

# 2021 Annual Report

## Tarcutta Public School



3165

# Introduction

The Annual Report for 2021 is provided to the community of Tarcutta 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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## Message from the principal

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### Principal's Report

2021 has been another wonderful year for our students here at Tarcutta Public School with so many highlights. One of our favourite memories of this year is going to be all of our learning in science. We were grateful to be the recipient of a grant from the Uranquinty CWA who put together a project with Charles Sturt University. The experts and their helpers, visited us a number of times during the year to show us how to learn about living, non-living and once-living objects. They brought with them a number of different types of microscopes for us to explore and the CWA purchased a Stereo-Microscope for our school to share with Uranquinty Public School and Humula Public School. Our Year Five students became the guardians of the microscope and learnt all the technical parts of looking after it. As part of this project we took photos of a number of our collected items and then wrote about them. These were collated into an exhibition at the Wagga Wagga City Library for Science Week where our photos were on display as part of a Power Point presentation or blown up on canvases. We also had a grant for our Sustainable Schools Sustainable Farms project. The students learnt about bees and created a bee-friendly garden and attended virtual excursions with the Sydney Observatory during remote learning. We had a scientist come and teach us about how energy is produced and we created our own solar-panel and battery operated cars which we raced through the corridors and out under the COLA. Students from Uranquinty Public School visited and joined in with our learning on how circuits work. We enjoyed joining with our friends in the Wagga Wagga Community of Small Schools to participate in AFL and netball gala days. Our Primary students learnt how to play hockey. We had fun at our swimming carnival, athletics carnival and cross country events. We hosted the WWCoSS Public Speaking competition which gets bigger and better every year. Our students met Healthy Harold as part of our visit to the Life Education Van where we learnt how to keep ourselves safe and to be aware of cyber bullying. We went off to Koorinal High School to watch their annual school production. Due to restrictions due to COVID-10 we had to become very clever at using technology as we once again learnt from home. We also participated in NAIDOC Week celebrations and Author Day activities using the wonders of ZOOM. It was amazing to have our teachers teaching students in the other schools and other teachers teaching us. I'd like to acknowledge our wonderful staff who have been fabulous at trying new technologies and making the year so memorable for our students. From creating murals for the playground to cooking delicious treats. Thank you to our support staff who have worked tirelessly behind the scenes to ensure that our school runs so smoothly. I'd like to thank our wonderful parents and P&C who once again have led by example by giving so generously to our school community during this pandemic. Your leadership in giving back to our school community has been inspiring. We are looking forward to a wonderful 2022.

Kirrilee Post

Principal

## Message from the school community

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### P&C Report 2021

Wow - What a year 2021 has been.

I would like to say thanks for giving me a go. It is not easy coming in after people who have done this for years let alone finding your feet through a global pandemic, but I think we have done well. I would like to thank everyone for all the support P&C have received to be able to help and support our small but mighty school. I have a big list of thanks to give. To the staff at school, the student and substitute teachers that have been here throughout the year - for helping our little people grow and flourish into amazing humans and for never leaving anyone behind. To our support staff for everything they do behind the scenes in the office; for making the school grounds so inviting and such a lovely place for the children to want to be.; for the extra cleaning the extra hours, rearranging your days for our little school and helping keep the place spick and span. To the P&C team, my vice president and all the executives - for your support. To all the parents - that attended the very few meetings we have had, it was lovely to have your support for our school and in giving back to our community. Our amazing bus drivers for getting our children to and from school and to all the events we could attend. We are lucky to have you. To our scripture teacher for coming out for scripture lessons and giving your time for our children. To RSL Wagga Sub Branch - for the Citizenship awards. To Tarcutta Valley Landcare group - for the Landcare awards. To Farmhouse Industries - for the craft awards. P&C appreciate all the support we get, whether it be through meetings or donations or buying a raffle ticket. A little goes a long way. Family and friends have supported us in being able to donate money to the school for the purchase of new books in our wonderful library, and helping fund the buses for school events, and even a donation per child for the upcoming swimming lessons. We were able to purchase the Mother's and Father's Day Gifts that our children all excitedly picked out and took home for their parents. Our big Easter raffle that we were able to have a whopping 5 prizes for. The wood raffle. And of course, our Tuesday lunch orders that the children really enjoy. A big thanks to Sue B for all the help and the work she did organising our athletics carnival canteen. Thanks to our parents for braving the cold and supporting me through the day serving and preparing food. And to all the mums, teachers and families who baked yummy treats. The children and families from our community of small schools loved it. Another thanks to Farmhouse industries who allow us to raise funds in the store through the sale of cookbooks, centenary books and chocolates. We appreciate it. P&C would like to farewell our Year 6 Students who are off to high school next year. Goodluck, study hard and dream big. Thank you to the families of these children for the time, effort and help you have put into the P&C. We hope you have great memories of your time at Tarcutta Public School. 2021 may not have been the best for P&C but here is hoping we have seen the backside of lockdowns and that next year will be a great year for fundraising, school events and learning. Here's to a very Merry Christmas and a brighter 2022.

