

# 2021 Annual Report

## Glenhaven Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Glenhaven 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Glenhaven Public School

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## School vision

At Glenhaven Public School we believe in high expectations where effective, explicit, evidence based teaching practices create optimal learning environments where all students are challenged and engaged to achieve their educational potential. We believe that with the development of strong partnerships, the school will inspire the development of confident, innovative and self-directed learners through giving every child opportunities within a culture of continual growth and high performance.

## School context

Glenhaven Public School is a coeducational school in The Hills Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has an enrolment of approximately 400 students. Our diverse community includes students from different cultural backgrounds. Approximately 16% of our students are from a non-English speaking background and 1.7% Indigenous background. The school's three core values are Respect, Responsibility and Personal Best.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and our dedicated staff, comprehensive programs and supportive community that ensure our students are offered the best possible fully rounded education.

Our parents are developing a continuous drive for academic opportunities to expand and embrace educational challenges for their children which again is cause for rigorous and routine evaluation of all school processes and practices.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further development will occur on ensuring that collected data and assessments will drive teaching and learning practices where teachers can successfully deliver quality differentiated instruction to all students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

There will be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence based strategies and explicit teaching methods supported by high impact professional learning.

Pre and post assessments will take place with identified areas of further revision and student need being actively reflected on. Strategies will be implemented and measured through the introduction of rapid action cycles with the success of these implementations being measured consistently.

Work will take place on increasing student engagement to ensure their maximum potential is achieved. This will involve students taking a more proactive role in their learning with student voice being an essential element of this process. A focus will be on whole school initiatives with time allocated to measure the impact of any initiative on student outcomes.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve and maximise student achievement, growth and performance in Literacy and Numeracy through whole school data driven practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Personalised Learning
- Whole School Data Driven Practice and Assessment.

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$6,516.00

**Professional learning:** \$16,000.00

**QTSS release:** \$78,594.72

**Literacy and numeracy intervention:** \$22,423.60

**Low level adjustment for disability:** \$99,338.61

**Per capita:** \$8,487.00

### Summary of progress

#### Teaching and Learning programs in numeracy.

Data team was formed resulting in and stage data being shared and showed clear evidence of being relevant to each teacher with the need to then move to whole staff being clearly required to gain greater impact.

High level professional learning was conducted in regard to data analysis and then applied to 5-week rapid action cycles. Data was provided through the purchase of Essential Assessments including the expert development of user guides and programming templates. These cycles utilised this data to identify a small group of students for specific targeted action. Implementation steps were designed and evaluated after the 5-week cycle. These proved extremely successful and were effectively reported back through stage meetings where processes and teaching strategies used were discussed and shared for future teaching and learning practices.

The success of this initiative was the clear and consistent access to data and the development of a school data team to build leadership capacity with self-nominated staff willingness to engage and participate, resulting in a shared vision and understanding of the "why" behind these actions.

Time to expand this to the entire staff in this depth proved to be a barrier especially due to the impact of home learning. Data shows clear evidence of positive impact on student growth, teacher programs showing accommodations and adjustments accordingly as well as collegial discussions.

Future directions include data discussions being embedded into 2022 professional learning timetable throughout the year.

#### Test Exposure Program.

Packages were developed successfully by the school's Instructional Leader after an evaluation of data from both external and internal assessments. Each reading genre and stimulus was directly linked to units of work being taught by each grade. This enabled this initiative to be fully integrated in the teaching and learning programs and gained a high level of importance and relevance. Feedback was gathered and shared from both students and staff to continue to develop the high impact of this program.

The success of this program can be attributed to the kits that were developed including all resources needed. A whole school scope and sequence also provided a full school approach supplemented with valuable demonstration lessons and ongoing support. This program also relied on and developed explicit teaching strategies across the school which has been identified as an area for further development.

Further time and professional learning is needed to have staff collegial discussions as part of a more in depth evaluation and to determine further focus areas of support needed. Key genre areas and samples provided through the kits will continue to be developed.

