

# 2021 Annual Report

## Nymboida Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Nymboida Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Nymboida Public School

Armidale Rd

Nymboida, 2460

<https://nymboida-p.schools.nsw.gov.au>

[nymboida-p.school@det.nsw.edu.au](mailto:nymboida-p.school@det.nsw.edu.au)

6649 4137

## School vision

At Nymboida Public School we believe that every student should be challenged to learn and continually improve in a respectful, responsible, and safe environment. Our vision is to empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be confident, resilient, self-directed, and successful citizens.

## School context

Nymboida Public School (NPS) is a small, rural school. It is situated on the main road 45km southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one teaching principal and one temporary teacher in order to have two smaller classes within the school. The temporary teacher is also responsible to cover the principal's release. NPS employs a School Administration Manager four days each week, a General Assistant 1 day a week and a School Learning Support Officer 1 day a week.

Nymboida Public School currently have a FOEI of 121 and has an enrolment of 20 students at the beginning of 2021 which includes Aboriginal and Language Background other than English (LBOTE) students. The student population can be transient with many changes throughout any given year; however, the school maintains a stable staffing cohort.

Students are organised into two classes K-2 and 3-6 for literacy and numeracy. For 2021, students worked in two classrooms for Science and History/Geography. For CAPA and PDHPE, the K-6 cohort is combined with one teacher in the classroom. Students have quality flexible learning spaces and well-maintained school grounds with extensive playground and sporting equipment.

Staff, parents and students work collaboratively to provide a happy, safe and supportive learning environment. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified a need to use data driven practices to ensure students have learning tailored to their individual learning needs and for the school to have a systematic approach to data collection and use.

Work will take place to ensure the wellbeing of all students is addressed and supported after our school and community experienced a variety of traumatic events in 2019/2020 - bushfires, flooding and COVID-19 that devastated our school community.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our school tradition of providing quality education to our local community.



2021 Nymboida Public School

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



## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all students have access to relevant, engaging and challenging learning experiences with a focus on high expectations which enables them to become independent learners. Students express their unique and personal thoughts openly while providing the highest quality education that inspires every student and teacher to progress along their own learning journey, to achieve their full potential and reflect on their learning experiences.

### 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 Informed Practice
- High Impact Professional Learning to build capacity

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,865.66

**Professional learning:** \$4,483.10

**Location:** \$3,900.00

**Socio-economic background:** \$15,030.00

**Aboriginal background:** \$3,787.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$14,739.00

**School support allocation (principal support):** \$7,365.00

**QTSS release:** \$3,139.00

**Per capita funding:** \$4,437.00

**Teaching Principals Relief:** \$37,856.00

### Summary of progress

Nymboida Public School has completed the first year of a four year cycle on Student Growth and Attainment on the School Improvement Plan. There are two initiatives with numerous activities completed to support our achievement of the overall progress measure for our school. A summary of our progress thus far in Student Growth and Attainment is highlighted below:

- Developed smaller class sizes for the students who attend NPS. This initiative is the most beneficial to the students attending our school. The smaller class sizes ensure that the students have a tailored learning plan specifically for them in order to learn and achieve. Pre and post assessments show that the data collected from having smaller classes is of a huge benefit to the students enrolled at NPS. The opportunities these students are receiving in the classroom far outweigh that of students in larger classroom settings. Every student at NPS is known, valued and cared for. Every student can identify numerous staff members they can connect and relate to and in return go to for support and guidance. The students support one another in these smaller classrooms showing and modelling responsibility, respect and safety which are the core values of our school.
- At the start of 2021, we had 5 students enrolled with Autism and staff with limited understanding and training around teaching students with Autism. It was identified early in term 1 that teaching strategies needed to be changed in order for learning to take place in the classroom instead of the disruptive behaviours taking forefront. Once staff completed all training modules, gradual change started to take place in each of the classrooms, routines were put in place, behaviour plans were implemented and rules were enforced. Quality learning was starting to take place in the classrooms and this was evident by the students' results and learning progress. Conversations with staff were positive, staff and students well being increased and attendance data also increased as students wanted to come to school to learn in a safe and supportive environment.
- The What Works Best update document outlines eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of our students. The themes are not an exhaustive list of effective practices, but are a useful framework for teachers and school leaders to consider when deciding how to tackle student improvement. Staff focused around: Assessment - High quality student assessment helps us know that learning is taking place. Assessment is most effective when it is an integral part of teaching and learning programs. Use of data to inform practice - Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective analysis of student data helps teachers identify areas where students' learning needs may require additional attention and development, and Wellbeing - At school, the practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. It is highly visible that all staff are implementing these principles into the Nymboida Public School learning environment. Due to this increased understanding, staff see the importance and benefit of inputting student data regularly into PLAN 2 to inform their

