

2021 Annual Report

Gymea Bay Public School



2116

Introduction

The Annual Report for 2021 is provided to the community of Gymea Bay 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.

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Message from the principal

2021 was both a challenging and rewarding year. The staff of Gymea Bay Public School commenced the year with dedication and excitement as students returned to full time learning in their classes. Throughout the year, staff maintained both their educational and wellbeing focus, with a positive mindset. There is whole school pride in the way staff engaged with and delivered initiatives of the School's Strategic Directions through their cohesive and collaborative practice. Student growth was built upon progressively during the year, leading to successful progressions of learning across the grades.

Despite having experienced a significant period of learning from home, our students conducted themselves with a focus on achieving their learning goals. They adapted to their home and/or school learning environments and had experiences developing new skills and strategies which will potentially serve them well into the future. The students' ability to move flexibly into new environments and transition back into school was a credit to their resilience and the support of the family, community and school staff surrounding them.

The P & C remained focused on fundraising and supporting the school in every possible manner, despite the limited opportunities which presented as a result of restricted access to the school. Their helpfulness and ongoing dedication to improving our school has been highly valued.

The parents and carers of our school students have shown great patience in navigating changing circumstances throughout the year, and their dedication to the learning, health and wellbeing of their children is to be commended.

The value of the local Sutherland Aboriginal Education Consultative Group (AECG) is acknowledged with gratitude as they provide opportunity for consultation in ways in which the school can best meet the needs of the Aboriginal and Torres Strait Islander students. Their input, advice and support of school efforts is ongoing and helps to influence student engagement.

2021, whilst not quite what we had planned, was both successful and significant. It has certainly been my privilege to lead our school community throughout the year. I remain the very proud principal of Gymea Bay Public School and express my deep pride in the staff, students and the whole community for their flexibility and ability to manage and adapt to what became the changing new normal throughout the year.

Hendrika Green, **Principal**

Message from the school community

The Gymea Bay Public School (GBPS) Parents & Citizens Association is an incorporated voluntary organisation which meets Tuesdays in Weeks 3 and 8 of each term in the GBPS staffroom at 7:30. Everyone is welcome to attend at 7:20

for a cup of tea or coffee and to meet other parents and staff. Membership to the P&C is open to all parents and citizens of the Gymea Bay Public School community. It's a great way to find out about and support the school.

Throughout 2021, the P & C remained active, despite the complications brought about by the Covid pandemic.

Of particular note were the following initiatives which enabled us to support both the community and our school:-

- Funding to support an additional day of Music, as the parent body values the exceptional music program available for all students at GBPS.
- Ongoing support for equipping the school with valued playground and learning spaces through the newly installed playground equipment in the 3-6 area, and negotiations for building a covered outdoor learning area (COLA) over the Kindergarten sandpit area.
- The laying of pavers in the entry area of the school, with families, past and present being able to purchase signature bricks. This has significantly enhanced the school entry, and reduced the potential trip hazards of the rock path.
- The Uniform Shop operated "remotely", with key personnel attending to online and email orders, and bagging items to be delivered by school staff to students, ensuring that children were supplied with all necessary uniform items. Families expressed their gratitude for this ongoing service and the ease of gaining supplies.
- The Bookclub operated throughout the year and an exceptional support for students of Kindergarten to Year 2, was the gifting of a book during the period of remote learning.
- We celebrated with Kim Guy, who was awarded a Cook Community Award for her service to the GBPS community through the Bookclub and other volunteer school work.
- We supported the staff of the school through funding particular resources for classes.
- The P & C has made plans for 2022 to include consideration of a "Toilet Program" - specific grant for toilet makeovers, a calendar of events for student wellbeing, such as healthy lunches and reviews of toilet hygiene.

As a P & C we are reliant on the work of members of our wider community to support our school community and are thankful to all members who volunteer their time for the greater good of the school. We are particularly thankful for all members of our P & C and are welcoming of continued support through these people and any new members who can work alongside our current team.

We are also thankful for the staff of the school, who welcome our presence and support our efforts.

Diana Tahhan, Rachel McDougall, **P & C Vice-Presidents**

Message from the students

Our Year 6 Graduation was the last time we came together as a whole year group and we were so happy to be able to come together with both our Gymea Bay school and parent community.

The class of 2021 will be remembered for many different things - it is safe to say that not really much went to plan for the past two years. We will be remembered for our resilience and our response to a situation we could never have imagined would happen. Two years with school from home, restrictions at school and a lot of craziness - and we have come out better and stronger for this. We will be remembered as the kids that still laughed and still had fun in a world of uncertainty.