## COVID Intensive support.

The implementation of an intensive small group tuition program was implemented to meet the needs of identified students in Numeracy through rigorous assessment including Check-in assessment, Essential assessment and in class regular testing.

This funding initiative was provided to support identified students who required this support due to the impact of COVID-19 and remote on-line learning. The school, was provided with an additional teacher for just above 2 days with the school allocating additional funds to supplement this to 3 days per week in years 3-5. Other identified students were addressed through the school learning support programs and the school's Instructional leader.

Evaluation of this initiative proved to be successful with student growth reflecting the value and success of small group tuition. However, it was found that the program running for 3 days did cause issues with these students being transitioned back into regular groups. The school will look at integrating further funding to enable this initiative to be built into other programs which will allow this to run across 5 days resulting in more consistency and therefore improved student growth and monitoring.

Whilst the school has reported on this program with intensive detailed data and evidence, future plans will utilise the Numeracy progressions and plotting student growth on PLAN2 to allow this data to be shared easily and to provide direction for future teaching and learning instruction.

## Whole School Assessment and Reporting

A whole school assessment schedule was developed to allow for data analyse to be consistent and to allow support for the school's new online assessment platforms. After evaluations and unpacking the data recovered and how it can be used to support accommodations and adjustments of teaching and learning programs, this schedule has been further streamlined to future years to ensure teachers have time to productively use this data to inform student growth and next steps.

School reporting systems have continued to be developed with indicators which students are assessed against, being in line with whole school scope and sequences. Parent survey on terminology used in school reports to be considered to enable clear understanding.

## Data Analysis

Data analysis was introduced across the school as a major focus on ensuring improvement on student outcomes and teaching and learning programs addressing individual student needs. Data was shared regularly through specific professional learning sessions utilising many new platforms that were introduced including Essential Assessment, PAT testing and external results through Check-in and NAPLAN assessments. The DIIE model( Diagnosis, Intervention, Implementation and Evaluation ) was utilised and formed the basis of Rapid Action Cycles.

Further consistency in this initiative is required with clearer links and documentation and collegial discussion including sharing of ideas and techniques for student improvement. The development of school data team has ensured that more members of staff are developing this skill and expertise to support teachers in the use of various data sources by class teachers to impact teaching and learning practices.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
2020 Check In Assessment data had 50.9% of Year 5 in top 2 bands of reading and 73.1% of Year 3 in top 2 bands. Target for 2021 Check in assessment would be for 55% of Year 6 in top 2 bands and maintain 75% of Year 4 in top 2 bands.	April 2021 Check In Assessment data for Year 6 had 56.4% in top 2 bands for Reading. This slightly exceeds our target of 55%. The Year 4 cohort decreased the percentages in the top 2 bands to 59.7%. This means that future growth is required to meet our target.  2021 NAPLAN 64% of students in top 2 bands in Reading which is an uplift of 6% from 2019 data. It is also between our annual trajectory lower bound of 59.2% and upper bound trajectory of 64.92%
NAPLAN results to achieve expected targets of 51% in the top two bands for Numeracy with an uplift of 9% from	2021 NAPLAN results have 56% of our students, as an average across both Year 3 and Year 5, in the top two bands for numeracy. This is an uplift of 14% from our 2019 results with both being above target.