teaching and learning.

- Set up and develop students learning portfolios. A lot more work went into getting these set up than expected. The teachers have free choice as to what they would like to put into the students' learning portfolios to show growth. The purpose of the portfolio is achieved. Parents can see the learning journey across an entire year of schooling. The inconsistencies in what is included in the portfolios was evident. Next year, we at NPS will set learning tasks and recommendations of what is to be used and included with templates to assist. Next steps: to make sure all of the portfolios are relevant and up to date showing work samples from across the entire year.
- Staff are using Essential Assessment to guide them in entering data into PLAN 2. Staff are completing pre assessments and updating student data on PLAN 2 and then again after 5 weeks when the post assessment is completed. Growth is monitored and tracked using the combination of both assessments and recorded on electronic platforms to see continuous growth from year to year. Each classroom teacher decided on three focus areas for the class to monitor growth through literacy. The students in the early years had growth monitored around phonics and phonemic awareness where the older students were monitored around creating texts and understanding texts. By using PLAN 2 to monitor progress, the visual growth and where to next were evident for teachers, this was then reflected into the teaching and learning programs.
- The establishment of the Boutique Schools Collegiate - Nymboida PS, Tucabia PS, Cowper PS and Baryugil PS. Staff participated in targeted professional learning around numeracy and set up the purpose for this collaboration. This was a fantastic starting point for the collaboration of four small schools across our network. The professional learning achieved what it set out to achieve and that was to have all staff across the four similar sized schools starting at the same point. All staff completed the Resolve training and had learning tasks to complete with their students when they returned to their schools. All staff completed the Essential Assessment training online and the schools are coming together each semester to share and collaborate based on results and trends with data collected to drive the future directions of this collaboration. The students were reluctant to share and open up at the start of the online collaboration tasks. The staff discovered this was due to the students not actually knowing one another. A big focus across the year then became coming together face to face for the students to network so when talking and working together online, the experience became meaningful and beneficial. Covid-19 and the corresponding restrictions made achieving this initiative challenging however, in 2022, we at NPS will be committed to making sure the connection continues between the small schools by communicating with staff, students and participating in joint planning and student face to face educational experience days.

## 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>Increased the percentage of students attending school 90% or more of the time compared to the previous year. Increased student attendance so that students who attend less than 90% of the year, increase their attendance throughout the year. Have an attendance reward day each term for students attending 85% of the time or greater.</p> <p>Reduction in recorded unjustified absences each term by having teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.</p>	<ul style="list-style-type: none"> <li>• EBS student attendance data report shows that the number of students attending greater than 90% of the time is greater than 60% of the total number of students enrolled at NPS. In Term 1 - 2021, 67% of students attended greater than 90% of the time, 27% of the students between 80%-90% and 6% of the students less than 80% of the time. Term 2 - 2021, 53% of students attended greater than 90% of the time, 33% of the students between 80%-90% and 14% of the students less than 80% of the time. In Term 3 - 2021, 86% of students attended greater than 90% of the time, 14% of the students between 80%-90% and 0% of the students less than 80% of the time. In Term 4 - 2021, 81% of students attended greater than 90% of the time, 7% of the students between 80%-90% and 11% of the students less than 80% of the time.</li> <li>• EBS student attendance data for 2021 summarised has 82% of students at school greater than 90% of the time, 7% of students attending 80%-90% of the time and 11% of the students attending less than 80% of the time. Of those students attending less than 80% of the time, the student has increased their attendance from 60% in Term 1 to 79% by the end of Term 3.</li> <li>• The data collected to attend the schools Attendance Reward Day for attendance greater than 85% had 93% students in Term 1, 86% students in Term 2, 92% students in Term 3 and 88% students in Term 4 eligible based on attendance data alone, able to attend the reward day.</li> <li>• Unjustified absences decreased from 30 unexplained or unjustified reasons in Semester 1 to 19 days in Semester 2.</li> </ul>
<p>There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans</p>	<ul style="list-style-type: none"> <li>• Internal measures such as student surveys, formal conversations and observations indicate the percentage of students regularly utilising feedback increased by 60% from baseline data.</li> <li>• PLAN 2 and Essential Assessment data show that 100% of staff are</li> </ul>

