

2021 Annual Report

Lambton Public School



LAMBTON PUBLIC SCHOOL

2366

Introduction

The Annual Report for 2021 is provided to the community of Lambton 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

For a second year in a row, the worldwide Covid-19 pandemic had a significant impact upon schools, the learning of students and the work lives of teachers, parents and carers. Responses to the pandemic as it evolved, led to a longer period of learning from home throughout Term 3 and into the beginning of Term 4 which significantly impacted our schools' ability to implement measures towards school improvement. Outside of the learning from home period, there were limits on school operations and the activities we could run throughout the school year in order for us to be compliant with the Covid-smart guidelines. Despite this, it is a credit to our students and their teachers that they came to school each day with a smile on their face and applied themselves diligently to learning, regardless of whether it occurred face to face or online. Likewise, we had wonderful support once again from our community as parents and carers partnered with us to support students to learn from home for an extended period. Despite the challenges of learning from home, our teachers found that the regular phone calls home to speak with families was a real highlight of their year. The vast majority of parents and carers were very supportive and we feel it strengthened our understanding of each students' family context and their individual needs. We are hopeful that there are no further periods of learning from home ahead of us in 2022, but there are many things to be thankful for in our school including our students' progress throughout the year. We look forward to moving onward and upward in 2022.

David Holland

Principal

School vision

Students achieving their personal best in a supportive and inclusive environment is at the heart of what we do at Lambton Public School. We aspire to build students' skills and values through evidence-based and engaging learning experiences while balancing the academic, social and emotional needs of each child. We hold high expectations for all, such that, every student, every teacher and every leader improves every year.

School context

Lambton Public School opened in 1865 and has a long and proud history of educating students K-6 across multiple generations. The school is located west of Newcastle and serves an active and engaged community. The school is quite diverse with low, medium and high socioeconomic groups equally represented within the school. The Family Occupation Education Index for Lambton is 70.

Lambton Public School has 23 teaching staff, including two itinerant teachers, and a student enrolment of 359 (2021). Within the student population, approximately 8% are Aboriginal and 15% are from a Language Background other than English. The school seeks to develop strong partnerships with parents and works collaboratively with a dedicated P&C towards school improvement. Parents and students value access to a broad range of extra-curricula opportunities in relation to sport, creative and performing arts and using technology which allow students opportunities to excel.

In developing this plan, the school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It builds upon work undertaken in the previous planning cycle to improve teacher capacity and lift student achievement.

A strong commitment to lifting student achievement with respect to the foundational skills in literacy and numeracy is central to the school's focus in this strategic improvement plan. This focus will be aligned with NSW's stated aim to lift the overall performance of all students in the targeted areas of reading and numeracy. Utilising improved methods of data collection, analysis and reflection to ensure teaching is targeted, personalised and responsive to the needs of individual students will be key initiatives that aim to drive improvement and lift student achievement.

The school will embed a consistent, evidence-based pedagogy centred around explicit instruction across the school to ensure the development of a culture of high quality teaching and learning and effective classroom practice. Professional learning, opportunities for collaboration amongst staff and a shift towards evaluative practice will be key elements to support the ongoing growth and development of all staff.

Given the strong research base highlighting the connection between higher levels of wellbeing and higher academic achievement, better overall mental health and a more pro-social and responsible lifestyle, the school will strengthen existing wellbeing practices through implementing strong, evidence-based social and emotional initiatives, strategies to lift student attendance rates, and improved transition programs.

Consultation with Muloobinbah AECG with respect to the Turning Policy into Action document has resulted in key initiatives aimed at strengthening partnerships with families, building cultural knowledge and improving educational outcomes for Aboriginal students.

To achieve the school's stated objectives, the majority of the schools equity and flexible funding will be used strategically to support initiatives developed in this plan. Some funds will be used to support other activities and key initiatives not embedded in this plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to develop strong foundational literacy and numeracy skills in students, we will utilise and refine data-driven teaching 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.

- Data-driven practice
- Personalised learning

Resources allocated to this strategic direction

Socio-economic background: \$21,500.00

Low level adjustment for disability: \$23,424.00

Summary of progress

In reporting on the schools' progress for 2021, it is important to note that all strategic directions were impacted by the extended learning from home period caused by the global Covid-19 pandemic. Many strategies and initiatives were designed to occur on-site and were therefore significantly impaired. Despite the exceptional circumstances and disruption to school operations pleasing progress was made as follows.