2021 NAPLAN results.	
<p>NAPLAN value add target 76% of students at or above expected growth levels from Year 3 to Year 5 in NAPLAN.</p> <p>Value Add K - 3 is at Sustaining and Growing</p>	<p>K - 3 Value added is unavailable due to changes to Best Start assessment in 2018.</p> <p>The percentage of students achieving expected growth in reading is 58.2% indicating progress yet to be seen towards the lower bound target.</p>
<p><b>Essential Assessment Number</b></p> <p>Baseline data beginning of Term 1 2021 indicates that 56% of students are working 10 months or more beyond classroom expected levels. Target for the end of 2021 is that 60% of students are working 10 months or more beyond classroom expected levels</p>	<p>Our end of year Common Grade Assessment was completed with 45% of students working 9 months or more above their expected levels which is below target.</p>
<p><b>Essential Assessment Measurement and Geometry</b></p> <p>Baseline data beginning of Term 1 2021 indicates that 32% of students are working 10 months or more beyond classroom expected levels in Measurement and Geometry. Target for the end of 2021 is that 40% of students are working 10 months or more beyond classroom expected levels</p>	<p>Our end of year Common Grade Assessment was completed with 32% of students working 9 months above grade expectations. Whilst this is the same as the baseline data, the expected levels have also increased.</p>
<p><b>Essential Assessment Statistics and Probability</b></p> <p>Baseline data beginning of Term 1 2021 indicates that 34% of students are working 10 months or more beyond classroom expected levels in Statistics and Probability. Target for the end of 2021 is that 42% of students are working 10 months or more beyond classroom expected levels.</p>	<p>Our end of year Common Grade Assessment was completed with 47% of students working 9 months or more beyond expected levels, which exceeds our target.</p>
<p>Baseline data for PAT Reading at 80th percentile or above indicates that 22% of students achieved this..</p> <p>End of 2021 target data is that 29% of students achieve this.</p>	<p>We exceeded this target with 43% of our students achieving in the 80th percentile or above, which is well beyond expectations. and target.</p>
<p>Baseline data for PAT Reading is utilised to determine students starting point.</p> <p>End of 2021 target data is that 60% of students improve their raw score by 6 questions correct.</p>	<p>This result is 31% of students increased their raw score by 6 questions which is below target..One of the barriers with this target is that some children can not increase their raw score by 6 as they initially scored at a higher level and couldn't improve by 6.</p>
<p>Staff are introduced to the literacy and Numeracy progressions</p>	<p>Professional learning was held to introduce the Literacy and Numeracy progressions. This was in addition to previous development area of creating texts.</p>
<p><b>School Excellence framework</b></p> <p>Teaching Domain: Professional Standards</p> <p>Literacy and Numeracy</p>	<p>Self-assessment against the School Excellence framework shows the theme of Literacy and Numeracy focus to be excelling which is above target.</p>

Sustaining and Growing.	
<b>School Excellence Framework</b> Teaching Domain: Data Skills and Use. Data Literacy Sustaining and Growing.	Self-assessment against the School Excellence framework shows the theme of Data Literacy to be excelling which is above target.
<b>School Excellence Framework</b> Learning Domain: Assessment Formative Assessment: Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of Formative Assessment to be sustaining and growing.which is on target.
<b>School Excellence Framework</b> Learning Domain: Assessment Student Engagement: Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of student engagement to be sustaining and growing which is on target.



## Strategic Direction 2: Improve teacher practice and deepen curriculum knowledge through a culture of high expectations

### Purpose

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Teachers are committed to identifying, understanding and implementing the most effective research based teaching methods and deep curriculum knowledge that promotes learning excellence in meeting the needs of all students.

### Initiatives

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

- Evidence based classroom practices focused on explicit teaching and curriculum compliance

### Resources allocated to this strategic direction

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Professional learning: \$1,880.00  
Literacy and numeracy: \$12,360.00

### Summary of progress

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#### Macquarie University Word Project.

The school continued with their valued partnership with Macquarie University in regards to developing and researching writing skills and quality teaching practice in this domain. Grades involved were Years 3,4 and 6 due to relevant staff moving to these grades. The positive side of this is that the expertise is spreading throughout and towards other staff. Macquarie University staff contributed through pre and post surveys of students, feedback from observation lessons as well as student writing samples. The feedback was particularly outstanding in its details and as a platform for changes in teaching approaches. Future directions are focussed on expanding these skills throughout the whole school through purposeful professional learning to share this expertise. This professional learning initiative will also involve staff from the University.

#### High Impact Professional Learning

The High Impact Professional Learning toolkit was completed by all members of staff after lengthy discussions and was used to drive improved learning outcomes by interpreting elements of the HIPL and describe and implement what practice might look like in the school. Focus was on ensuring the professional learning was aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. To enable explicit systems for collaboration and feedback to be in place to sustain quality teaching practice a regular professional learning evaluation will be conducted at the end of all sessions to enable future planning, needs, and impacts to be measured.