Alana Cheney

P&C President

## School vision

We are building the future. We strive for excellence in academic growth, physical development, social success and emotional regulation where we empower all students to become confident, resilient, self-directed and successful learners. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

## School context

Tarcutta Public School is located just off the Hume Highway, 48km from Wagga Wagga, halfway between Sydney and Melbourne. We have a student enrolment of 17 students in 2021. Our students live in the village of Tarcutta or on properties surrounding the area. Students come from a range of socio-economic backgrounds with 5% of students identifying as Aboriginal and 15% with a multi-cultural background.

Our dedicated, experienced teachers provide excellent educational programs which are tailored to guide and support students to achieve their best. Innovative technology programs engage our students and prepare them for their future. We have a school setting that is the envy of many with wide open spaces, a beautiful playground with equipment and logs to play on, two tennis courts, an all-weather COLA play area and a wide array of sports equipment. Students have access to the latest technology where every student has access to their own laptop for academic and skill development.

All students strive to achieve the core values of Respect, Responsibility and Excellence with quality teaching and learning practices evident in every classroom. The school has a talented, caring teaching staff, who are committed to an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

With a committed family spirit, the school works in close, highly professional and strategic partnership with the Community of Small Schools Network and Wagga Wagga High School, to deliver innovative as well as outstanding academic, sporting and social curricula for students across the learning community. Students engage with a variety of friends across the schools, who connect for extra-curricular activities, with specific programs for student leadership, sport, cultural development and public speaking.

The school is highly regarded within the community and students also enjoy performance opportunities for dance, choir and music. All school programs and initiatives are well supported by an active parent community and P&C. We feel a close connection with our local community groups including the CWA, Landcare, RSL, Memorial Hall and early childhood programs. While there is limited opportunity for community engagement, the school is working actively to build relationships with the local AECG. The school has been working with community groups to support cultural opportunity and engagement.

Staff, students and the parent community have worked collaboratively/collegially to use the findings of the situational analysis and external validation to identify the significant school improvement focus in extending our academic achievement in literacy and numeracy through instructional leadership and effective classroom practice.

Consultation processes included: community meetings at the park to discuss the results of the external validation which were then embedded in the situational analysis, P&C meetings, school vision development conversations and staff meetings.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise the growth and attainment of literacy and numeracy for students we will embed whole school assessment practices to track student growth and achievement to inform teaching practice.

### Initiatives

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

- Assessment
- Data Driven Practices (Data Skills in Use)

### Resources allocated to this strategic direction

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**Professional learning:** \$6,555.58

**Early Action for Success (EAFS):** \$47,198.00

**School support allocation (principal support):** \$13,604.80

**Literacy and numeracy:** \$1,437.25

### Summary of progress

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#### Assessment

In this initiative, during Terms 2-4, the school reviewed and adapted current formative assessment practices and schedules. This review looked at evaluating classroom practices and then allowed teachers time to analyse and record data. This was accomplished by employing and utilising our Instructional Leader and employing casual teachers to enable teachers to be off class twice a term to participate in compiling, plotting and using valid data in planning. Other competing priorities interrupted our plan to create a new assessment schedule and instead more time was spent on providing quality teaching and student wellbeing. Additional staffing was used to adapt our practice to build in time for teachers to complete and plot student achievement and consider student growth which was shared with parents at P&C meetings and during reporting periods and through parent-teacher interviews.