<p>and strategies for improvement.</p> <p>Internal measures indicate an increased percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes.</p> <p>There is an uplift of student progress in literacy and numeracy throughout the year that is tracked via PLAN 2 and school-based tracking platforms.</p>	<p>tracking and monitoring students' progress using reliable assessments to capture learning progress.</p> <ul style="list-style-type: none"> <li>• 92% of students had at least one parent attend a face to face personalised goal meeting to discuss individualised goals around literacy and numeracy for their child. 100% of parents participated in phone call meetings regarding their child's progress when needed. All staff called parents to discuss targeted intervention programs for selected students with 100% of parents supportive on their child completing targeted intervention programs.</li> <li>• 80% of students used feedback, I can statements, essential assessment summaries and work samples to set their explicit learning goals to improve learning outcomes.</li> </ul>
<p>100% of staff use PLAN 2 and Essential Assessment to track and monitor students. All teachers use reliable assessments to capture information about student learning.</p> <p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning.</p> <p>Internal measures indicate an increased percentage of staff actively collaborating with practitioners from other schools to reflect and improve teaching practice.</p>	<ul style="list-style-type: none"> <li>• Surveys, observations, and document analysis indicate 100% of staff have actively collaborated with practitioners from other schools and department specialists to reflect and improve upon teaching practice.</li> <li>• 100% of teaching and learning programs documented evidence of adjustments to address individual leaning needs however, the evidence was not consistent across KLA's.</li> <li>• 100% of teaching staff are regularly using PLAN 2 to update and monitor student progress in literacy and numeracy.</li> <li>• All teaching staff adhere to and implement the school's assessment policy and completed the scheduled assessments to capture information about student progress.</li> <li>• In semester 1, 100% of staff actively collaborated with staff from other schools in the local area to reflect on and improve teaching practice. Due to Covid restrictions and regulations in Semester 2, 100% of staff had limited contact with outside teachers to actively collaborate to improve teaching and learning.</li> </ul>



Book Character Parade 2021

## Strategic Direction 2: School Pride: Wellbeing and Engagement

### Purpose

To work together as a learning community to give students the knowledge, skills and experiences to set and achieve their personal goals and lead successful lives in the 21st century. Acknowledge that resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community through leadership, inclusion, student voice, partnerships and 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.

- Connect, Succeed and Thrive
- Positive School Culture

### Resources allocated to this strategic direction

**Location:** \$4,887.47

**Literacy and numeracy:** \$200.00

**Per capita:** \$4,437.30

### Summary of progress

Nymboida Public School has completed the first year of a four year cycle on School Pride: Wellbeing and Engagement in the School Improvement Plan. There are two initiatives with numerous activities completed to support our achievement of the overall progress measure for our school. A summary of our process thus far on School Pride: Wellbeing and Engagement is highlighted below:

- After reading the Wellbeing Framework for Schools, NPS were tracking well on enhancing the wellbeing all of stakeholders at our school. All staff were able to relate to and link current practices and new practice to the three main themes to wellbeing. The themes that will drive wellbeing in our public schools into the future are Connect, Succeed and Thrive. Our commitment to our students, parents and members of the community is that Nymboida Public School will house teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. The school environment is pivotal to the growth and development of our most important assets - our children and young people. Our school strives for excellence in teaching and learning, connects on many levels and builds trusting and respectful relationships for our students to succeed.
- Students are actively involved in the classroom check in and its a part of the classroom routine. When the students enter the classroom, they form a circle ready for the morning check in. This sets up the day for the students. The students are respectful whilst the check in occurs, follow set rules and are mindful for our shy students. If a student is not ok, staff make sure they check in with the students throughout the day. Sometimes requests are made from a student to speak to a certain staff member and this allows all students to have an active voice. Students are more settled when starting their learning tasks as they use the check in time to prepare themselves for learning and a tool to self calm at the start of the day.
- By having scheduled games and activities set for school break times, the students are more active in the playground. There is less time for students to have issues or cause/create or be involved in behaviours that are not desirable. The students enjoy participating in the games set up at break times especially if staff are actively involved. Since starting the scheduled activities, staff have needed to teach the students about sportsmanship and not needing to win every game. Undesirable behaviour is exhibited when a student gets out. The records of negative incidents since Term 1, 2021 to Term 4, 2021 have significantly reduced. Data was collected on a spreadsheet at the end of the day and data from smiley slips for positive behaviours was also collected. Smiley data showed an increase of positive behaviour and a decrease of negative behaviours whilst staff were actively involved in outside activities.
- NPS has a planned approach to wellbeing - the PBL universals incorporate the elements of the Wellbeing Framework. Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Our students model and expected the core values of the wellbeing framework: students will be respected, valued, encouraged, supported and empowered to succeed. Our PBL core values are be respectful, be responsible and be safe. The school's behaviour procedure is in line with the wellbeing framework allowing students to grow and flourish, do well and prosper. The Rock and Water program decreases bullying and depressive feelings, and increases self esteem, self regulation and social acceptance while building self confidence, self respect and self regulation.
- Teachers are consistently using Dojo to celebrate achievement and reward success. By Term 3, all staff were using Dojo stories to share student achievements, messages and photos back to parents. 70% of parents were registered and joined to their child's learning journey. This initiative was led by the 3-6 classroom teacher allowing



for time and focus to be given. In saying this, 90% of the stories shared, came from this classroom teacher. Data and communication was shared across numerous channels that now include Dojo on top of newsletters, Facebook, the school website and individual phone calls and messages.