Many of us have built lifelong friendships during the last 7 years at Gymea Bay Public School. We are true friends, and we look forward to seeing most of you on the sporting fields in the coming years and then maybe a few parties when we are older.

We thank you vice captains and prefects, who have supported both of us as captains throughout the year and have ensured that the school events and assemblies ran smoothly all of the time. Many thanks as well to our sporting captains and vice-captains who have kept the Gymea Bay School spirit alive.

A huge thank you to our parents, our teachers, our siblings and our carers, for helping us through this year. We appreciate everything you have done for us.

Thank you to our friends - you have helped to make this year as good as it could be, and made us laugh, every single day.

And lastly we thank each other as fellow school captains. We could not have chosen better people to share the role of leadership and go through this year with.

Evie F and Zac M, **School Captains**

School vision

Every Gymea Bay Public School student is known, valued and cared for, while being challenged to flourish through our nurturing community.

School context

Gymea Bay Public School is situated in the midst of suburban homes, a local preschool and a community sporting facility, 27 km south of the Sydney central business district. The school setting is spacious, with room for growth, a mixture of timber and brick facilities, and has an array of synthetic surfaces, asphalt and grassed areas for students to engage in physical activities and outdoor learning. The school is a focal point of the community, catering for students in Kindergarten to Year 6.

The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing" (which means to be forever growing rapidly towards success and thriving in our environment), are embraced in the vision statement. To ensure we live up to this logo, motto and our vision statement, we continually aim to ensure students, staff and community are future focused, through goal-oriented targets.

With a student enrolment of 782, the school has a teaching staff of 45. There are strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Gymea Bay Public School has a proud sporting and performing arts history and promotes student respect, responsibility and lifelong learning, together with a desire for all staff and students to strive for their personal best.

The school's situational analysis, involved consultation with students, staff and staff. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan. This plan builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with syllabus and curriculum planning and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. STUDENT GROWTH AND ATTAINMENT

When analysis was conducted against student outcome measures, it was evident that the school has historically strong student achievement, however, expected growth in both reading and numeracy is an area for explicit focus in this new school plan.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, operations and measurement, particularly volume and capacity. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided in CESE's "What Works Best: 2020 update", and the Department's "High Potential and Gifted Students' Policy. As both the analysis of data and literature suggests, we will focus on high expectations and extend higher order thinking strategies, critical and creative thinking so all students have opportunity to reach their potential.

2. DATA SKILLS AND USE FOR DIFFERENTIATION AND IMPACT

The school's analysis of performance against the Departments' 'School Excellence Framework' in relation to data skills and use, showed strengthening practice within the school however, it still requires further development in the 2021 -2024 school plan. Throughout 2020, the school embraced the use of Instructional Leadership to lead the use of data to directly impact the teaching and learning cycle and positively impact the learning of every student of the school. Underpinned by the CESE's "What works best: 2020 update", and aligned to internal "Spirals of Inquiry" particular to the context of our school, staff will focus on developing whole school processes for collecting and analysing student data to inform responsive teaching and learning programs, and embed evidence informed practices to positively impact student learning for every student of the school.

3. AUTHENTIC CULTURE OF COLLABORATION

The school has, throughout the 2018 - 2020 School Plan, worked extensively in building a more collaborative culture, embracing professional learning communities within and beyond the school. The opportunity to build professional networks of support, extensive opportunity to embrace learning with and from other experts, together with excellence in our own school practice is an ongoing pursuit to extend capacity of all staff of the school, and to impact professional learning of others beyond our school.

Student wellbeing remains a focus as we continue to build positive behavioural practices commenced in the 2018-2020 School plan, and focus on developing a deepened sense of belonging. The school's wellbeing metrics reveal

promotion of social and emotional learning is still required. The literature contained in the Department's website "Student Wellbeing" has core elements of focus aligned to school needs, and will be included in our plan for further developing Respectful, Responsible, Collaborative Learners, who connect, succeed and thrive.

Community satisfaction was an area of focus identified in the 2019 School Excellence Framework, and explored in new ways through the unique conditions enforced through the COVID-19 pandemic. Considering the available evidence contained in the Department's "Creating a Culture of Excellence Case Studies" which elaborates on excellence in student/teacher culture, together with community reflections through the events of 2020, we will have a four year focus on strengthening community satisfaction and building the sense of parents and carers as partners in learning, through increased opportunities for engagement of parents, carers and the wider community in student learning and school life.