#### Curriculum Unpacking-Numeracy

This area will continue to be developed throughout 2022 with a strong focus on K-2 curriculum. Further professional learning will be planned working with the big ideas in Numeracy 3-6 . The numeracy programming template proved to be very valuable as it provided vital information in regard to the schools scope and sequence, teaching activities and assessment of learning. This also enabled a strong consistency across the entire school. Reporting criteria was also included and provided a transparent link between teaching and learning practices, assessment of learning and reporting strategies. Future focus will be on "hands on" approaches to lessons in measurement and geometry and developing a higher knowledge in the relationships between concepts.

#### New K-2 Syllabus

The school has unpacked areas of the new syllabus and have purchased required literacy and numeracy equipment to support its implementation in 2022. The school successfully applied to be a self-nominated school for 2022 to be part of a team to trial this syllabus and provide vital feedback to the department. Year 1 teachers will be implementing the numeracy syllabus and providing feedback on all units. The schools Instructional Leader will also unpack the Literacy component and relevant outcomes. This will provide valuable support and expertise in preparation for its full mandatory implementation 2023 in years K-2.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Staff evaluation survey on High Impact Professional Learning reflects an increase in the area of:</p> <ul style="list-style-type: none"> <li>• Understanding the link between teaching practice and student needs from Delivering ( 45%) and Sustaining and Growing (60%) to Delivering (25%) Sustaining and Growing 50%) and Excelling ( 15%)</li> <li>• Measure the impact of professional learning on student progress and achievement from Delivering (60%) Sustaining and Growing (30%) and Excelling (10%) to Delivering (20%) Sustaining and Growing ( 60%) and Excelling (20%)</li> </ul>	<p>A vast improvement was seen in High Impact Professional learning with :</p> <ul style="list-style-type: none"> <li>• Understanding the link between teaching practice and student needs from Delivering ( 45%) and Sustaining and Growing (60%) to Sustaining and Growing (22%)and Excelling ( 78%)</li> <li>• Measure the impact of professional learning on student progress and achievement from Delivering (60%) Sustaining and Growing (30%) and Excelling (10%) to Sustaining and Growing ( 31%) and Excelling (69%)</li> </ul> <p>This growth far exceeds our planned and anticipated growth target as a result of specific attention to professional learning, its purpose and measuring its success on student outcomes.</p>
<p>70% of students meet expected growth on in school assessments after baselines are determined.</p>	<p>After the completion of all internal assessments and analysed a baseline of expectations was decided. However the ability to measure growth throughout 2021 was not able to be completed. Future focus is for this growth to be measured in early 2022. This will then direct future teaching and learning programs.</p>
<p>An increase in teacher survey scores in Tell Them From Me Eight Drivers of student learning in:</p> <ul style="list-style-type: none"> <li>• Teaching Strategies from 8.6 to 8.8</li> <li>• Collaboration from 8.3 to 8.6</li> </ul>	<p>Teacher survey scores in Tell Them From Me Eight Drivers of student learning in:</p> <ul style="list-style-type: none"> <li>• Teaching Strategies - 8.3</li> <li>• Collaboration - 8.3</li> </ul> <p>Both these results were below target. After staff discussion in these areas the lack of growth was a result of less time being available for this development and an increase of a sense of disengagement as a complete staff due to remote learning. A focus will be on developing this positive and collaborative culture in 2022..</p>
<p>An increase in student survey scores in Tell Them From Me in Student Outcomes in:</p> <ul style="list-style-type: none"> <li>• Positive teacher-student relations from 8.2 to 8.4</li> <li>• Effective learning time from 8.2 to 8.4</li> <li>• Expectations of Success from 8.9 to 9.0</li> </ul>	<p>Student survey scores in Tell Them From Me in Student Outcomes in:</p> <ul style="list-style-type: none"> <li>• Positive teacher-student relations - 8.1</li> <li>• Effective learning time - 8.0</li> <li>• Expectations of Success - 8.5</li> </ul> <p>All of these results were below target.</p> <p>A future focus will be on student well-being and opportunities for increased engagement with peers and classroom teachers as a vital aspect of student development, both academic and social. The number of students who also took part in this survey have decreased.</p>
<p><b>School Excellence Framework</b></p> <p>Teaching Domain: Effective Classroom practice</p> <p>Explicit Teaching :Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of Explicit Teaching to be excelling which is above target..</p>
<p><b>School Excellence Framework</b></p> <p>Leading Domain: Educational Leadership</p> <p>High Expectations Culture: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of High Expectations Culture to be sustaining and growing which is on target.</p>
<p><b>School Excellence Framework</b></p>	<p>Self-assessment against the School Excellence framework shows the theme of Instructional Leadership to be sustaining and growing which is</p>