Data-driven practice

The focus for 2021 was to build staff capacity in data-driven practice across the area of literacy. Through targeted professional learning involving the Teacher Quality and Improvement Team, school teams were guided through a systematic and collaborative process that extended the proficiency at which teachers collected and engaged with data to inform teaching and learning. The initial focus was reading; with K-2 targeting phonological awareness, whilst 3-6 staff targeted reading fluency.

Data analysis was incorporated into whole and stage staff meetings, and staff have acknowledged the value of participating in systematic professional learning to collect, track and monitor student progress data. As a result of building staff knowledge and data skills, a deep understanding and commitment of what we needed to do as a school to improve, was established. Professional learning including follow-up in stage teams, Instructional Leader support and provision of suitable resources have enabled the effective observation of students' skills, the recording of these observations in the PLAN2 data platform and the development of targeted interventions in the focus areas of reading.

Next year in this initiative the focus will be on embedding a process whereby teachers examine and collect data as part of their everyday teaching. We will develop and build consistency across the school in when and how data collection occurs. Effective use of data is a critical foundation for high expectations, explicit teaching and feedback, and it also provides teachers with information to guide self-reflection on their own effectiveness.

Personalised learning

The priority of this initiative in 2021 was to establish evidence-based intervention programs - MacqLit and MiniLit. Students were assessed for eligibility and groups were established in Term 1. The Learning and Support Teacher (LaST) delivered the MiniLit program across 3 groups whilst MacqLit was delivered by a trained School Learning Support Officer (SLSO) five days a week across 3 groups. Student progress and success was monitored each term in line with each program's success criteria and adjustments made as required. Both programs proved to be highly effective at meeting the identified needs of the students and resulting in excellent growth for the participants. Based on this, the programs will continue to be delivered moving forward. To improve the delivery of these initiatives we will streamline communication between the interventionist teachers and classroom teachers and look at more effective timetabling. An additional focus in our next phase will be for the interventionist teachers to support classroom teachers and SLSOs in planning Individual Education Plans and implementing effective evidence-based, non withdrawal intervention and adjustments for students with additional needs. Ongoing staff professional learning to support the additional learning needs of students in the classroom will also be prioritised.

The Learning Support Team procedures were reviewed, improved and updated as a foundation to support staff with identifying and addressing student needs. The procedures were designed to provide better clarity to school staff and parents about the roles of individual members of the school. Early drafts were shared with the executive team for scrutiny.

and feedback and adjustments made as a result. By the year's end they were ready to share with staff and to trial in 2022. These will provide a structure for identifying and supporting students with additional needs and the allocation of school resources to assist them. Although addressing the needs of high potential students is in the initial plan, work will commence 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>Percentage of students achieving top 2 bands in reading increases from 43.5% (baseline) to 50.5%.</p> <p>Percentage of students achieving expected growth in reading increases from 62.6% (baseline) to 66.8%.</p> <p>Percentage of students achieving top 2 bands in numeracy increases from 27.1% (baseline) to 35.6%.</p> <p>Percentage of students achieving expected growth in numeracy increases from 62.2% (baseline) to 66.0%.</p>	<p>51.8% of students are now in the top two skill bands (NAPLAN) for reading indicating improvement of 12.9% from the previous testing period.</p> <p>75.7% of students achieved expected growth in reading (NAPLAN) representing significant growth of 25.7% from the previous testing period. This figure is now above our 2022 upper bound target of 71.8%.</p> <p>30.2% of students are now in the top two skill bands (NAPLAN) for reading, indicating improvement of 5.7% from the previous testing period.</p> <p>67.6% of students achieved expected growth in numeracy (NAPLAN) representing significant growth of 21.1% from the previous testing period.</p>
<p>School Excellence Framework (SEF) elements of data literacy, data analysis and data use in teaching are validated at delivering.</p> <p>SEF element individual learning needs is validated at delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of data literacy, data analysis and data use in teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element individual learning needs.</p>

Strategic Direction 2: Evidence-based practice

Purpose

We aspire to develop a whole school pedagogy which includes explicit teaching and effective classroom practice to build teacher capacity and improve student outcomes.

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.

- Explicit teaching
- Effective classroom practice

Resources allocated to this strategic direction

Aboriginal background: \$12,000.00

Professional learning: \$24,500.45

Literacy and numeracy: \$10,678.31

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Explicit teaching

The use of explicit teaching pedagogy to improve student's results in the areas of spelling and mathematics has driven our efforts on this initiative in 2021. The staff engaged in professional learning to build their knowledge of best practice and effective strategies to engage students in their learning. Staff collaborated to strengthen teaching practice, through observations, peer coaching and feedback from our school's Instructional Leader and the CogLearn consultant.