- Nymboida Public School never had an established school wide approach to managing student behaviour. Different staff members had different levels of what was acceptable behaviour and what was not. This was confusing the students. Staff researched and set up a behaviour consistency guide and communicated this not only to all staff at staff meetings but also all students. The guide consistency reflected on and implemented in the school facility. Three levels of behaviour were established: Low level - Blue which is teacher managed, Mid level - Orange is teacher managed and corresponded to principal, and High level - Red which is straight to the Principal. Included is a list of possible consequences for that level to be handed down. Consistency is now in place across the entire school. All staff are implementing this guide across the entire school setting.
- During Semester 1, as there were two clear classes at NPS, buddy sessions were set up twice a week for students. The older students enjoyed helping and assisting the younger students across the school. The younger students liked having a buddy to help them and to look up to. The shared reading was a huge success where the younger students read a book to the older students and then the older students reciprocated. We believe the learning opportunities of students working together and helping one another allows students to grow, build connections and demonstrate their abilities with others. All students were actively engaged and willing participants in buddy opportunities in the classroom. They continued this outside in the playground where the students continued to play and hang out together. During Semester 2, with the reduction of a teacher and numerous students at the school, buddy opportunities were embedded in everyday learning tasks as the students were joined together for more learning opportunities.
- Covid restrictions had a large impact in the face to face running of many extracurricular programs, the students were still able to complete the tasks and share through an online platform. The students attended the Super Circus performance at Dundurrabin and were actively engaged and involved in the program. The students in the 3-6 class wrote a script for the film festival and produced this as a whole school production. The students took ownership for each role and job required. All students were eager and engaged to participate in the Small Schools Big Impact (SSBI) dance. This was recorded at school and shared within the school community as the event was cancelled after the students had already filmed their dance. Parents were unable to be involved due to Covid guidelines but showed interest to participate in the future. Due to Covid, the students spent time learning from home which impacted the film production and dance recording. The students had limited time to rehearse impacting the quality of the film and dance. The process of making both the film and dance is rewarding for the students as they are involved in all steps of production. The performance for the Jacaranda Festival and the live shows for the SSBI and Film Festival were cancelled, however, they will be returning in 2022. The students from NPS will participate in these extracurricular activities in 2022 due to the benefits they have on students learning outcomes and to show the wider community what the students can do in the small school setting of Nymboida Public 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>Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success.</p> <p>100% of teaching staff provide learning experiences that contribute to the development of individual character traits and positive group dynamics.</p> <p>90% of students report in the satisfaction survey that Students are recognised, respected and valued all of the time at NPS.</p>	<ul style="list-style-type: none"> <li>• 15 out of 15 students in Term 4 reported positive wellbeing outcomes that have increased across all positive wellbeing measures.</li> <li>• 92% of students reported that at all times they feel they have a sense of belonging, there are expectations in place to succeed and there is advocacy at school while 8% of students selected sometimes which was reflected in the student satisfaction survey results.</li> <li>• Results in students' satisfaction survey recognise that 100% of students at NPS feel that they are recognised, respected, and valued <b>ALL</b> the time.</li> <li>• All teaching staff provide positive learning experiences for students that help them develop positive character traits and social skills to make quality friendships and work in a K-6 group setting.</li> </ul>
<p>100% of staff develop and implement wellbeing, behaviour and attendance plans for identified students in collaboration with the Learning and Support team.</p> <p>The school's wellbeing approach focuses on creating an effective</p>	<ul style="list-style-type: none"> <li>• ALL staff implement wellbeing, behaviour and attendance plans for identified students in collaboration with the Learning and Support Team. The Learning and Support Teacher/Principal ensures 100% of all students who need a plan have one set up and being delivered within a targeted fortnight turnaround in consultation with the department's specialised support services.</li> <li>• 80% of students participated in extra curricular sporting activities across the school year, 100% of students participated in extra curricular activities</li> </ul>

<p>environment for learning.</p> <p>Through the teacher annual reflection, it is reported that all capable students are self-directed, take initiative and grasp opportunity.</p>	<p>and 45% of students represented the school after hours at numerous events. There were record numbers of students representing our school at ANZAC Day and GRIP Leadership this year showcasing advocacy for their school.</p> <ul style="list-style-type: none"> <li>• 100% of students know and model the school values and 96% of behaviours reflect the positive values of NPS - respectful, responsible, and safe. 100% of teaching staff provide real life learning experiences that contribute to the individual character traits of each student, and this is reflected in the positive group dynamics at the school.</li> <li>• 100% of teachers reported through their annual reflection that 76% of capable students are self-directed, take initiative and grasp opportunity, while 24% of students when given assistance and guidance can work independently and ask for assistance when needed.</li> </ul>
<p>Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 75%</p> <p>There is evidence of annotated teaching and learning programs e.g. SEL, formative assessment, brain breaks, movement breaks, differentiation strategies that meet the learning and wellbeing needs of students with additional learning needs, including EAL/D and high potential and gifted students by all teacher staff.</p> <p>Evidence is collected via the student annual survey that there are student voice and leadership opportunities in classrooms and across the school.</p>	<ul style="list-style-type: none"> <li>• Satisfaction surveys and informal data collected indicates 100% of students reported to have a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School).</li> <li>• All teaching and learning programs are collected and are compliant with NESB programming requirements. There is visible evidence of annotation, registration, adaptations, and differentiation while the outcomes, teaching and learning activities and assessment opportunities are evident.</li> <li>• The student satisfaction survey results conclude that there is positive student voice and leadership opportunities in class and across the school. This is reflected through student led wellbeing activities, school and classroom allocated responsibilities, talent shows, open days, school representation at community events and the leadership team having meetings with the principal regarding initiatives run by the students for the school.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nymboida Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$15,030.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nymboida Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement individualised and small group work to support identified students</li> <li>• employment of additional staff to support smaller classroom sizes across the K-6 setting.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Smaller classroom sizes for our school. Students were able to have an individualised learning program initiated in classrooms based around a K-2 and year 3-6 model.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage the additional classroom teacher to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort are becoming more stable. Next year, the school will continue to use these funds to assist in the continuation of the additional classroom teacher.</p>
<p>Aboriginal background</p> <p>\$3,787.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nymboida 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>Aboriginal background</p> <p>\$3,787.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional classroom teacher to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in Aboriginal families engaging in the PLP process, more importantly, these conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. 100% of Aboriginal families feel that the school is welcoming and approachable and supports the learning needs of their child.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engaging the additional classroom teacher who will continue to focus of the needs of our Aboriginal students by delivering differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nymboida Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted intervention for students with EAL/D needs. The employment of an additional classroom teacher has allowed for smaller class sizes resulting in our EAL/D student to have a smaller and more supportive work environment where 1:1 teacher assistance is available.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$14,739.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nymboida Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of additional staff to support teachers to differentiate the</li> </ul>