In 2022, in this initiative, we will focus on the development of Assessment Schedule for Literacy and Numeracy. Focus will also remain on using evidence of assessment in our planning and programming and creating student success criteria in writing.

#### Data Driven Practices

In this initiative, during Terms 2-4, we started looking at processes for data analysis, focusing on gap analysis data. Formative assessment evidenced based research from William, Glasson and Strong Start (Numeracy) professional learning was engaged in by teaching staff. The engagement of an Instructional Leader and employment of casual teachers provided additional teacher release enabling teaching staff to begin developing capacity in data driven practices to monitor and assess student growth and attainment. Planned professional learning was impacted due to staffing availability and consistency of professional learning access moving from face to face to online. Teaching practice has been improved with strengthened capacity to analyse, interpret and extrapolate data and are beginning to use this to inform planning, identify interventions and modify teaching practice. Staff successfully completed training in SCOUT to be able to access NAPLAN and Check-In Assessment data to determine student needs and to make changes to their explicit teaching lessons. Trend data was used to identify whole school focus areas in Literacy and Numeracy and shared with the community.

In 2022, in this initiative, we will continue developing digital systems for internal student data to record and map student achievement and growth. Staff ownership will be a priority to make the collection of data easier and create ways to better use data in planning and programming as we solidify our data informed practices. Sentral may be a platform that is considered.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Increase the number of students achieving expected growth in NAPLAN Reading to be above the school's lower bound target.</p> <p>Increase the number of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound target.</p>	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased resulting in achieving the lower-bound system negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</li> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased resulting in progress yet to be seen toward the lower-bound system negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p>The school will be maintaining delivering and displaying some characteristics of Sustaining and Growing in the element of Data Skills and Use in the Teaching Domain</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently maintaining at sustaining and growing in the element of data skills and use.</li> </ul>
<p>The proportion of students in the top 2 bands in reading and numeracy will increase in line with the network's 2021 progress measures.</p>	<ul style="list-style-type: none"> <li>• Tarcutta students contributed to the network small schools target of network students achieving in the top two bands for reading and for numeracy. Individual student results are reported directly to parents and carers.</li> </ul>

## Strategic Direction 2: Wellbeing

### Purpose

Our students will be part of a strong positive school culture which significantly influences student wellbeing. They will have positive and respectful relationships and experience a sense of belonging to their school and community.

### 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

### Resources allocated to this strategic direction

**Location:** \$18,166.41

### Summary of progress

#### Wellbeing

In this initiative the school conducted a review on Wellbeing practices. This process was supported by the Senior Psychologist and Assistant Principal Learning and Engagement. Teachers were engaged in professional learning in cognitive development and students were plotted against individual cognitive development and age appropriate development. This identified student development and growth in self-regulation and emotional intelligence. This data was then used to evaluate ongoing implementation, monitoring and evaluation of teaching and learning programs to support adjustments in classroom practices. Internal and External data (Kids Matter Survey) showed that the percentage of students' positive reporting of expectation for success, advocacy and sense of belonging at school had increased. Utilising the skillset of our senior psychologist and feedback from students, parents and staff allowed the establishment of new wellbeing and social skills programs. This included a Scope and Sequence of Wellbeing Development and improvements to learning environments in the playground and in the classroom to support student engagement and wellbeing.

In 2022 in this strategic direction, the school will seek regular feedback from staff and students. It will embed the whole-school practices and programs developed in 2021 to support the long-term learning, wellbeing and safety of all students using the Care Continuum to meet the diverse wellbeing and behaviour needs of students.