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	Sustaining and Growing
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	Excelling
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 empower improved learning outcomes in reading and numeracy for all students, evidence informed programs will be both continued and further implemented. Together with the development and sustained processes of collection and analysis of data, staff will ensure appropriate curriculum provision, underpinned by evidence informed strategies and embedded evaluative practice, positively impacts student achievement.

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.

- Reading Improvement
- Numeracy Improvement
- 4C's - Communication, Collaboration, Critical Thinking/Reflection, Creativity

Resources allocated to this strategic direction

Professional learning: \$30,900.00

Low level adjustment for disability: \$81,482.60

Aboriginal background: \$1,500.00

Literacy and numeracy intervention: \$43,861.95

Summary of progress

Impact of Initiatives :

Implementation of High Potential and Gifted Education Policy. Staff across the school have identified students with gifted and high potential in all facets of learning. Programs have been adjusted to empower opportunities for these students to be challenged in their area of talent. NAPLAN results show students from Years 3 and 5 achieving into band 9 results. Further focus on differentiation to meet student needs will continue in 2022.

Comprehension: Professional learning in teaching strategies, blended learning of strategies from the Universal Learning Hub and implementation of explicit teaching has been implemented across the school. The school achieved beyond its growth target for Year 3-5, in Reading. 'Check In' results later in the year showed an improvement in reading with Years 3 and 4 being above similar schools and Years 5 and 6 being within 2% of similar schools. The growth in Years 3 to 6 has shown increase.

Mathematics; Instructional Leadership has focused on use of data to inform teaching and learning practices and impact programming to meet the student level of need. Internal data has shown significant improvement of skills in the area of mathematics across all grades. The school achieved beyond its growth target in Year 3 to 5 in Numeracy.

'Check In' results held later in the year showed a significant result at the end of the year, with students in Year 4 achieving above similar schools, Years 5 and 6 being within 0.1% of similar schools and significantly above the state level in numeracy. Reading results showed an improvement in reading with Years 3 and 4 being above similar schools and Years 5 and 6 being within 2% of similar schools. The growth in Years 3 to 6 has shown increase. **In 2022 - the focus will continue on improving the number of students in the top two bands in Reading and Numeracy, in Years 3 and 5.**

Value Add: In 2022 - the focus will continue in the effective use of data to impact student growth in Reading and Numeracy.

This will include continuing development of effective teaching practices in comprehension strategies and teaching of mathematics, across the school, to positively impact outcomes for students. The impact of COVID and remote learning is to be taken into account when assessing the school results. In 2022, focus will continue on both teaching strategies and higher order thinking skills in comprehension, together with deepening understanding of whole number and place value concepts and unpacking the language of word based problem solving. A dedicated focus on explicit teaching practices across the school will be initiated.

Professional learning and implementation of practices of Communication, Collaboration, Creative Thinking and Critical Reflection within school through development of Walker style - play based learning strategies in K-2 and 4C's practices in 3-6 has been impacted due to staff working remotely and the COVID remote learning, reducing opportunity for children to work collaboratively on hands on activities. We are prepared to re-engage in 2022, to see the impact of these

strategies build curiosity and motivate learning.