The school identified light-house teachers (early adopters of changed practice) from across each stage who could lead the implementation of daily reviews in mathematics and provided them with targeted intensive professional development. These staff members worked collaboratively, engaged in demonstration and team teaching lessons and received feedback and coaching on their teaching practice. These teachers were highly motivated by the impact they were seeing in students' confidence and results which led to additional staff engaging in daily reviews.

Next year in this initiative we will continue to work with CogLearn to develop the teacher's knowledge and skills with respect to the delivery and assessment practices of explicit teaching. The coaching and mentoring systems which were implemented in 2021 will continue next year. This will ensure continued improvement in teaching practice across the school and students' results.

Effective classroom practice

In English, 'the Big 6' of reading was the key area of focus in this initiative. The Big 6 components of reading include: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension which support students to become successful readers. The staff engaged in professional learning to build their knowledge of these components and effective teaching strategies to respond to individual student's needs. Staff analysed a range of data sources to determine areas of need, select learning goals and plan teaching activities to address target areas. Staff collaborated to identify the elements of rich literature to determine appropriate learning outcomes and align them with the syllabus. The success of using rich literature in 3-6 to create highly effective and engaging English units of work will continue to be embedded in 2022.

From Term 2 onward, the executive team dedicated significant time to researching evidence-based literacy programs that may be suited to the school's needs. Key staff scrutinised programs for consideration, undertook Professional Learning, and sought feedback from other schools implementing evidence-based programs. A recommended program was presented to teachers for review and feedback prior to making a decision to proceed.

Within this initiative plans to provide professional learning for teaching staff related to the implementation of the new K-2 English and Mathematics syllabi were unable to be delivered due to the delayed release by NESA. This will be an important focus for 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>The SEF themes of teaching and learning programs, formative assessment, lesson plans, and coaching and mentoring are validated at delivering.</p> <p>The SEF themes of differentiation, explicit teaching and feedback are validated at delivering</p> <p>SEF elements of curriculum, assessment, effective classroom practice, and learning and development are validated overall at delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the themes of teaching and learning programs, formative assessment, lesson plans, differentiation, explicit teaching and feedback.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of coaching and mentoring.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing overall at delivering in the elements of curriculum, assessment, effective classroom practice and learning and development.</p>
<p>The school's average years 2, 4 and 6 for check-in assessment in numeracy increases by at least 4% (baseline determined in 2021).</p>	<p>In 2021, school check-in assessments were completed in Term 4 for all grades Years 3-6. The baseline which will inform progress for 2022 onward was established as an average scaled score of 506.8 in numeracy.</p>

Strategic Direction 3: Successful students

Purpose

In order to help students connect, succeed and thrive, we will establish a holistic and integrated school-wide approach to improving student wellbeing.

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.

- Wellbeing to connect, succeed and thrive
- Every day matters - attendance

Resources allocated to this strategic direction

Summary of progress

Well-being to connect, succeed and thrive

Whilst a key component of the school plan was to deliver whole school initiatives that support the well-being of all students, this was less of a priority in 2021 in order to support the establishment of other key initiatives. It has always been the executive team's intention to initiate more activity and allocate more resources to this from 2022 onward. The school was able to implement two minor initiatives to support student well-being. In Terms 1 and 2, a lunchtime sports program was established for Stages 2 and 3 and the quiet space reintroduced to give students alternative play opportunities during breaks. Evidence of positive outcomes in this initiative was seen through student engagement and participation with the activities during designated play periods. Having diverse and structured activities available to students during breaks has provided a broader choice of play options, spread students across the playground and led to more positive interactions in the school.

Moving into 2022, a stronger emphasis will be placed upon researching, seeking staff feedback and developing an implementation timeline for a suitable, evidence-based Social and Emotional Learning program. The wellbeing initiatives that commenced in 2021 need to be embedded into school practice with clearer evaluation mechanisms in place to better determine impact. The school will explore the potential for a well-being team to identify opportunities and school goals moving forward.

