic, social and personal development.

Evaluation	Funds Expended (Resources)
Digital portfolios were established and used to inform and communicate with parents regarding student learning. A survey was conducted and reviewed by the staff. We were able to identify that parents required more guidance in how to access these resources. Video tutorials were created to explain to parents how to best access the portfolios. By continuously evaluating our processes we have developed a system for how often work samples needed to be uploaded. Our future focus will be to ensure that we provide new families of Ermington West with an induction to digital portfolios. We will also request parents to re-evaluate the effectiveness of this tool to communicate academic, social and personal development of their child.	- Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: 3) To build capacity of aspiring and substantive leaders through the CoSPL team.

Evaluation	Funds Expended (Resources)
Teachers developed PDP goals that built their capacity as leaders. An aspiring leader at Ermington West attended the COS meetings to vocalise our needs and wants. Staff attended and were able to select relevant twilight sessions organised by the COSPL team. 87% of teachers found the twilight sessions organised by COS relevant to their PDP goals. Our future focus is	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$561.00)

Progress towards achieving improvement measures

to continue building teacher capacity as leaders by ensuring PL sessions are aligned with their PDP goals.

Staff at Ermington West initiated a leadership program which spans our community of schools. The program develops students as leaders by having them participate in a range of activities, targeting their leadership capacity. Our year 6 leaders now attend these events once per term at different schools in our community. Due to our leadership this is a self-sufficient program. Our future focus is to continue running this leadership program for our future leaders.

Process 3: 1) To create structures to improve wellbeing, attendance and engagement at school for targeted and identified students.

Evaluation	Funds Expended (Resources)
<p>Learning support meetings were facilitated to identify and plan for target students. Additionally, learning conferences were set up to identify student learning and attendance goals with parents, students and teachers. This is an effective method used to create structures to ensure we monitor student wellbeing, attendance and engagement. We will continue to implement these meetings to ensure that staff are all aware of our students' needs across the school.</p> <p>Parent and student surveys were conducted on our playground spaces to identify how we could best use our current space. Based on the results, we purchased new equipment to ensure students were engaged in the playground. Our next goal is to follow through in providing alternative activities for students who prefer a quiet area on the playground.</p> <p>We ensure all new staff are given an explicit induction on our school policies and procedures including behaviour management strategies, positive behaviour systems and school expectations. This is effective as new staff who are on site are able to provide a consistent approach to promote the wellbeing of our students.</p> <p>Year 5 peer training program was implemented to assist with developing our K-2 student's social skills. Our peer leaders' model social skills and promote positive interactions through interactive games during lunch. Our future goal is to continue implementing this program.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$0.00)

Next Steps

Our next steps will be:

- Continue to build the capacity of aspiring leaders to lead initiatives of the strategic improvement plan.
- Strengthen communication and feedback to parents about their child's learning through digital portfolios and other methods of communication.
- Increase the number of alternate activities for students to participate in on the playground and during break times.
- Develop effective whole school behaviour management and wellbeing systems in collaboration with the school community.

Strategic Direction 3

Students as Leaders and Learners

Purpose

To create a genuine and powerful culture of learning and leadership which pervades the entire school and becomes a natural part of the way the school operates through:

- personalising learning for students to create successful, confident and creative individuals and active and informed citizens.
- opportunities for students to learn, practise and refine skills relative to leadership.

Improvement Measures

1) All students have individualised learning pathways that encompass their strengths and future directions in academic, social and personal development.

2) All students develop leadership skills demonstrated through connections between leadership knowledge and putting this into practice beyond the classroom.

Increase proportion of students at/above expected benchmarks for literacy and numeracy as measured by state performance.

Overall summary of progress

1. All students have personalised learning pathways which encompass their literacy and numeracy goals as well as their individual academic, social and personal goals.
2. Students, through participation in extra curricula activities, are developing leadership skills. Further development is required for students to demonstrate these skills beyond the classroom.
3. Improvement in student performance across the school is required for students to meet state performance benchmarks in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: 1) To create personalised learning pathways for all students with identified personal, social and learning goals relevant to individuals.

Evaluation	Funds Expended (Resources)
All Aboriginal and Torres Strait Islander students have a Personalised Learning Pathway (PLP) which is developed in consultation with the student, parent/carer and teacher. The goals have a literacy and numeracy focus and are aspirational.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$6000.00)

Process 2: 2) To enhance opportunities through Learning Ambassador program, Parliament, Kids Curriculum, Kids Ambassador Team and class structures where all students learn about leadership.