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
<p>Achievement of targets for improvement in Reading and Numeracy.</p> <p>NAPLAN TOP TWO BANDS</p> <ol style="list-style-type: none"> 1. Achievement of at least the system-negotiated target uplift of 3 % to the lower bound, in Top 2 bands of NAPLAN reading. 2. Achievement of at least 5 % uplift from baseline in Top 2 bands in Numeracy. 	<p>NAPLAN TOP TWO BANDS : Overall the school achieved 59.4 % in the top two bands in Reading and 44.8% in Numeracy for the NAPLAN results.</p> <p>The school improved from its baseline in Reading, but did not reach assigned targets in Reading or Numeracy in 2021.</p>
<p>Value Added Data in Scout for K-3 to remain at Excelling.</p> <p>Value Added in 3 - 5 to increase from Working Towards Delivering, towards Delivering. Growth in Reading to be 58%, Growth in Numeracy to be 45%</p> <p>Value Added in 5 to 7 to increase from Working Towards Delivering, towards Delivering</p>	<p>VALUE ADDED : K-3 Value add data is no longer reported through the department. The school remains achieving at high values for this area.</p> <p>Student growth in Years 3 (2019) to Year 5 (2021) was shown as 63.6% for Reading and 54.6 % for Numeracy. The school achieved beyond the targets for growth by 5.3% and 9.6% respectively.</p> <p>Student growth in Years 5 to 7 was unable to be viewed by the school.</p> <p>Staff will continue to focus on both reading skills, including comprehension and fluency and numeracy strategies to build capacity for students in Year 3 and 5 to achieve higher levels of growth at their next NAPLAN assessment.</p>
<p>Support Provided by COVID19 Supplementary Staffing, and additional LaST staffing shows evidence of impact on targeted learning, through growth in learning progressions.</p> <p>High Potential and Gifted Education focus, shows increasing results in student application and achievement.</p>	<p>COVID intensive learning support has provided additional support for students from Year One to Year 6, and additional Learning and Support staffing has empowered students of potential to be targeted. Due to the pandemic, there were times when the intensive support had to be withdrawn, to meet staffing needs across the school. Nevertheless, improvement in growth was evident for students. This program has been a successful opportunity for targeted intervention for students.</p> <p>The school has been engaged with on-line NAPLAN and is able to view achievement of students beyond the bands of the years of assessment. Students in both Years 3 and 5 have achieved results up to NAPLAN Band 9, reflective of quality teaching and learning programs and the strategies of differentiation, targeting student need.</p> <p>Using NAPLAN, CheckIns and PAT results the school was able to triangulate data and confirm growth.</p> <p>COVID Intensive Learning Support and additional learning and support staffing is planned to continue in 2022.</p> <p>Deeper focus on meeting the needs of High Potential and Gifted students is planned for 2022.</p>
<p>Improvement as measured by the School Excellence Framework as follows:</p> <p>Learning : Learning Culture shows increased focus by students in learning, and educational aspiration as evidenced in the TTFM data. (heading</p>	<p>COVID remote learning has impacted Learning Culture of the school. Students had enjoyed the capacity to achieve tasks in a shorter time frame and to have increased personal time, to interact with physical exercise, outdoor activities and in social interaction with peers, albeit remotely. Rebuilding work ethic will be a challenge for 2022, to regain student growth mindset and willingness to undertake challenges in learning.</p> <p>The school's provision of relevant curriculum, with integration across key</p>

towards Excellence.)

Learning : Curriculum shows increased integrated approaches to learning with staff using responsive programming to cater for student development and growth. (heading towards Excellence.)

Learning :Assessment shows increased consistency in practices for assessment, where formative assessment is integrated into practice (heading towards Excellence.)

Learning : Student performance shows an increase in the number of students in the top two bands of NAPLAN (external tests) (heading towards Excellence.)

Teaching - Effective practice show GBPS teachers committed to explicit teaching and evidence informed practices. (heading towards Excellence.)

learning areas and differentiation to meet student need is of strong quality, with programs aligned to NESA requirements, and regular review being conducted.

Formative **assessment** is integrated into programs and pedagogy across the school. Collaborative practices and heavy reliance on teams to support learning both at school and remotely has ensured that student growth had potential to increase throughout the year, and was evidenced in end of year "check in" data.

Whilst **student performance** did not show the increase of students in the top two bands of NAPLAN meeting the school target, growth increased and PAT and checkin data at the end of the school year showed improvement.

Effective teacher practice is evident at Gymea Bay Public, with staff showing dedication to evidence informed practices. Further professional learning will continue to be engaged with to highlight explicit teaching relative to changes in curriculum and syllabus documents.

In 2022 the school focus will be to rebuild work ethic. COVID fatigue, post viral symptoms and lethargy is a real concern for student and staff wellbeing and student engagement. Continued focus on building learning culture, integrating deep learning and expanding differentiation to meet the needs of all students will be maintained in 2022.

Strategic Direction 2: Data Skills and Use for Differentiation and Impact

Purpose

Embedded strategies and skills in the effective collection, use and analysis of data to inform practices will allow for responsive programming, aligned to student proximal learning, and provide details of the impact of the teaching and learning cycle. These practices will readily transfer into evaluation of metrics related to attendance, transition and well-being, as we want all members of our school to Connect, Succeed and Thrive.

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.

- Consistent Assessment Planning and Processes
- Instructional Leadership - High Impact Professional Learning in Data Skills and Use
- Quality Teaching Rounds
- Data Informed Professional Learning Communities - Differentiation and Impact.