Every day matters - attendance

The focus for 2021 was to improve the school attendance procedures in order to support staff in promoting positive attendance in students. An Assistant Principal took the lead for this initiative with a review of the attendance policy, attendance matters website, roll marking procedures and the protecting and supporting young people policies. An attendance procedures flowchart was drafted, and feedback sought from the executive team. Updated procedures were communicated to staff for trial implementation with further feedback used to consolidate the procedures.

Use of departmental resources and strategies to develop the updated attendance procedures ensured that we strengthened the connections between student attendance monitoring and the learning and support procedures at our school. The procedures themselves have provided clear guidance to all staff, on the steps to take to follow up students with concerning patterns of attendance. Staff are now implementing them under the trial with feedback still to come after a suitable period of implementation. The executive and Learning and Support Team are beginning to test the procedures at higher levels for students of concern with additional needs being addressed earlier when attendance concerns arise.

The learning from home period created a number of challenges with regard to supporting positive student attendance. Significant amounts of teacher time were devoted to working in partnership with families to support and encourage the attendance to learning from home tasks.

Next year in this initiative we will form an attendance team and evaluate the trial of the new attendance flowchart procedures. Staff will engage in professional learning to support the promotion of positive attendance. Additionally, we will work to analyse attendance data needs to inform the design of appropriate attendance strategies. This will support further improvement in student attendance across 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
<p>Percentage of students reporting positive wellbeing increases from 84.3% (baseline) to 86%.</p> <p>Percentage of students attending school for 90% of the time or more increases from 79.4% (baseline) to 82%.</p>	<p>The percentage of students reporting positive wellbeing has increased from the baseline of 84.3% to 88.8%.</p> <p>The number of students attending greater than 90% of the time or more has increased from 79.4% to 81.58%.</p>
<p>The school's overall attendance rate increases from 92.83% (baseline 2020) to 93%.</p> <p>The SEF themes of caring for students, a planned approach to wellbeing and behaviour are validated at delivering.</p>	<p>The school's overall attendance rate increased from 92.83% (baseline 2020) to 94.6% in 2021.</p> <p>Self-assessment against the School Excellence Framework shows the school currently delivering with respect to the theme of caring for students</p> <p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing with respect to the themes of a planned approach to wellbeing and behaviour.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,981.39</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 for targeted interventions to support student learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Refugee Student Support funding was combined with the flexible English language proficiency and New Arrivals funding to employ a part-time, temporary EAL/D teacher for 3 days per week throughout the year. The EAL/D teacher assessed our refugee students' English language and literacy learning needs and plotted their proficiency on the EAL/D progressions. Targeted support was provided using a small group intervention model and progress tracked on the progressions throughout the year. Additional support was also offered by the EAL/D teacher to assist classroom teachers with differentiation aimed at meeting the needs of refugee students in their classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor and support the progress of refugee students under the guidance and support of the EALD teacher. Seek professional learning opportunities to enhance teachers understanding of the needs of refugee students and the EALD progressions.</p>
<p>Integration funding support</p> <p>\$133,942.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lambton 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 <p>The allocation of this funding has resulted in: Students with identified needs receiving various forms of additional support. This included with learning activities in the classroom, social and emotional support or playground support to contribute to their progress and success at school. A school timetable was developed based on identified needs and classroom teachers were able to use the School Learning Support Officers allocated to their class to provide additional one on one or group support at their discretion.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide the support students with additional needs require and to support their teachers with additional resources. Professional learning priorities for both teachers and School Learning Support Officers will continue to be prioritised based on the distinct needs of the students.</p>
<p>Socio-economic background</p> <p>\$45,889.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lambton Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$45,889.93</p>	<p>background.</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"> • Data-driven practice • Personalised learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through explicit instruction to support student learning • Release of an Assistant Principal 1 day per week to support initiatives to improve student wellbeing and attendance. • staff released to collaborate on literacy and numeracy initiatives <p>The allocation of this funding has resulted in: A broad range of initiatives being implemented and additional teaching and learning resources being purchased to support teaching and learning in the classroom. Once again this funding was utilised to implement a diverse range of initiatives and to meet a number of resourcing needs. A portion of these funds were used to release an Assistant Principal from teaching duties in order to support well-being and attendance initiatives. In a Covid-affected year, our school's attendance rate was 94.6% which pleasingly was 5.8% above the state average. Some additional Socio-economic funding was used to release teachers for stage collaboration days focused upon the school's strategic initiatives including; data-informed practice, explicit teaching and personalised learning in literacy. These collaboration days were highly successful in providing staff time for training, consolidation of new skills learnt and collaborative planning for implementing classroom interventions. Further funds were used to support the ongoing employment of an instructional leader with the need for a higher duties allowance. The impact of the instructional leader's role in the school is outlined already in the QTSS funding section.</p> <p>After evaluation, the next steps to support our students with this funding will be: The introduction and successful implementation of the TLC literacy program in K-2 in 2022 will require significant staff training and classroom resourcing. It is anticipated that Socio-economic funding will be a key funding source to support the establishment of TLC in our school. This will likely include further opportunities for staff to collaborate around key strategic initiatives.</p>
<p>Aboriginal background</p> <p>\$41,846.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lambton 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"> • Explicit teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The release of Assistant Principals across stages to be off class and oversee both literacy initiatives across the school. The Assistant Principals worked alongside the Instructional Leader and the Teacher Quality Impact team to design a school-based initiative of data-driven practice K-6. In K-2, the focus was on identifying targeted students for data-informed phonics instruction using sub-elements PhA4 and PhA5 of the literacy progression.</p>

