

2021 Annual Report

Irrawang Public School



4372

Introduction

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

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

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Message from the principal

This year marks 6 years since I became your principal and what an incredible journey that has been.

In that time all of you have taught me how to grow and improve as a principal and I thank you for that.

Our school is considered 'complex', in the eyes of the Department of Education. This is due to the context of our school and community, the fact that we have an amazing on-site community centre in Thou Walla, we have a beautiful preschool, we have 3 inclusive support classes and 14 mainstream classes. To me, this complexity simply gives me a challenge to find more opportunities to improve our school and our kids, not only academically, but socially and emotionally as well.

We offer our students a tremendous amount of intervention to support them academically, socially, and emotionally. We do this through additional SLSO and Intervention staff, who work shoulder to shoulder with the class teacher in building your child's confidence and enhancing their learning.

We have seen our second year of COVID home learning this year, yet through this additional support base, which continued during home learning, children have maintained their academic ability, and many have shown growth. Not only is this a fabulous reflection on the hard work from our staff here at IPS, but also the dedication from our students and of course the support from our parents and carers.

I look forward to another fabulous year at Irrawang in 2022.

Message from the school community

As 2021 comes to an end, I would like to thank all our families, Staff and community members for their support during this difficult year. Although we had to cancel a lot of fun activities this year, the P&C still managed to organise the bread bag promotion, run an online Father's Day and Mother's Day stall and organise our donut promotion with the money raised going towards upgrading our K-2 area. This has been my first year as a P&C member and what a honour it was to work with such a wonderful little community, a special thanks to Mrs Mathieson for always supporting the P&C. To all year 6 students farewell and good luck with your next big adventure. Welcome to all our new Kindergarten friends in 2022. Let's hope we can have a wonderful year in 2022. I look forward to help achieve our goals and organise exciting fun activities in 2022. Amy Thomas President IPS P&C.

Message from the students

Message from the students.

I wonder where we begin with this school year, what a wild ride. Although we have had many downs, we have had twice as many ups. We all know that COVID has not been the nicest to us, but it hasn't dampened our spirits.

This year has been amazing with all our other year 6 peers coordinating the fundraisers. As we have been one of the top fund raisers for "COLA ROCK", we even were able to donate a substantial amount to a family in need.

One of our highlights of this year has been the STAR leader camp at Riverwood Downs. We learnt leadership and friendship skills that we could carry on for the rest of our life. We even got to swim near the rapids.

Even when we were in one of the weirdest times this year learning from home, we still got to plan another fundraiser to bring everyone back together. We had 'Crazy Hair Day' when all students returned. It was another successful fundraiser.

I would like to take this opportunity to thank this year's leadership team. You have my job as the captain heaps easier by helping run assemblies and general jobs around the school.

I would also like to thank the principal Mrs Mathieson and the year 6 teachers Ms Ping, Ms Boyd, Ms Green, Mr Jones and Ms Finch for making this such a great year. We have also had the help of all the SLSO's but especially Mrs Pitkin, Mrs Thompson, Mrs Dallas, Mrs Carroll and Mrs Levido. Mrs Lynch has always helped us through library lessons with a smile and a hat. Mr Edwards hasn't been too bad either.

Also thank you to all other teachers who have supported throughout the year.

I hope all year 6 students have had an amazing year like me.

Good luck to everyone in year 6 going off to their high schools. Finally, I would like to say farewell to Irrawang Public School and thank you for all the memories.

Declan Halliday

2021 School Captain.

School vision

Our school ensures an inclusive culture of continuous improvement with high expectations for all. We promote a positive growth mindset to develop confidence, respect and success in our deeply connected school community.

We acknowledge the Worimi people who are the Traditional Custodians of the lands on which we teach and learn and pay respect to Elders past, present & emerging and extend that respect to other Aboriginal people.

School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2021 the school's enrolment is 395, 32% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Through the Early Action for Success initiative an Instructional Leader was appointed at the end of 2012. Our Family Occupation and Education Index (FOEI) currently sits at a value of 170. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes - IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans and Behaviour Management Plans. Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

At IPS, all students benefit from data driven, high quality and research informed teaching and learning experiences that ensure every student reaches their full potential.