Resources allocated to this strategic direction

QTSS release: \$69,000.00

Aboriginal background: \$619.00

Summary of progress

Impact of Initiatives:

Consistent Assessment Planning and Processes

Staff collaboratively developed an Assessment Schedule and stage leaders ensured that opportunities to discuss data and monitor consistent teacher judgement was provided in teams.

Instructional Leadership - High Impact Professional Learning in Data Skills and Use

The Instructional Leader was able to work side by side stage leaders to support development of consistent practices in data skills and use. Upon vacation of the position, recruitment followed, however significant leave impacted the results for the school year.

Quality Teaching Rounds

The school was to implement Quality Teaching Rounds, however the impact of COVID prevented this commencing until 2022. Instead the school was involved in supporting the University of Newcastle with quality data showing the impact of COVID.

Data Informed Professional Learning Communities - Differentiation and Impact

Professional learning communities were restricted to within school stage teams (numbering from 5 to 11 staff members) Differentiation was employed, in both on site and remote learning sessions, however this continues to be an area for further development at the school.

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
Plan 2 Data entered by all stages in targeted areas. Evidence this data drives the future directions in the Learning Hub, and in the classroom.	Plan Data was updated in the key learning area of mathematics in the area of quantifying number and a whole school data wall showed the range of student learning within each stage during Semester 1. The extended period of remote learning impacted the maintenance of data wall display and staff leave had an impact of reduced consistency of practice across the school.
Implementation of PAT testing across	The additional nominated areas for data inclusion were not included in

the school. Evidence of use of data as a measure of impact and to inform the teaching and learning cycle.	2021. Pat Testing was introduced in 2021 in Semester 1 as formative assessment in the areas of Reading Comprehension and Numeracy. This data was used alongside classroom data to inform proximal learning access points for students. Summative assessment towards the conclusion of the school year showed growth across students in Years 1 to 6.
Executive team lead data dialogue, and build capacity in understanding of data literacy of classroom teachers, and effective use of data. (View to have data driven conversations led by teachers, and empower collective efficacy of the team). Individual learning plans have data driven targets, with a higher percentage of ILPs showing impact through recorded adjustments. Use of data to inform programming - Increased responsive programming evident in programs (with indications of modifications made).	The executive team have influenced the understanding of staff with regard to data skills, literacy and use. Staff are more confident in their professional dialogue and the richness of data analysis continues to develop. Both Individual Learning Plans for students of need and Personal Learning Pathways for Aboriginal and Torres Strait Islander students have targets for improvement. Students have shown growth over the school year, however growth for some students has been impacted by attendance levels and remote learning. Staff programming has shown increased evidence of responsive programming, with progressive development occurring across stage teams. Data is driving change to lead teaching and learning cycles at the point of student need. This will remain a focus for improvement in 2022.
Students show progression in learning as a result of the effectiveness of program adjustments (and quality teaching) . (IMPACT: Change from baseline at commencement of the year to end of year result)	Internal school data shows that students have progressed in learning outcomes across the key learning areas of English and mathematics in particular. When triangulated with checkin information, PAT testing and NAPLAN results, the school is confident students are developing at a rate consistent with similar schools. This level of impact has been an area of improvement for the school. The challenge remains to increase this uplift of outcomes in 2022, through consistent practice and increased explicit teaching and learning cycles.
Sentral centralised data system is set up as a system of use for the school to manage data. (View to ease transition handovers) (System established and data entry occurring)	This project was unable to be commenced in 2021. It is intended to roll into 2022.
Teachers lead data dialogue in Stage Meetings. (As Evidenced in Stage Meeting minutes.)	All stage teams were involved in data discussions and analysis and monitoring work samples and tasks for consistent teacher judgement. Stage leaders reported increased participation by staff members in data rich discussions. Staff are developing a deeper understanding of the wider range of data sources which reflect meaningful data. There is to be ongoing development continuing in 2022.
Staff have regular planning days and the Assistant Principals on each stage meet with the Senior Executive for data analysis discussions and planning sessions for continuous improvement. Staff are able to identify student markers of progress and enter data in PLAN2, reflect on their practice and impact as it refers to school improvement.	Staff engaged with the planning days and collectively updated PLAN2 data and other data sources to engage in professional discussion about the progress of students in cohorts, classes and individually. The Assistant Principals worked with the executive team to talk about next steps in programming and implementation of strategies to improve differentiation and student progress,

Strategic Direction 3: Culture of Authentic Collaboration

Purpose

Empowering authentic collaboration within and beyond the school will elaborate collective professional efficacy, support increased staff and student well-being and enable strengthening of community satisfaction, as parents and carers are promoted as partners in student learning and school life.