Evaluation	Funds Expended (Resources)
Kids curriculum program was created due to the results from the TTFM survey. In order to increase student participation in extra-curricular activities we developed this program. After review, this program ensured that student and staff priorities are met while learning is aligned to the relevant KLAs. These electives are driven by student interests and teacher passions. Students now have a voice in the selection of electives, with students leading some electives. Our future goal is that it continues running and increase community involvement. We have enhanced the leadership opportunities of our students through student led electives, Kids Ambassador Team (Learning Ambassador	Funding Sources: <ul style="list-style-type: none">• Per Capita Funding (\$4000.00)

Progress towards achieving improvement measures

program) and the formation of the student council. The student council and Learning Ambassador teams discuss the social issues and add student voices with the plans of the school. This initiative should be maintained as it creates transparency with students.

Next Steps

1. Continue to improve collaboration and monitoring of personalised learning pathways by students, teachers and parents/carers so that students are working towards their goals.
2. Increase opportunities for student leaders and all students to demonstrate leadership beyond the classroom.
3. Improve student performance in literacy and numeracy through differentiated, evidence based teaching practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$9 660.00) 	All Aboriginal Students had a Personalised Learning Pathway which was developed in consultation with the student, parent/carer and teacher. Students were given support to achieve their literacy and numeracy goals. The funding was also utilised to purchase resources/uniforms for Indigenous students. It was also used for the purchase of resources to enhance the teaching of Aboriginal history and culture across the school. NAIDOC wristbands and Indigenous artifacts were also purchased.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$53 175.00) 	Students were given support in class through small group intervention to develop their literacy skills.. Targeted support was provided to new arrival students to improve their English language proficiency.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$73 490.00) 	This funding was used for a LaST and resources to support student in class.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$33 800.00) 	This funding was used to release teachers to develop quality teaching practices.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$32 433.00) 	The funding was used to run a sporting program once a week and a speech pathologist once a week for the community playgroup to support students language development prior to beginning school. It was used for additional resources to support class literacy and numeracy programs.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	There was no beginning teacher funding in 2020

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	77	85	82	94
Girls	80	86	97	95

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	94.5	93.8	88.8
1	95.6	93.2	93.6	90.4
2	97.6	92.9	92.7	90.5
3	95.4	93.7	93.7	87.1
4	95	93.4	95.3	87.3
5	97.4	91.4	89	87.9
6	95.1	94.7	91.1	86.6
All Years	95.8	93.4	92.8	88.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.68
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	426,802
Revenue	2,849,424
Appropriation	2,765,703
Grants and contributions	82,656
Investment income	564
Other revenue	500
Expenses	-3,018,528
Employee related	-2,625,962
Operating expenses	-392,566
Surplus / deficit for the year	-169,105
Closing Balance	257,697

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	80,634
Equity Total	168,758
Equity - Aboriginal	9,660
Equity - Socio-economic	32,433
Equity - Language	53,175
Equity - Disability	73,490
Base Total	1,612,716
Base - Per Capita	43,050
Base - Location	0
Base - Other	1,569,666
Other Total	854,014
Grand Total	2,716,121

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

School performance - NAPLAN

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

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

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

The "Tell Them From Me" Survey was completed by students in Year 4,5 and 6 and a summary of the results are listed below.

94% of students value schooling and outcomes

72% of students display positive behaviour at school

62% of students are interested and motivated about learning

78% of students feel that they display effort at school

79% of students feel that they receive quality instruction

24% of year 4 students display early signs of disengagement

21% of year 5 students display early signs of disengagement

41% of year 6 students display early signs of disengagement

25% of year 4 students experience bullying at school

38% of year 5 students experience bullying at school

32% of year 6 students experience bullying at school

On average 74% of year 4-6 students felt that there was advocacy at the school compared to 88% of SSSG and 69% of state.

On average 92% of year 4-6 students had expectations for success compared to 95% of SSSG and 85% of the state.

On average 76% of year 4-6 students experienced a sense of belonging compared to 75% of SSSG and 69% of the state.

Teachers completed the, "What Works Best" survey in term 4 of 2020 and a summary of the results are listed below regarding high expectations and wellbeing for students.

90% of teacher said that they provide high expectations for students.

70% of teachers said that they provide challenging goals for their students.

90% of teachers said that they clearly communicate expectations for learning, behaviour and achievement with their students.

81% of teachers said that they create the expectation that every lesson is important and valuable.

73% of teachers said that they work with parents to encourage them to hold high expectations for their students.

81% of teachers felt that they clearly create the expectation that every lesson is important and valuable.

91% of teachers said that they have proactive strategies to build relationships with students.

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.

Personalised Learning Pathways were developed for all Aboriginal and Torres Strait Islander students.

NAIDOC Week was re-scheduled to term 4 due to the COVID-19 pandemic. The school was not able to have a performance though students and teachers celebrated by completing activities in class. NAIDOC resources were provided to support classroom activities and online performances were able to be viewed.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.