### 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
<ul style="list-style-type: none"><li>The school will be maintaining delivering and displaying some characteristics of Sustaining and growing in the element of Wellbeing in the Learning Domain..</li></ul>	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.
The percentage of students attending 90% or more of the time to be trending upwards towards the lower bound target of 85%.	<ul style="list-style-type: none"><li>The number of students attending school 90% of the time or more has decreased indicating progress yet to be seen towards the lower bound target.</li></ul>
The percentage of students' positive reporting of Expectation for Success, Advocacy and Sense of Belonging at school from external and internal data sources is increasing.	<ul style="list-style-type: none"><li>Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.</li></ul>

### Purpose

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To promote instructional leadership through effective classroom practice in literacy and numeracy with a focus on best practice pedagogy, curriculum planning and feedback.

### Initiatives

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

- Explicit Teaching and Feedback
- Educational Leadership

### Resources allocated to this strategic direction

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**Integration funding support:** \$17,197.00

**Low level adjustment for disability:** \$27,736.03

**Socio-economic background:** \$22,689.53

**Per capita:** \$5,916.40

### Summary of progress

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#### Explicit Teaching and Feedback

In this initiative, the school focused on embedding a learning culture where teachers prepare for explicit teaching, using evidence-based best practices, monitor student progress and provide students with detailed and specific feedback about what they need to do to achieve growth as a learner. Teachers were able to attend and implement learning from professional learning in numeracy (Quantifying Number and Additive Strategies), Best Start data training, What Works Best, English Concepts, cognitive development and accessing the universal Literacy and Numeracy Hub. Teachers dedicated significant time to develop knowledge and skill for teaching of literacy and numeracy in remote learning settings. Staff worked collaboratively to build each other's capacity and understanding for technology and remote teaching strategies. High staff engagement in digital platforms has seen an increase in teachers using technology to create and deliver lessons. The result has been an increase in student independence in learning and improved accessibility of individual learning support and resources. Staff began looking at Toni Glasson's work in Improving Student Achievement, particularly around the use of learning intentions and success criteria as part of their teaching and learning pedagogy. Additional staffing enabled twice a term focus for staff to collaboratively review data, plot student achievement on internal measures and in PLAN 2 against the literacy and numeracy progressions. This data was then used to identify students COVID ILSP for support in reading fluency, creating texts and numeracy with progress tracked using the PLAN2. Initial changes have been made in classrooms with teachers more attuned to focusing on explaining the learning intention of explicit lessons, particularly in maths and writing tasks. All students have progressed in increasing their reading levels with all Infants' students meeting expected reading levels and primary students improving their fluency rates on annual diagnostic testing.

In 2022, in this initiative, continued professional learning around Toni Glasson's Improving Student Achievement will be planned. Staff will focus on strengthening the use of structure of lessons to explicitly explain the learning intention and the skills and knowledge required by the learner to complete the task.

#### Instructional Leadership

In this initiative, the Instructional Leader role was taken on by the principal to provide shoulder to shoulder support with staff in the classroom. The main focus was on developing teacher understanding in the use of the Literacy and Numeracy Progressions, new assessment practices and evidenced based teaching practice including explicit teaching and feedback to students. Staff feedback has identified increased confidence to plan and deliver lessons in multi stage classrooms and also a higher level of using differentiation supported by literacy and numeracy progression data. Funding was utilised to engage additional staff allowing for flexible timetabling for one to one professional support and feedback. Review of student progress against the learning progressions indicates all students have achieved improvement in the learning intentions within the quantifying number sub-element of the Numeracy Progressions. Review of student progress against the learning progressions indicates all of the students have achieved improvement in the learning intentions within the creating texts sub-elements of the Literacy Progressions.

In 2022, in this initiative, the role of Assistant Principal Curriculum and Instruction will be developed to support assessment, data to inform practice and effective classroom teaching. A more formalised process of regular structured lesson observations will be developed. The school will continue to build a strong professional learning culture across the community of schools it is involved with. The school will engage in developing understanding of the K-2 English Syllabus.