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.

- Building Authentic Community Connections
- Building whole community Wellbeing Language based on School "Gymea Guides" Mascots
- Building Values literacy based on 4C model of Learning Dispositions.

Resources allocated to this strategic direction

Summary of progress

Impact of Initiatives:

Building Authentic Community Connections

The school year commenced with best intentions of building and establishing learning communities within and beyond the school. These commenced in a Community of Schools involved in the 4C's practices in partnership with Kirrawee High School, Kirrawee Public School, Grays Point Public, and networking opportunities with a collective of learners across the state. Semester 2, however reduced opportunities to engage face to face, and the restrictions of digital learning impacted the progression in 2021.

The 3 Rivers project across three networks was also impacted by COVID, however the school team worked to engage with the content internally to be able to present at the conclusion of the action learning.

The Instructional Leadership in the Tri-Network of the Sutherland area continued, and enabled deeper understanding of effective practices.

Safe management of restrictions prevented authentic engagement with parents throughout the year, despite a strong start to empowering better connection. Focus Group activities generally had to be held on line. Management of transition activities through COVID safe practices, was a valued support for new students and whole groups through our transition activities for students K-6.

Parents had opportunity to meet with teachers for Information Nights, and were supported through telephone meetings for individual parent interviews, and wellbeing checkins during the COVID remote learning periods. It was most valuable for Year 6 students to have the opportunity to have parental presence for their final ceremony.

Building whole community Wellbeing Language based on School "Gymea Guides" Mascot

Wellbeing of the whole school community was a focus as a result of significant events impacting the students, families and staff at both the commencement and conclusion of Term 2.

In an effort to support students, wellbeing language was utilised through symbols during remote learning, however, the consistent language of the "Gymea Guides" was an area which was reduced as a result of the remote learning. This will again need to be a focus in 2022.

Building Values literacy based on 4C model of Learning Dispositions.

Communication with the community about the Learning Dispositions commenced through the newsletter and Zoom information session. Students were guided through the activities which developed greater understanding of the dispositions. The longevity of the remote learning experience impacted opportunities to collaborate and this program will continue to have a focus in 2022.