<p>Leading Domain: Educational Leadership</p> <p>Instructional Leadership: Delivering</p>	<p>above target.</p>
<p><b>School Excellence Framework</b></p> <p>Teaching Domain: Learning and Development</p> <p>Collaborative practice and feedback: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of Literacy and Numeracy focus to be sustaining and growing which is at target.</p>

## Strategic Direction 3: Engagement and Enrichment

### Purpose

The school supports evidence based changes to whole school practices resulting in measureable improvements in high potential students, wellbeing and engagement to support learning

### Initiatives

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

- Student engagement and enrichment

### Resources allocated to this strategic direction

**Professional learning:** \$1,940.00

**Per capita:** \$93,000.00

### Summary of progress

#### High Potential and Gifted Education Policy

The self-evaluation was completed and professional learning conducted to unpack the policy whereby staff identified activities, programs and initiatives that were either run or offered by the school that catered to students in the four areas of giftedness and high potential. The implementation of assessment initiatives such as Essential Assessment has made it easier to identify gifted students and students showing high potential in the academic arena. After an in-depth evaluation future focus areas for 2022 will be:

- Professional learning to develop strategies to support students who are identified and underachieving and not reaching their true potential
- Triangulating internal and external data to identify patterns
- Development of staff expertise to extend and enrich the school identified top students academically
- Continue to focus on high expectations
- Continue to develop and update the school's data walls and room
- Identify the top 6-10 students in each class to ensure accommodations and adjustments are being made
- Support provided through Instructional leaders in the classroom and the use of progressions to support the question of "where to next".

#### Sentral attendance App

This online program was successfully introduced to track more efficiently attendance as well as late arrivals. The automated system resulted in a higher awareness of students that were arriving late and the need for parents to mandatory inform the school the reasons for this late attendance. Whilst there was a marked decrease in the number of students arriving late, additional benefits included effective systems of following up on non-justified absences.

#### Bump it Up Walls.

These were created across the school in varying formats depending on the age and level of the students. They were successfully developed as a measure for students to see what they need in their completed writing activities to be "bumped" up. Future directions will focus on further professional learning on visible learning to develop a deeper knowledge of the research behind this practice and where to further develop these initiatives across another aspect of the teaching and learning cycle.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in areas of student wellbeing as reflected in the Tell Them From Me Surveys in the following areas:	Areas of student well being as reflected in the Tell Them From Me Surveys in the following areas:  Sense of Belonging 70%