### 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
<ul style="list-style-type: none"> <li>The school will be maintaining delivering and displaying some characteristics of sustaining and growing in the element of Explicit Teaching and Feedback in Effective Classroom Practice in the Teaching Domain.</li> </ul>	<p>The aim of this initiative was to embed a learning culture where teachers prepare for explicit teaching, using evidence-based best practices, monitor student progress and provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.</p> <p>Evidence of Activity:</p> <p>At the start of the year all teachers participated in professional learning where they reviewed data and identified focus areas for 2021 in both literacy and numeracy. Additional baseline data was captured in specific areas of inquiry. This led staff to participate in professional learning including training in numeracy in Starting Strong and Big Ideas. Staff began looking at Toni Glasson's work in Improving Student Achievement particularly around the use of learning intentions and success criteria as part of their teaching and learning pedagogy. With changes made to the structure of the term additional time was built in twice a term for staff to collaboratively review data, plot student achievement on internal measures and in PLAN 2 against the literacy and numeracy progressions. Students were selected to participate in COVID ILSP programs for both reading fluency, creating texts and numeracy with progress tracked using the PLAN2 software.</p> <p>Evidence of Process Quality:</p> <p>Professional learning around Toni Glasson's Improving Student Achievement was delayed as other priorities surfaced around remote learning and will be a key component in 2022. However initial changes have been made in classrooms with teachers more attuned to focusing on explaining the learning intention of explicit lessons, particularly in maths and in writing tasks. Use of digital programs like Essential Assessment have given teachers the opportunity to deepen their conversations and feedback to students as part of students monitoring their own learning. Staff completed all aspects of the Starting Strong and Big Ideas training and have been implementing these into their teaching and learning programs and lessons. Students participated in daily reading COVID ILSP programs and some participated in twice weekly writing groups.</p> <p>Evidence of Impact:</p> <p>The structure of lessons has a clear focus on explicitly explaining the learning intention and the skills and knowledge required to complete all learning tasks. Many lessons are accompanied with strong success criteria demonstrating to students what they need to demonstrate to show their learning. This is an area we are continuing to build on to increase this use of success criteria so students can have greater ownership of the expectations to complete their learning through self reflection and editing. External programs like Online Essential Assessment programs are giving students point of need feedback, giving detailed information on what each student needs to learn next. These results are being monitored and tracked also through the Literacy and Numeracy progression data and internal monitoring systems. As part of our school processes every 5 weeks staff are given additional release to spend time entering data, analysing data and then being able to use that data to adjust learning expectations and planning for their programming for the next 5 weeks. All students have</p>