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
<p>Parents and Carers have increased engagement in Teacher information sessions held in Term 1 (COV ID 19 attendance data will provide evidence)</p> <p>At least 85% of families engage with teachers for the Parent Teacher interview process in Term 1 (Parent Teacher Interview registers will provide evidence)</p> <p>23 % of families respond to the TTFM survey (approx 127 respond)</p> <p>P & C attendance is at an average of 12 attendees per meeting</p> <p>Community TTFM data for the school being an inclusive school increases to from a rating of 6 to 6.5.</p> <p>Community TTFM data for "Parents are Informed" increases from a rating of 6 to a rating of 6.5.</p>	<p>Teacher information sessions were well attended by parents and carers, across all year levels in 2021, with approximately 87% of families attending.</p> <p>This parental engagement was again reflected in the parent interview process with attendance at 87% - however engagement was also empowered by phone sessions, together with live interviews..</p> <p>The TTFM survey went out to all families of the school immediately after the return from remote learning. 15 % of families responded, which is a downturn from 2020.</p> <p>The P & C maintained its presence in the school and attendance at meetings (both virtually and live on site) had an average engagement of 13.3 attendees, meeting the targeted improvement of an average of 12 attendees.</p> <p>TTFM data shows that 15% of the community rates the school as being inclusive as a rating of 5 and Parents being informed at 5.5. The school did not reach its targets in this area.</p>
<p>The Fathering project continues to be supported by community and staff.</p> <p>Volunteer projects have increased support from the community across Years k-6.</p>	<p>The Fathering project has been able to continue in 2021, albeit in a lessened format. The support of building relationships with fathers and their children has been well received by families and the students of the school greatly value the dedicated time with dads.</p> <p>Volunteer projects have been successful when the school was able to have the d=wider community on site, however, these were severely impacted by the restrictions of COVID safety measures in our large school.</p>
<p>The Fathering Project is embedded in school practice, with high levels of engagement on each occasion an event occurs. The value by students in having their engagement with fathers is widespread.</p>	<p>The Fathering Project has become embedded in school practices and is highly valued by the community, and particularly the students who enjoy having dedicated time with their fathers, or other significant male figures in their lives.</p>
<p>Assessment against the School Excellence Framework shows Educational Leadership is maintained at Excellent.</p> <p>Assessment against the School Excellence Framework shows the High Expectations Culture has been impacted by COVID remote learning, with some disengagement of students. Improved pedagogy in face to face learning throughout Term 4 to re-engage students. was implemented and will need to continue in 2022 to allow the school to work towards excellence. Focus on excellence in pedagogy, with differentiation, explicit teaching and 4C strategies will continue to empower this</p>	<p>Despite the impact of COVID 19, Gynea Bay Public School maintains a focus on working towards achieving excellence.</p> <p>There is to be a continued focus on building the Learning Culture of the whole school and emphasis on high expectations will continue to be pormoted.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,220.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gymea Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs, • staffing release for individual case conferences and development of Personalised Learning and Support Plans and Individual Education Plans, • consultation with external providers for the implementation of behavioural, medical, academic and specialist programs of support. • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans /individual education plans. • Transitional programs and support, throughout the year and with particular emphasis at end year for transition to new class environments. • In Class support, passive playground activity support, medical intervention, social skilling and behavioural support programs. • Sensory Programs <p>The allocation of this funding has resulted in:</p> <p>100% of integration funded staff are effectively deployed with students of needs in all learning environments. Flexibility is a key component in managing student needs.</p> <p>Level of successful integration of students in classrooms : 100% accessed curriculum at the level of proximal development.</p> <p>16% of Integrated students experienced some challenges managing personal choices, with continued focus to be on reduction of impact on learning for self and others.</p> <p>Level of success with transitional programs : 100 % of students in attendance were involved in the transition programs of the school. Individualised social stories were developed to support students of particular need manage the change and effective transition information was provided to support 2022 classroom teachers.</p> <p>Medical and wellbeing support of students: Students with specific medical and wellbeing support needs have been supported to enable access to curriculum and experience equity of engagement opportunity.</p> <p>Level of increased outcomes for academics : 100% of students have progressed in their learning and behavioural markers and the level of integration funding was deemed to be appropriate at Learning and Support reviews.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Professional Learning for staff - strategies to reduce anxiety and manage complex behaviours</p> <p>Development of social skills programs to support student's effective socialisation.</p>
<p>Socio-economic background</p> <p>\$25,459.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gymea Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$25,459.52</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing in the Learning Hub to support team teaching and small group targeted intervention in focused activities. <p>The allocation of this funding has resulted in: The impact of COVID 19 remote learning meant the targeted intervention during this period was focused on digital challenge activities to support students to reach their potential. Otherwise the program provided excellent opportunity to reduce group sizes and target activities to student needs. As a school we are hopeful that the 2022 year will allow this project to progress without significant interruptions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022. Review impact and consider continuation thereafter with the support of the additional Assistant Principal at the school aligned to Curriculum and Instructional Leadership.</p>
<p>Aboriginal background</p> <p>\$2,119.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gymea Bay 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent Assessment Planning and Processes • Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO staffing support to engage learners and support learning progress, • One Mob meetings and activities supporting cultural safety and sense of belonging and advocacy. <p>The allocation of this funding has resulted in: Support for learning is increasing valued by students of Aboriginal and Torres Strait Islanders , particularly when learning embraces their cultural heritage. and understandings.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the support of students to empower learning growth.</p>
<p>English language proficiency</p> <p>\$35,462.70</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gymea Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EALD formative assessment tasks to assess placement against the EALD scales of achievement,. The Role worked in group activities to support the learning tasks undertaken ly on in the classrooms and determine next steps in learning. m.

<p>English language proficiency</p> <p>\$35,462.70</p>	<p>The allocation of this funding has resulted in: More accurate reflections of student learning needs. Students were supported in their oral language development, and application of skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to work on improving our EALD support processes to ensure funding is regularly reviewed and children are receiving targeted intervention at point of need. Continuation of the PLSP process to maintain close contact with parents and caregivers.</p>
<p>Low level adjustment for disability</p> <p>\$81,482.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Gymea Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Numeracy Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The Instructional Leader led professional learning in comprehension strategies and resourced colleagues with support materials for teaching and learning programs. Staff targeted the Super Sox strategies and a greater emphasis on deep learning empowered student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: With the introduction of the new K-2 Curriculum mandated for 2023, it is essential that there remains a focus on reading development in younger years and that depth of understanding is embraced K-6 to empower student progress.</p>
<p>Literacy and numeracy</p> <p>\$50,494.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gymea Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Targeted support of students to empower differentiated student support in areas of proximal development. This focused on all student having opportunity to reach their highest potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the program in 2022.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gymea Bay</p>