<p>Aboriginal background</p> <p>\$41,846.00</p>	<p>In 3-6, the focus was on delivering whole-class interventions to improve reading fluency using the sub-elements FIY3 and FIY4 of the literacy progression. In Early Stage 1, 11 students were targeted for intervention. At the end of the intervention, there was an increase from 42% of students 'sometimes' or 'always' showing proficiency against the selected phonics markers to 85%. In Stage 1, 38 students were targeted for intervention. At the end of the intervention, there was an increase from 32% of students 'sometimes' or 'always' showing proficiency against the selected phonics markers to 87%. Following the intervention In Stages 2 and 3, there was an increase from 57% of students 'sometimes' or 'always' achieving the selected fluency markers to 95%. These interventions were to be extended in Semester 2, but was unable to be completed due to another extended Learning from Home period throughout Term 3 and into the beginning of Term 4. Within the Aboriginal equity budget, there were plans to both initiate a cultural learning program for Aboriginal students and to also have a number of staff participate in the local Connecting to Country professional learning program. Both of these were unable to proceed due to the COVID-19 guidelines impacting school operations throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>These data-driven practices using the literacy progressions as the measure of progress were highly successful. Continued efforts to use data in this way to inform the teaching and learning of literacy across all students will be revisited in 2022. Also, opportunities to revisit appropriate cultural programs and staff training will be strategic priorities for 2022.</p>
<p>English language proficiency</p> <p>\$29,179.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lambton 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"> • Employment of an EALD specialist teacher to provide targeted support for students with developing English language needs <p>The allocation of this funding has resulted in:</p> <p>The establishment of a model of support for students with English language needs involved the employment of a specialist EAL/D teacher who case managed and oversaw the targeted support of students with additional English language needs. Intervention included: targeted group withdrawal, in class support and side by side support of teachers to make adjustments to the curriculum. Students still developing proficiency with English were assessed and recorded on the EAL/D progressions, with interventions designed to meet identified needs and progress tracked across the year. The EAL/D teacher managed a caseload of 31 students (2 students left during the year). The caseload consisted of nine kindergarten students, five Stage 1, eight Stage 2 and nine Stage 3 students. Students' progress was measured against the EAL/D Learning progression and ESL scales. All students demonstrated growth in at least two areas of English and improved by 1-2 levels on the ESL scales. 45% of students demonstrated growth into the next EAL/D learning progression phase. In Stages 1 and 2, 75% of students reached year level reading expectations, as did 78% of Kindergarten students and 89% of Stage 3 students. As part of a school-wide initiative to improve data-driven practice in the area of literacy, the EAL/D teacher also designed a targeted intervention for EAL/D students in the beginning or developing stages of their English language proficiency. The focus for intervention was phonics using PhA2 of the literacy progression. Of the 6 students targeted, there was an increase in proficiency from 15% of them 'sometimes' or 'always' showing all of the relevant indicators to 90% by the end of the intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>English language proficiency</p> <p>\$29,179.59</p>	<p>To continue to provide support for all EALD students with a focus on sustained improvement using the established practice of case management and progress monitoring along the EALD progressions. Further training for teachers around the planning and use of EALD progressions to inform classroom practice will also be a focus.</p>
<p>Low level adjustment for disability</p> <p>\$51,156.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Lambton 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"> • Personalised learning • Other funded activities <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: An increased capacity to top up the school LaST allocation from 0.8FTE to 1.0FTE allowing the school to offer broader LaST support to students with additional needs. In most instances, this additional support was delivered in small, intensive groups with an emphasis on reading and phonics development through the implementation of the Mini-Lit program. In 2021, 15 individual students participated in the Mini-Lit program with 14 out of 15 completing the program successfully. Through their involvement, the students reading fluency improved from an average of 14.4 words per minute at the beginning of the year to an average of 56.1 wpm by the end of Term 4. In addition to improved reading fluency, there was an average increase of 8 reading benchmark levels across the cohort. In addition to delivering the Mini-lit intervention, the LaST also worked alongside teachers to support them with designing classroom interventions or putting in place appropriate adjustments to help students access the curriculum. Leftover funds from this allocation were used to contribute towards the employment of an additional School Learning Support Officer to work alongside classroom teachers in supporting students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with this initiative, topping up the LaST allocation and providing additional support to class teachers with students with additional needs. With a strong evidence-base and high levels of success, the Mini-Lit program will continue to be used as a highly effective intervention initiative.</p>
<p>Literacy and numeracy</p> <p>\$10,678.31</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lambton 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"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of access to The Literacy Collective - professional learning and teaching resources • purchasing of literacy resources such as decodable readers for guided and shared instruction <p>The allocation of this funding has resulted in: The purchase of subscription access to The Literacy Collective (TLC)</p>