<ul style="list-style-type: none"> <li>• The school will be maintaining delivering and displaying some characteristics of sustaining and growing in the element of Explicit Teaching and Feedback in Effective Classroom Practice in the Teaching Domain.</li> </ul>	<p>progressed in increasing their reading levels with all Infants' students meeting expected reading levels and primary students improving their fluency rates on annual diagnostic testing.</p>
<p><b>Educational Leadership: Improvement Measure</b></p> <p>The school will be maintaining delivering and displaying some characteristics of Sustaining and growing in the element of Educational Leadership in the Leading Domain.</p>	<p>The aim of this initiative is for teachers to collaborate with colleagues to plan, develop and revise teaching and learning programs. By:</p> <ul style="list-style-type: none"> <li>• Building a strong professional learning community which is focused on seeking professional learning opportunities to share and gain expertise in evidence-based teaching practice and the continuous improvement of teaching and learning.</li> <li>• Regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning.</li> <li>• Having dedicated time for working with colleagues to plan, develop and refine teaching and learning programs based on the teaching and learning cycle.</li> </ul> <p>Evidence of Activity</p> <p>Twice a term teachers participated in data and planning days where they were able to analyse their data and use the information to inform their planning and their teaching for the second half of the term for the following term. All teachers participated in professional learning around mathematical concepts and a myriad of bespoke school based professional learning to upskill themselves in remote learning practices. These involved self learning in how to use digital platforms like Google Classroom, TEAMS, Flipgrid, PM e-Readers, Essential Assessment, Inquisitive, podcasts, etc. These were bespoke sessions based on point of need and interest from staff.</p> <p>Evidence of Process Quality</p> <p>The twice weekly data and planning sessions helped teachers to hone their data analysis and use of data to inform practice. The Mathematical concepts training was transferred into classroom practices. Teachers used their new found digital skills to teach remotely during remote teaching. They participated in NAIDOC week activities across the WWCoss to teach lessons which students at all schools could participate in. This also allowed teachers to view other teachers lessons and to learn from each other.</p> <p>Evidence of Impact</p> <ul style="list-style-type: none"> <li>• Staff sign on sheets record 100% attendance of bespoke school based PL.</li> <li>• In regards to staff taking on leadership roles in the WWCoss there has been a delay in implementing initiatives in 2021 due to School Restrictions which have required this work to be postponed to 2022.</li> <li>• In regards to new lesson observation and peer review processes, this work has been postponed to 2022.</li> <li>• Review of student progress against the learning progressions indicates all students have achieved improvement in the learning intentions within the quantifying number sub-element of the Numeracy Progressions.</li> <li>• Review of student progress against the learning progressions indicates all of the students have achieved improvement in the learning intentions within the creating texts sub-element of the Literacy Progressions.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,197.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tarcutta 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>• Explicit Teaching and Feedback</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></p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>* employment of two SLSOs (Student Learning Support Officers) to work with various students in a variety of programs across the week. For example: reading one on one with students, leading maths games, talking to students about mathematical strategies, and helping students to read and complete comprehension tasks. This has enabled students with specific learning needs to be able to meet learning goals in literacy and numeracy.</li> </ul> <p>The allocation of this funding has resulted in student improvement evidenced by:</p> <p>Consistent improvement in academic results in numeracy and literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue with our programs across K-6 providing support for all students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$22,689.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarcutta 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>• Explicit Teaching and Feedback</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 a second class to support all students in working in smaller classes and to help identified students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* professional development of staff through Starting Strong and Big Ideas in Maths to support student learning.</li> <li>* employment of external providers to support students with additional learning needs.</li> <li>* employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> <li>* smaller class sizes with increased 1 -1 explicit teaching opportunities.</li> <li>* individualised negotiated learning goals with students K-6.</li> </ul> <p>The allocation of this funding has resulted in student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>* above expected growth in reading, spelling, grammar and punctuation.</li> <li>* Increased number of results in the top two bands, meeting the Premier's Priorities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Socio-economic background</p> <p>\$22,689.53</p>	<p><b>funding will be:</b> to continue to engage a teacher to form a second class and an SLSO's to assist with literacy and numeracy support to work towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$832.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarcutta Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language and connection to country through targeted resources to support cultural histories and understanding of our First Nations People.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Numerous resources were purchased with this funding. In particular books for the library that have an Aboriginal perspective. Some funding was used for NAIDOC Week activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To focus more on our local Wiradjuri culture and language knowledge and development across the school and to further support Aboriginal families to engage in the PLP processes and more importantly the conversations become more authentic as a result of improved cultural safety and cultural awareness.</p>
<p>Low level adjustment for disability</p> <p>\$27,736.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarcutta 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>• Explicit Teaching and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and small group settings in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Overview of activities partially or fully funded with this equity loading include: * The employment of additional teacher to work full-time enabling the creation of two classes which has resulted in smaller class sizes. This has allowed the principal to take on the role as the learning and support teacher to work with individual students and small group settings in a case management role within the classroom/whole school setting. This provided a clearer understanding of students achieving at or above expected growth in NAPLAN results. The school has achieved a more consistent approach to student learning support and interventions with an increase in the data collated to support learning support activities. It has also provided side by side support for staff to embed technology skills and knowledge into their classrooms.</p> <p>The allocation of this funding has resulted in student improvement evidenced by: The impact teachers are having in giving explicit teaching of lessons</p>