<p>\$145,865.52</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent Assessment Planning and Processes • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Focused use of data to drive learning programs and student progress. <p>The allocation of this funding has resulted in: Staff collaboratively gathering data, analysing , and reflecting on practice to impact the teaching and learning cycle. Data compared, consistent teacher judgement applied and programs impacted to reflect new point of need for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the focus on improving pedagogy for student learning progress. It is planned to devolve the role to all Assistant Principals with the support of the Deputies in the future.</p>
<p>Literacy and numeracy intervention</p> <p>\$43,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gynea Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support targeted support for students at point of need for learning. <p>The allocation of this funding has resulted in: Targeted support of students to progress in their learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain use of funds to support Literacy and Numeracy in 2022.</p>
<p>COVID ILSP</p> <p>\$85,058.17</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted support of students most impacted by COVID remote learning experiences and intervention to enable student progress. <p>The allocation of this funding has resulted in: Improved comprehension and numeracy results for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP \$85,058.17	If funded in 2022, to continue to target students most impacted.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	423	418	426	425
Girls	394	388	362	355

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	95.2	94.9	95.4
1	94.4	95.2	95.3	94.8
2	95.1	94.5	95.5	94.5
3	95.2	94.7	95.5	95
4	94.2	93.7	94.4	92.9
5	94.2	94.6	93.8	93.3
6	93.9	93.6	94.8	93.1
All Years	94.8	94.5	94.9	94.2
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

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	34.02
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	0.5
School Administration and Support Staff	4.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	181,118
Revenue	7,585,638
Appropriation	7,106,239
Sale of Goods and Services	22,968
Grants and contributions	455,922
Investment income	510
Expenses	-7,027,101
Employee related	-6,386,613
Operating expenses	-640,488
Surplus / deficit for the year	558,538
Closing Balance	739,656

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	150,262
Equity Total	200,327
Equity - Aboriginal	9,690
Equity - Socio-economic	25,460
Equity - Language	35,463
Equity - Disability	129,715
Base Total	5,460,274
Base - Per Capita	194,255
Base - Location	0
Base - Other	5,266,019
Other Total	1,018,541
Grand Total	6,829,404

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parent Feedback was provided by 15% of the community, and may not reflect the view of all families. The feedback was solicited directly after the COVID remote learning period and generally focused on the need for greater consistency of support across grades during remote learning periods, the desire for air-conditioning for the classrooms and more communication between staff and families, particularly about student progress. Of the parents who responded, most would recommend the school as a good school. End of year feedback was far more positive across the school, with multiple modes of positive and affirming feedback provided for all levels of school support - from those working as Student Learning Support Officers, to teaching and administrative staff and executive.

Student Feedback was provided immediately after the 17 weeks of absence from school, learning remotely. In a community where children were predominately able to be supported in the safety of their home environment, this is reflected in the decline of students sense of belonging, advocacy, attentiveness to homework and their motivation when returning to school. Comments in the open ended questions of students were more indicative of their excitement to once again be able to spend time with their friends and teachers, participate in extra-curricular activities and having opportunities for team sports.

Teacher Feedback placed the school above the NSW norms in all areas of student learning. The data reflects the collaborative nature of the staff across their stage teams and within the school., which was increasingly relied upon during the extensive remote learning experiences.

The impact of COVID in the school community is greatly acknowledged. - for parents who supported their children in every way they could, including those who had to work to support the greater good of the community., - for students who negotiated learning without their peers or constant support from teaching personnel, for staff who also had to manage families and teaching. The requirement to maintain high levels of safety for student and staff wellbeing in such a large school as Gymea Bay, meant that limitations to accessing the school by the community were extensive. When the focus for the school was to increase engagement, this restriction did little to allow families to feel welcomed into the partnership of learning we had hoped to embrace in 2021.

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.

Aboriginal Education - School statement

The authentic support of the students of Aboriginal and Torres Strait Islander descent is valued within the community. The support of the AECG and wider community in supporting development of skills and cultural understanding is greatly appreciated. A major event celebrated in 2021 was the Art Gallery in NAIDOC celebrations. This gallery was able to be open to the general school community and generated a widespread expression of gratitude from the parent body. Students in each class were proud of their contributions and the display was maintained for most of the school term, for re-viewing by students. A significant amount of positive feedback was received by the community.

Anti-Racism Policy

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

Multicultural Education Policy

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