<p>Low level adjustment for disability</p> <p>\$14,739.00</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in:</b> An increase of students achieving at or above expected growth in NAPLAN results, Check in assessments and school based assessments. The school's value-add results are stable. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the Learning Support Team, the school will provide additional support for identified students through the employment of a classroom teacher five days a week.</p>
<p>Location</p> <p>\$8,787.47</p>	<p>The location funding allocation is provided to Nymboida Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• High Impact Professional Learning to build capacity</li> <li>• Connect, Succeed and Thrive</li> <li>• Positive School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Inclusion for all: opportunities due to location were not missed. All students were able to access extra curricular activities due to the cost being subsidised. Wellbeing activities around healthy habits were put in place and changes were made that resulted in increased wellbeing and attendance at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Supporting the school to increase collaboration and overcome isolation by subsidising extra curricular activities so isolation is not the main contributing factor as to why students did not participate.</p>
<p>Professional learning</p> <p>\$4,483.10</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nymboida Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching students with learning difficulties, disabilities and behavioural needs.</li> <li>• Staff Development Days: provide staff with specialist teachers to assist with knowledge and understanding around inquiry based numeracy practices</li> <li>• Provide professional learning for teachers on PLAN 2, Essential Assessment, the learning progressions and improving reading and</li> </ul>

Professional learning \$4,483.10	<p>numeracy.</p> <p><b>The allocation of this funding has resulted in:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy which is reflected in the uplift of student results in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
Beginning teacher support \$14,845.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Nymboida Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional release for programming and mentoring from the Teaching Principal and to enhance additional professional learning opportunities.</li> <li>• Complete Rock and Water wellbeing training and embed into classroom practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhancement of the skills and professional learning opportunities for our beginning teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will not continue in 2022.</p>
School support allocation (principal support) \$13,604.80	<p>School support allocation funding is provided to support the principal at Nymboida Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Hire classroom teacher in order for teaching principal to have time with the SAM/Business Manager to discuss school operating budgets and planning.</li> <li>• Hire Business Manager to support with the additional administration tasks.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Delegation of tasks for the Business Manager to complete resulting in more time for the Teaching Principal to complete mandatory administration tasks and to enhance the teaching and learning in the classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with the employment of a Business Manager one day a week to take on extra administration responsibilities.</p>
Literacy and numeracy \$2,065.66	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nymboida Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$2,065.66</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• High Impact Professional Learning to build capacity</li> <li>• Connect, Succeed and Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff are delivering quality literacy and numeracy programs into classroom practices which has resulted in an increased level of engagement from the students and has enhanced wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will cease in 2022 and will be replaced with the Permanent AP - Curriculum and Instruction position, 1 day per week.</p>
<p>QTSS release</p> <p>\$3,139.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nymboida Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of a full time teacher to allow for the Teaching Principal to support staff in improving their confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing the full time classroom teacher in order for the principal to be released from class to work with the classroom teacher to embed quality teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$12,783.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Fast Maths, Phonics, Sound recognition and Rip It Up Reading</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals. Specialised targeted intervention for identified students to increase their literacy and numeracy outcomes, tracked and monitored on school based</p>