<p>Low level adjustment for disability</p> <p>\$27,736.03</p>	<p>enabling students to reach their learning benchmarks. Teachers have been able to work more closely with the syllabus and complete high impact professional learning at point of need and work with students performing below the expected stage level. Individual students and small groups have been supported in the classroom with additional staff working with them to improve learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our next steps in 2022 will be to continue to use this funding to have two classes. This gives students more one on one time with the teacher who can more easily assess and plan lessons that are at each student's point of need through differentiated lessons.</p>
<p>Location</p> <p>\$18,166.41</p>	<p>The location funding allocation is provided to Tarcutta 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>• Wellbeing</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>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• purchasing cubby houses as part of our wellbeing program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Overview of activities partially or fully funded with this equity loading include: * Subsidising or completely paying for buses and entry to activities enabling all students to be able to attend all excursions. * Additional laptops were purchased which enabled us to fully move to remote learning. * Funds were allocated for the purchase of cubby houses as part of our wellbeing program.</p> <p>The allocation of this funding has resulted in student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>* Less incidents in the playground</li> <li>* Students being able to attend excursions</li> <li>* Being able to move swiftly into remote learning to ensure continuity of learning</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To identify priorities in wellbeing for 2022. This will include setting up the new laptops and the installation of the cubby houses.</p>
<p>Literacy and numeracy</p> <p>\$1,437.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tarcutta Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices (Data Skills in Use)</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>• teacher release to engage staff in Starting Strong and Big Ideas in Maths.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Overview of activities partially or fully funded with this initiative funding include: * employment of additional staffing to allow the principal to provide interventionist support in the delivery of evidence-based literacy and</p>

<p>Literacy and numeracy</p> <p>\$1,437.25</p>	<p>numeracy programs and data driven practices</p> <ul style="list-style-type: none"> <li>* implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>* Purchase of digital resources for the classroom, remote learning, assessment and data collection</li> </ul> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>* differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</li> <li>* improved engagement in learning; evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the top bands significantly increased from 2020 to 2021.</li> <li>* It up-skilled students in digital assessment practices to support improved results.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This funding will be replaced with the Assistant Principal Curriculum &amp; Instruction (APC&amp;I) staff allocation to continue with professional learning in literacy and numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$47,198.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Tarcutta Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> <li>* Employment of additional staffing one day a week to release the teaching principal to take on the role of Instructional Leader to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation.</li> </ul> <p>The allocation of this funding has resulted in student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>* Additional staffing to release the principal to take on the role of the Instructional Leader. This has enabled changes in routine and the creation of a school-wide digital data collection program where student data is regularly tracked and gaps in learning identified and addressed.</li> <li>* All Infants students were reading at age expected levels at the end of 2021, with 83% reading beyond their expected level.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 this funding will be moved from EAfS to APC&amp;I. This role will be taken on by an Assistant Principal to help guide teachers in their use of data, analysis and planning for teaching.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarcutta</p>

<p>\$3,924.13</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this 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>  Overview of activities partially or fully funded with this equity loading include:  * In providing staff with additional release time to support staff collaboration in the implementation of high-quality curriculum and the development of the capacity of staff.</p> <p>The allocation of this funding has resulted in student improvement evidenced by:  * improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.  * Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue to provide teachers with additional release and support from the Assistant Principal, Curriculum &amp; Instruction (APC&amp;I) to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$17,699.97</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 - [Fluency, Creating Texts, Quantifying Number].</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Overview of activities partially or fully funded with this equity loading include:  * employment of additional staffing to enable small group sessions which provide targeted explicit instructions for student groups in literacy and numeracy.</p> <p>The allocation of this funding has resulted in student improvement evidenced by:  * Additional staffing to support identified students with additional needs in improving reading fluency and writing.  * All students improved their reading fluency over a 12 month period and saw students move along the literacy progressions in understanding text.  * Improvement in quantifying number progressions.  * Achieving significant progress towards their personal goals.</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 in-class support using data sources to identify specific student need.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	5	7	9	4
Girls	7	10	15	9