<p>Sense of Belonging 81% to 85%</p> <p>Advocacy at School 8.0 to 8.5%</p> <p>Interest and Motivation 65% to 80%</p>	<p>Advocacy at School 78%</p> <p>Interest and Motivation 56%</p> <p>All of these scores are below target. As a result of these scores a new Well-being program has been introduced throughout the school K-6. It is anticipated that this program, as well as other initiatives will further develop these important areas of a child's life at school.</p>
<p>Baseline Data is 86.13% as at 31 Dec 2019.</p> <p>Target is 91 - 95% attendance of students = or &gt;90% of the time.</p>	<p>Attendance data has not been able to be accurately measured due to learning from home and isolation requirements..</p>
<p>Tell Them From Me survey on student engagement to show improvement of:</p> <ul style="list-style-type: none"> <li>• Decrease in percentage of students displaying early signs of disengagements by 3 %</li> <li>• Students with positive homework behaviour increased from 56% to 60%</li> </ul>	<p>Tell Them From Me survey on student engagement::</p> <ul style="list-style-type: none"> <li>• Students displaying early signs of disengagements has increased throughout the year</li> <li>• Students with positive homework behavior - 47% which is below target.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Wellbeing</p> <p>A planned approach to Wellbeing: Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence framework shows the theme of A planned Approach to Well being to be sustaining and growing which is on target.</p>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Learning Culture</p> <p>High Expectations: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of High Expectations to be sustaining and growing which is on target.</p>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Learning Culture</p> <p>Attendance :Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of Attendance to be sustaining and growing which is on target.</p>
<p>Increased number of students being identified and catered for from the four domains of High Potential and Gifted Education Policy implementation.</p>	<p>There was an increase in awareness of the four domains of High Potential and Gifted Education Policy . Students have been identified as a result of internal and external assessment and have been specifically targeted for intervention.</p> <p>New initiatives have been developed for implementation to have these students identified in the domains outside of academic.</p>
<p>Increased participation in GATEWAYS programs by 10%</p>	<p>These programs were not offered in 2021</p>
<p>Increased number of parents <i>Supporting learning at home</i> as indicated from the Tell Them From Me survey by:</p> <p>Increase from 6.2 to 6.6</p>	<p>Number of parents <i>Supporting learning at home</i> as indicated from the Tell Them From Me survey:</p> <p>6.2 to 7.1 which is above target.</p>
<p>Increased student engagement reflected in growth in</p> <ul style="list-style-type: none"> <li>• All students in Essential Assessment</li> <li>• All students in PAT testing - Reading and Vocabulary</li> </ul>	<p>Observations and data reflect that there has been an increase in students engagement as measured by growth in students internal assessments. As more data is collected and these online assessments are embedded in the teaching and learning programs across the school, more accurate analysis will be able to be measured.</p>
<p>Social-Emotional Wellbeing survey</p>	<p>Social-Emotional Well-being survey shows in increase in students identified</p>

shows in increase in students identified as Highly Developed to be increased by 5 % from 22% to 27%	as Highly Developed has not increased.
Decrease by 25% in the number of late arrivals to school. as measured by school attendance data.	As a result of the implemented Sentral attendance app late arrivals have decreased by 52% which exceeds the planned target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$21,253.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenhaven Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• This funding has been allocated to the provision of SSLOs to ensure the relevant student has maximum opportunity and support in regard to fine motor skills and access to competitive and non-competitive sporting and physical domains.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This student has had appropriate accommodations and adjustments made to ensure they are able to participate in all activities to their fullest capacity. A risk assessment is completed for all events to ensure they are catered for. The student has experienced all of the curriculum to its full capacity.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to ensure a risk assessment is carried out at all events which is important for her safety.</p>
<p>Socio-economic background</p> <p>\$13,421.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenhaven Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support Spelling Mastery, MiniLit and MultiLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 80% of students completed the MultiLit program successfully, with those not completing during this time carrying over to the new year. 95% of students on intervention programs have shown significant growth on the programs and implementing these skills into their independent work. 100% of students on the RIUR program have completed it successfully in 2021, with all teachers reporting their students have showed significant improvements with independent and guided reading in the classroom. Moving the lessons to the online format during COVID proved to be pivotal in the continued progression of these students. All students were able to be monitored and supported during this time. The programs have shown greater success with intense interventions - 3 to 4 times per week - opposed to once a week interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Withdrawal programs are to continue during 2022. They must be run regularly and preferably with the support of classroom teachers to ensure students are able to implement their knowledge to independent work.</p>