<p>COVID ILSP</p> <p>\$12,783.30</p>	<p>monitoring sheets and PLAN 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Teaching Principals Relief</p> <p>\$37,856.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nymboida Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning to build capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teacher to deliver classroom teaching and learning, releasing the Teaching Principal to manage and support the Nymboida Public School team.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The smaller class sizes allow the students to have a tailored learning plan specifically for them in order to learn and achieve. The Teaching Principal can offer guidance, support and mentoring to all staff while completing the daily operations of a school as the principal.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to implement the smaller classroom sizes based on the proven enhancement in students learning and wellbeing. The Teaching principal can continue to be available to assist students, offer guidance and enhance the leadership and mentoring skills.</p>
<p>Per capita</p> <p>\$4,437.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nymboida Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students having access to extra curricular activities that were offered at Nymboida PS and in the wider community. Items such as school photos were subsidised in order to make these affordable to all families. All students had access to the school bought equipment and resources so parents did not need to source classroom materials for their child. Assistance was provided to families that needed additional support in order for their child to receive a quality education at Nymboida PS.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to evaluate the current needs of families and provide additional assistance in order for all students to receive an equal and quality education that is attainable financially for all families.</p>



2021 Get Hooked on Fishing Program in Wooli

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	10	10	10	10
Girls	9	7	8	4

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	81.9	84.3	95.2	90.7
1	100	78.7	92.4	96.1
2	92.2	94.8	100	85.1
3	93.5	89.3	93.3	
4	85.9	89.6	91.6	87.9
5	96	86.1	95.3	90.1
6	95.8	96.9	95.7	92.2
All Years	92.1	88.3	93.6	89.8
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	
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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



Footsall as a part of the Sporting Schools program



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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



## Teacher qualifications

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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

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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.



2021 staff at Nymboida Public School

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	98,780
<b>Revenue</b>	623,626
Appropriation	570,442
Sale of Goods and Services	1,161
Grants and contributions	48,001
Investment income	108
Other revenue	3,915
<b>Expenses</b>	-595,418
Employee related	-478,222
Operating expenses	-117,196
<b>Surplus / deficit for the year</b>	28,208
<b>Closing Balance</b>	126,988

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	35,955
Equity - Aboriginal	3,787
Equity - Socio-economic	15,030
Equity - Language	2,400
Equity - Disability	14,739
<b>Base Total</b>	319,910
Base - Per Capita	4,437
Base - Location	8,787
Base - Other	306,685
<b>Other Total</b>	49,744
<b>Grand Total</b>	405,609

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

A parent/caregiver satisfaction survey was completed in 2021. 100% of parents who returned the survey believe:

- the teachers at this school expect my child/ren to do their best
- their child feels safe at school
- the teachers provide the students with useful feedback on their learning
- the teachers treat students fairly
- the office staff conduct themselves in a professional manner
- they can talk to the school staff if they have any concerns
- my child likes being at this school
- communication is open and valued across the school
- the school looks for ways to improve
- school reports give clear feedback and progress
- everyone is made to feel welcome at Nymboida Public School.

Parents added additional comments to the satisfaction survey indicating their pleasure with the direction of Nymboida Public School and recognising the commitment that staff are providing to the students, families and the Nymboida educational community.

A student satisfaction survey was completed by all students in 2021. All students believe:

- the school is kept clean
- students respect each others differences
- students at Nymboida Public School treat each other well
- my teachers notice if I have trouble learning something
- my teachers give me work that is interesting
- my teachers are well prepared and show great knowledge of the topics they are teaching
- my parents are actively involved within the school community
- I'm happy to attend Nymboida Public School

The students believe that Nymboida Public School could work on:

- dealing with ALL students' behaviour in a fair way
- making sure parents are actively involved with the school

The students commented on their enjoyment levels and happiness attending Nymboida Public School and the desire for new playground equipment and a garden to kitchen program to be initiated at the school.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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