<p>Literacy and numeracy</p> <p>\$10,678.31</p>	<p>program including teacher professional learning and program resources. Following extensive school research into synthetic phonics programs this year, a significant portion of these funds were used to purchase a subscription and staff training to The Literacy Collective (TLC) program which we intend to implement in 2022. In addition to this subscription, we identified the need to purchase a solid supply of decodable readers which will be needed to begin implementation of TLC from the beginning of 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: The introduction and successful implementation of the TLC literacy program in K-2 in 2022 will require significant staff training and classroom resourcing. It is anticipated that literacy and numeracy funding, combined with Socio-economic funding in 2022, may be needed to ensure that the establishment of TLC in our school is well-resourced and successful.</p>
<p>QTSS release</p> <p>\$70,186.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lambton 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 initiative funding include:</p> <ul style="list-style-type: none"> • Establish an instructional leader to support quality teaching and learning initiatives and provide coaching and mentoring of teachers <p>The allocation of this funding has resulted in: The ongoing implementation of an Instructional Leader position, originally created in 2018, to support teaching staff with the delivery of high quality teaching and learning programs and coaching and mentoring in evidence-based practice. The Instructional Leader led the implementation of explicit teaching practices in the school, including the delivery of the spelling mastery program and personalised learning initiatives related to strategic direction 1. Teachers had one-on-one and group coaching support through classroom observation and feedback, recorded lesson analysis, utilising data to inform practice and team teaching opportunities. The Instructional Leader position was critical throughout 2021 in guiding and supporting a number of key strategic initiatives and mentoring teachers to achieve the school's stated improvement measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to maintain the Instructional Leader position as a mechanism for supporting teacher development and school priorities until the introduction of the substantive Assistant Principal Curriculum and Instruction position in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lambton 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"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establish an instructional leader to support quality teaching and learning initiatives and provide coaching and mentoring of teachers <p>The allocation of this funding has resulted in: The ongoing implementation of an instructional leader position, originally</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>created in 2018, to support teaching staff with the delivery of high quality teaching and learning programs and coaching and mentoring in evidence-based practice. This funding was combined with QTSS funding in order to continue this valued position. For more detail on the impact of this combined funding initiative, please refer to the QTSS section.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to maintain the Instructional Leader position as a mechanism for supporting teacher development and school priorities until the introduction of the substantive Assistant Principal Curriculum and Instruction position in 2023.</p>
<p>COVID ILSP</p> <p>\$108,166.00</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"> • employment of a teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy • Implementation of the MacqLit program to support the reading development of targeted students <p>The allocation of this funding has resulted in: Literacy Intervention All 15 students who participated in COVID ILSP reading intervention have made significant growth during 2021. Over a 30 week period, the 3 groups progressed through an average of 32 levels of the program. The Macq-Lit program has 54 levels and the duration of the program can be up to 20 months. This program has successfully improved early reading skills with 1 group (5 students) testing out the program and able to reintegrate to class instruction despite not completing all levels. These students will transition back to the classroom for regular reading activities in 2022.</p> <p>From the initial data collection against the Literacy Progressions, 41% of students were not demonstrating the assessed skills. After working through the Macq-Lit program, the final progression data shows that 95% of these skills are demonstrated 'sometimes' or 'always'. Students' average words per minute (wpm) when reading also significantly increased. Initial results showed 42.8 wpm were read and by the end of Term 4, the average had increased to 85.2 wpm, representing growth of 42.4 wpm. Students sight word knowledge increased from an average of 80.4 words to 95.7 out of 100, representing an average increase of 15.5 sight words.</p> <p>When triangulating these data sources with the school's reading benchmarks, all students made excellent growth. The average reading benchmark level growth for these students during 2021 was 3.9 levels with the highest being 12 levels.</p> <p>Numeracy Intervention The model which Lambton Public School followed for numeracy was small group intervention in 2021 and it proved to be extremely successful. A total of 102 students received intensive support in 2 'sometimes' and 2 'always' phases. Initial data collection against the Numeracy Progressions indicated that 62% of students were not demonstrating proficiency against the assessed indicators. After daily, short sharp intervention led by the COVID ILSP teacher, final assessment data showed that these foundational numeracy skills are demonstrated 'sometimes' 14% (which is a decrease of 24%) and 'always' 72% (which is an increase of 72%) of the time. This is a total of 86% of students sometimes or always demonstrating the skills, representing significant growth for the students involved in the program. These</p>