<p>Socio-economic background</p> <p>\$13,421.25</p>	<p>Programs which have been moved to an electronic format should continue in 2022 so that there is consistent approaches and to assist in the storing of data. Having parents witness their child's progress assisted with communication. Moving forward, a parent information session/video/email about the process and how students can be supported at home may be beneficial for new students. Ensuring parents are regularly contacted with updates may also assist students reading at home and, therefore, their progress.</p>
<p>Aboriginal background</p> <p>\$3,649.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenhaven Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Annual review meetings with parents, teachers, LaST and school counsellor highlighted that all ATIS students are being catered for within the school. The detailed goals provided by the classroom teachers demonstrated their deep understanding of their students and how to progress them forward.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing to ensure annual review meetings occur enables teachers and parents the opportunity to set goals for their children and evaluate the impact these goals have on their learning. Embracing the cultural diversity we do have at Glenhaven may empower our ATSI students and provide greater purpose in our cultural teachings.</p>
<p>English language proficiency</p> <p>\$3,786.25</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenhaven Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supporting students within the classroom for literacy interventions has been successful in boosting results as indicated through the PAT reading assessment. Students who are identified through PAT testing need to be targeted and supported in the classroom consistently. The interventions provided through small group work or one on one interventions appears to be making gains in students academic outcomes. Evaluation of PAT testing is beneficial for creating SLSO timetables and support programs. Essential assessment has assisted in assessing mathematical skills through the text to voice function, allowing students to focus on the mathematical processes</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Discussions and classroom based evidence indicates that students who struggle in literacy also struggle with the assessments and word problems in</p>



<p>English language proficiency</p> <p>\$3,786.25</p>	<p>mathematics. Students require language of mathematics support to enable them to have success in mathematics assessments and word problems. Supporting students in language will benefit all areas of the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$99,338.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenhaven Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Throughout the year the school runs a variety of programs in response to the identified needs of specific students. This includes:</p> <ul style="list-style-type: none"> <li>•Spelling Mastery, Minilit and Multi lit</li> <li>•spelling/phonetic programs</li> <li>•support in mathematics and reading lessons</li> <li>•playground supervision of specific student per risk assessment plans and playground game play initiatives.</li> <li>•completion by SSLOs of activities undertaken proforma</li> <li>•working in partnership with LaST</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor and evaluate the success of these program with changes made where needed.</p>
<p>QTSS release</p> <p>\$78,594.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenhaven Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved teacher capacity and curriculum implementation. This incorporates structures that have ensured the deep embedding of the schools improvement plan strategic directions in classroom programs .This in turn has directly lead to an improvement in student outcomes with a notable increase in students obtaining in the top bands in NAPLAN</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>QTSS release</p> <p>\$78,594.72</p>	<p><b>funding will be:</b> Continue with this initiative with the introduction of a new K-2 curriculum being incorporated. Support and development also for data driven practices will address the need for a whole school focus in this area.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenhaven Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in teaching capacity, personalised resources for support of identified students and literacy and numeracy initiatives such as Text Exposure program and synthetic phonics..</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to embed these processes into all classroom teaching programs and measure student growth in these areas through the schools data team. As a result of this, any changes to these program are to be implemented.</p>
<p>COVID ILSP</p> <p>\$46,708.24</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition. of students in Years 3 to Year 5 in the area of Numeracy. This was supplemented with time being allocated to further this initiative in Year 3 utilising the Instructional Leader.</li> <li>• supervision and monitoring of progress of student groups through data team, Assistant Principals and Instructional Leader.</li> <li>• providing professional learning in Essential Assessment for all educators including COVID ILSP.</li> <li>• in depth analysis and further development in curriculum knowledge and the identification of specific areas of need.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 66% of the targeted students achieved either expected levels, and in some cases up to 3 years beyond expected levels, in the end of year standardised assessments. It was evident that these children were targeted due to the impact of COVID in 2020, and the long term learning from home this year also had an impact. It was noted that by these students receiving this additional support that growth in this area from the students in the remaining cohort also exceeded expectations as teachers could focus explicit teaching strategies at this group level. Staff ability to analyse students results and use this information to direct explicit teaching in identifying areas of need was developed</p>