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	94.9	88.2	83.5
1	95.6	93.2	94.8	91.4
2	91.9	90.3	86.2	96.2
3	81	93.2	92	93.3
4	84.9	95.8	93.3	98.9
5		92.3	87.4	91.4
6	81.5		93.1	86
All Years	88.4	93.4	90.5	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5		92.8	92	92.1
6	92.5		91.8	91.5
All Years	93.4	92.9	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.03

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	113,219
<b>Revenue</b>	620,579
Appropriation	612,658
Sale of Goods and Services	-77
Grants and contributions	7,945
Investment income	53
<b>Expenses</b>	-593,185
Employee related	-464,232
Operating expenses	-128,953
<b>Surplus / deficit for the year</b>	27,394
<b>Closing Balance</b>	140,613

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>	17,197
<b>Equity Total</b>	51,258
Equity - Aboriginal	832
Equity - Socio-economic	22,690
Equity - Language	0
Equity - Disability	27,736
<b>Base Total</b>	470,499
Base - Per Capita	5,916
Base - Location	18,166
Base - Other	446,416
<b>Other Total</b>	52,584
<b>Grand Total</b>	591,537

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.

Due to the small cohort no data is available.

# Parent/caregiver, student, teacher satisfaction

## Parent and Caregiver satisfaction:

At Tarcutta Public School we strive to deliver exceptional community relations across all facets of the school. We have an active P&C who help to engage families and carers in the culture of the school. During remote learning keeping the lines of communication open was important to us with many parents engaging with teaching during daily Zoom sessions, phone calls or one on one sessions. This also included daily affirmations and positive messages going out on Facebook along with things the school was doing to keep our students engaged with the school and with their friends. Following the remote learning, regular family communication continued to inform our community of upcoming events and to get feedback with surveys and face to face P&C meetings. This communication provided teachers and staff with the opportunity to connect with families in ways we had not before. This communication not only provided staff with a way to connect, but it allowed the school to gain much needed feedback to drive decision making.

Parents have indicated through surveys, P&C meetings and phone calls, a high level of satisfaction with the school as a whole. They have indicated parents and carers feel welcome, are informed, and the school has high expectations for positive behaviour and learning.

A sample of parent and caregiver responses are as follows

- We have missed being able to attend all the school events we usually attend due to restrictions.
- The school has been very organised in their work during remote learning.
- Teachers put together a variety of different learning and kept the kids focussed on learning.
- We were pleased that the kids didn't miss out on events and still had things to celebrate.
- We liked that the kids were able to keep talking to their friends during remote learning.
- We liked the fun extra activities the school put on each week during remote learning.
- Teachers were very understanding of how we and our kids were coping during the year and we knew we could talk to them at anytime and be supported.
- The kids liked the virtual excursions and the ones they did with our other schools.
- I felt very supported during the difficult COVID lockdown and rolling days, the school was great at supporting both myself and my children in this tough time.
- It was great getting back to normal, my kids really missed their teachers and going to school.

## Student satisfaction:

In 2021, student satisfaction was gathered on a number of different occasions from all year levels. Teachers conducted surveys and individual conversations with students. We also utilised the period of Learning from Home to gather student feedback on a number of different initiatives and to provide students with the opportunity to use their voice.

From the Students: from Tell Them From Me survey and internal Wellbeing Surveys:

- Overwhelmingly they felt like they belong at school.
- Students felt that their teachers care for them.
- Students felt that they had friends to play with.
- Students felt that teachers help them when they don't know what to do.

## Staff satisfaction:

From the Staff:

2021 was again a year of significant change particularly in preparing for teaching and learning remotely. All staff were active in seeking new learning opportunities for themselves and their students to embrace new digital technologies and platforms.

- The school is always moving forward and making decisions about what will make our students the most successful humans they can be.
- The professional learning model through COVID was fantastic, it really broke down the essential elements of numeracy.
- Learning how to interact with students through technology was hard, but the support from my colleagues was wonderful. It really made a difference.
- Funds used to provide additional staffing made a real difference in providing additional support to those students who needed it and in organising differentiated learning across 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.