<p>COVID ILSP</p> <p>\$108,166.00</p>	<p>outstanding results were achieved despite the extending learning from home period in Term 3 and the beginning of Term 4 in 2021 and highlights the effectiveness of this intervention model.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review areas of student need in 2022 and provide ongoing support in line with the program guidelines. Successful aspects of this initiative worth carrying forward into 2022 include: administration of assessments like the MacqLit placement test and IfSR to identify areas of need, using progressions to monitor and track student progress, review of progress each term, and small group intervention with a narrow but deep focus.</p>
<p>New Arrivals Program</p> <p>\$34,084.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lambton 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: The employment of a specialist EALD teacher to case manage, support and monitor the progress of students who are new arrivals to Australia. This funding was combined with the Refugee Student Support and English Language Proficiency allocations to establish this position. Please see the English Language Proficiency section for greater detail on the impact of funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide support for all students that are new arrivals to Australia with a focus on sustained improvement using the established practice of case management and progress monitoring along the EALD progressions.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	199	193	186	177
Girls	198	189	177	178

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	96	93.1	94.8
1	93.8	94.8	93.9	94.2
2	92.2	94.3	93.9	95
3	93.9	93	92.5	93.9
4	95	93.3	91.5	94.6
5	93.2	94.1	92.7	92.8
6	92.9	92.9	92.7	92.4
All Years	93.8	93.9	92.9	93.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	14.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
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 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	425,190
Revenue	3,602,702
Appropriation	3,571,917
Sale of Goods and Services	1,890
Grants and contributions	27,162
Investment income	196
Other revenue	1,538
Expenses	-3,765,274
Employee related	-3,374,947
Operating expenses	-390,327
Surplus / deficit for the year	-162,572
Closing Balance	262,618

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	124,695
Equity Total	244,880
Equity - Aboriginal	30,460
Equity - Socio-economic	44,390
Equity - Language	29,180
Equity - Disability	140,851
Base Total	2,579,726
Base - Per Capita	89,486
Base - Location	0
Base - Other	2,490,240
Other Total	436,584
Grand Total	3,385,885

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

The views and opinions of students, teachers and parents are valued by our school as they help to determine levels of success, satisfaction and also to inform future directions and decision-making. With 2021 being such an interrupted year impacted by the ongoing Covid-19 pandemic, our capacity to capture these views and opinions was significantly hampered and we did not seek feedback from these stakeholders in the broad way that we normally would. Student feedback was captured through the Tell Them From (TTFM) surveys and staff feedback was captured through the TTFM teacher survey and also small group discussion with respect to the implementation of the school's improvement initiatives. Summaries of the findings of these are outlined below. In a year when families were burdened with the impact of the ongoing pandemic, our school elected not to add to that burden through a survey or focus groups. This will be redressed in 2022 when once again we seek their feedback on important and relevant issues connected to school life.