<p>COVID ILSP</p> <p>\$46,708.24</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>•continued use of Essential Assessment for formative and summative assessments on a regular basis.</li> <li>•targeted groups to be implemented throughout 2022 to an increase to 5 days a week to ensure continuity of teaching and learning programs.</li> <li>•progressions will be utilised more extensively to track student progress both within COVID groups with all staff confidently tracking students by the end of 2022.</li> <li>•Data team will continue to monitor student progress and provide support to staff in unpacking this data in relationship to specific curriculum outcomes.</li> </ul>
<p>Literacy and numeracy</p> <p>\$18,876.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenhaven Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Evidence based classroom practices focused on explicit teaching and curriculum compliance</li> <li>• Whole School Data Driven Practice and Assessment.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improvement in literacy and numeracy skills evidenced by both internal and external assessment measures.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Prepare and trial for the implementation of the K-2 literacy and numeracy curriculum. To continue to purchase of high quality resources and to provide time for collaborative discussion between staff in these areas.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	238	230	218	210
Girls	203	208	199	185

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	96.1	93.6	95.4
1	95.6	94.1	95.6	95.7
2	94.9	95.8	93.5	94.9
3	94.6	94.2	94.6	93
4	94.9	95.6	93.6	93.6
5	95.9	93.6	94.2	93.9
6	94.6	95.4	96	94.8
All Years	95	95	94.5	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	12.93
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	635,893
<b>Revenue</b>	3,366,014
Appropriation	3,167,935
Grants and contributions	197,617
Investment income	462
<b>Expenses</b>	-3,423,495
Employee related	-3,012,840
Operating expenses	-410,655
<b>Surplus / deficit for the year</b>	-57,481
<b>Closing Balance</b>	578,413

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	21,784
<b>Equity Total</b>	120,195
Equity - Aboriginal	3,649
Equity - Socio-economic	13,421
Equity - Language	3,786
Equity - Disability	99,339
<b>Base Total</b>	2,777,244
Base - Per Capita	102,797
Base - Location	0
Base - Other	2,674,447
<b>Other Total</b>	197,292
<b>Grand Total</b>	3,116,516

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The school sought feedback on remote learning practices to ensure that maximum and high level learning was occurring and to enable the school to adjust existing practices to support the families and students' well-being at the same time.

- When asked about whether parents were familiar with their child's google classroom the majority of parents responded that they were. The school chose to use this platform as parents, staff and students were familiar with it from the previous year.
- The amount of time that parents spent supporting their children in completing their online learning varied according to both age and ability with the time from one to four hours a day evenly spread throughout the school. This also depended on the number of students in the family as well as the working conditions of parents.
- When asked how they were managing this online process parents responded that they were making it work as well as finding it challenging. Only a small percentage responded that they were enjoying it.
- When asked about navigating the google classroom 85% of respondents stated that they found it easy.
- The use of daily slides was reported as a great way to have the day organised.
- Regarding submitting work 80% found this easy with some parents and students having had issues at some time and only occasionally.
- The time to complete the work set was 2-3 hours (15%) 3-4 hours (65%) and 4+ hours (20%)
- The number of students that attended zoom sessions was 90% with only a minority of students who chose not to attend.
- Responses also indicated that students were missing their friends and as a result more social zoom sessions were added to the weekly calendar.
- Student response indicated that the older the child was the more they enjoyed the online learning process and the support needed continued to be reduced.
- Parents and students responded that having the weekly programming available enabled for long term planning for some activities to be planned for.
- The flexibility of time for turning in work, where possible, was well favoured especially when devices were being shared or when parents' working commitments were impacting the support structures.
- Community responses were extremely positive in the time spent supporting students via small group sessions and personal and weekly updates with staff being congratulated for their hard work.
- The continuation of learning and support programs was greatly appreciated with 95% of students fully participating.
- The use of booklets in Kindergarten and Year one to support the google classroom was valued.
- Discussions also occurred around the amount of zoom time with teachers with a small number of parents indicating their desire for a full school day via zoom. Monitoring of zoom sessions indicated that students' focus on this session would deteriorate after 20 to 45 minutes depending on the age of the student and therefore was not a viable option.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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