Students - TTFM

Students in Years 4, 5 and 6 completed the TTFM Student Survey in November with 146 responses recorded. With respect to *'Social-Emotional Outcomes'*, there were two areas of strength identified where the school's mean was above the state norm: students with positive relationships 88% (3% above the state norm) and students with positive behaviour at school (10% above the state norm). Two areas where the school's average was well below the state norm which were identified for improvement are: students with positive homework behaviours 24% (39% below the state norm) and student participation in extracurricular activities 29% (26% below the state norm). Of particular concern to the school was what the students' responses told us about how challenged they felt in English and Maths. Only 38% of students had scores placing them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category was 53%. Although this is still some way from the result we want, this result is a slight improvement on the survey from 2020, but there is still work to do. From the *'Drivers of Student Outcomes'* section the school average was consistent with the state norm in most areas. Pleasingly, the schools' result for students who are victims of bullying was only 22% (14% below the state norm) which also represented an 11% decrease on the school's result in this survey in 2020. An area for development is the expectations for success. In this area, the school mean was 7.9 while the state norm was 8.7. Interestingly, the survey results for girls in this area were 0.5 higher than for boys suggesting the school needs to consider having higher expectations of success for our boys. There was also encouraging feedback from our Aboriginal students with 50% of Aboriginal students strongly agreeing that they feel good about their culture compared to only 38% in this area in 2020.

Teachers - TTFM

Teachers completed the TTFM Focus on Learning survey in November with a total of 21 responses received. The results were mapped against the *'Eight Drivers of Student Learning'* using a 10 point scale - 0 indicating strong disagreement and 10 indicating strong agreement. In six of these areas, leadership, collaboration, learning culture, data informs practice, teaching strategies, and inclusive school - the school's average was either equal to or within 0.3 of the state norm for these areas. The two areas where the teachers feedback was below the state norm and therefore statistically relevant was Parent involvement with a result of 6.4 (0.4 below the state norm) and Technology with a result of 4.3 (2.4 below the state norm). Within the sub-components of each of the eight drivers, areas of strength where the school's mean was higher than the state norm included: teachers monitoring the progress of individual students, the use of formal assessment to inform planning and teachers linking new concepts to previously mastered skills. Areas for development where the school result was well below the state norm included: teachers giving written feedback on their work each week, students using computers or other devices to track progress towards their goals and parents and carers being offered opportunities to review and comment on students' work. With respect to the *'Four Dimensions of Classroom and School Practices'* the schools responses were very close to the state norm for: challenging and visible goals, planned learning opportunities and overcoming obstacles to learning. The schools' result for quality feedback with a score of 6.7 (0.6 below the state norm) is an area for development. Again, students' use of technology for learning, and opportunities for parents to comment on student work within this dimension, contributed to this lower result.

Teachers - SiP initiatives

The views of teachers across the school were sought and summarised with respect to the first year of implementation of the school improvement initiatives. Teachers were placed in groups of 2 or 3 and were asked to consider evidence of our progress towards the strategic improvement initiatives and then respond to a series of questions about what was working well for them, what was not, and where they needed additional support. Key things that were identified as working well included: daily reviews for lighthouse teachers in Maths, the use of data K-6 to better inform literacy and numeracy programs, Spelling Mastery, the Mini-Lit intervention program for students K-2, and the focus on personalised learning with respect to reading outcomes. Areas identified as not working as well included: not having clear programming expectations connected with the new initiatives, the need for teachers to have better technology for recording student data on the learning progressions at the point of need (eg iPads), concerns that the dated systems of assessment like running records not being fit for purpose and the need for changes to the classroom layout in Kindergarten to support Spelling Mastery delivery. Areas in which staff would need further support included: an adjusted Maths scope and sequence to support the planning of daily reviews, the purchase of technology devices for staff to record student data,

further professional learning on the delivery of explicit instruction and demonstration lessons by proficient teachers. Teachers were also asked, using the '*Lippitt-Knoster Model for Managing Complex Change*' to identify potential weak points of implementation and to offer suggestions for more successful implementation across the key initiatives. The potential weak points that were identified included: staff losing connection with the overall vision, anxiety experienced with learning new skills, frustration due to the need for additional resources (primarily technology) and the time needed for teachers to invest in each of the new initiatives. The suggestions put forward for more successful implementation included: to revisit the School Improvement Plan and vision statement more often, give teachers a clearer timeline outlining what the teachers focus needs to be on for each of the key initiatives, prioritising the purchase of the most needed resources and pausing to celebrate success more often. All of this feedback was very helpful in assisting the leadership team to re-calibrate the implementation of the school's initiatives.

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.

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.