Initiatives

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

- Reading
- Numeracy
- Attendance

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$171,512.69

Socio-economic background: \$872,965.71

Integration funding support: \$57,161.83

Professional learning: \$34,410.32

Low level adjustment for disability: \$62,509.28

QTSS release: \$75,567.53

Per capita: \$95,557.30

English language proficiency: \$2,672.65

School support allocation (principal support): \$700.00

Summary of progress

Reading at IPS

To support reading development across the school we have implemented a range of activities. Throughout 2021, intervention staff (including COVID ILSP), classroom teachers and SLSOs have worked collaboratively to support student achievement in Reading. SLSOs are delivering daily drills in sounds, sight words/high frequency words and phonemic awareness in all K-2 classes. We have shared reading programs across years 2-6 and COVID ILSP support. We track reading data 5 weekly and reflect and reset on what each student needs to improve. As a result of our improved systems and processes, we have met system negotiated achievement and growth targets in Reading, the exception was our ATSI student data which we are reviewing and planning for support in 2022. We have seen a 23% growth in students meeting and exceeding benchmark expectations in reading as measured by 5 weekly data collection. These programs will continue to be delivered and innovated upon in 2022.

Numeracy at IPS

To support numeracy development across the school, staff were given opportunities to provide feedback in relation to what is and isn't working in relation to the teaching of Mathematics. As a direct result of this feedback three main areas of development were identified: improved Mathematics K-6 Scope and Sequence using conceptual programming; increase and distribute maths manipulatives equally across the school to teach numeracy concepts effectively; and the development and implementation of systems to track numeracy development across the school.

In Semester 2, the school executive worked collaboratively with each other and their stage teams to write the new Scope and Sequence. An audit was conducted of classroom numeracy resources and new manipulatives were ordered for 2022 implementation. Intervention staff and SLSOs were trained in conducting the IFS-r assessment on all students K-6 to begin to collect raw numeracy data to track data. In 2022, the new scope and sequence will be implemented across K-6, teachers will receive PL in how to teach Mathematics effectively and data will be collected to measure impact on the changes to Scope and Sequence and staff PL.

Attendance at IPS

In Semester 1, the Attendance Team was identified and together they worked collaboratively to analyse attendance trends and identified the lowest attendance day as Friday. To increase attendance on a Friday the Attendance Team implemented a number of initiatives including a 'Walking Bus', moving COLA rock to Friday, and weekly 100%

attendance awards. In addition to this, the team implemented a Class Attendance Survey to identify reasons of non-attendance with the majority of responses indicating influences beyond the school setting.

The Attendance Team attended online meetings with the Port Stephens Network of Schools (A Team) to share strategies that have demonstrated success, discuss trends and to receive professional learning.

In Semester 2 there were plans to continue the Walking Bus, however, schools closing and restrictions on students remaining in class cohorts resulted in these initiatives being placed on hold indefinitely. The focus of the Attendance Team in Semester 2 shifted to regaining community confidence that school attendance is important and safe for students to return.

In 2021 attendance rates are skewed due to a significant period of interrupted schooling due to COVID. As of October 27th 2021, attendance rates showed 47.24% of students are attending school 90% or more. This is a deficit of 16.76%. Although the data indicates a decline in attendance, the Walking Bus had to be extended to two routes due to community interest and engagement. There has also been requests to implement the Walking Bus every day. In addition to this, parental communication has indicated anxiety pre and post COVID about sending their child/ren to school.

Next year, in this initiative, we will work consistently with SLSO staff to implement effective attendance programs and monitoring systems for students attending between 80-90%. If restrictions allow, the Walking Bus will be implemented. Weekly 100% attendance awards will be given and further incentives explored.

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"> * Top 2 bands NAPLAN numeracy increase (uplift) of 3% (13) * Top 2 bands NAPLAN reading increase (uplift) of 3% (20) * Top 3 bands NAPLAN numeracy increase (uplift) ATSI of 3% (31) * Top 3 bands NAPLAN reading increase (uplift) ATSI of 3% (39) * 64% of students attending 90% or more 	<p>24.10% of students are now in the top two skill bands (NAPLAN) for reading and 14% for numeracy, indicating achievement of the annual progress measure.</p> <p>31.82% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 39%.</p> <p>33% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target of 31%.</p> <p>The number of students attending greater than 90% of the time or more has decreased by 11% over three years. 61% of students are currently attending 90% of the time or more.</p>
<ul style="list-style-type: none"> * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 7% (51) * Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5% (45) 	<p>Percentage of students achieving expected growth in reading increased to 53.85% indicating achievement of the lower bound target of 45%.</p> <p>Percentage of students achieving expected growth in numeracy increased to 33.33% indicating progress toward the system-negotiated target.</p>

Purpose

At IPS, all staff are committed to building their capacity. We collaboratively develop and implement innovative teaching and learning programs for every student. Professional development is delivered and improved through reflection and feedback.

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.

- High Impact Teaching and Leading
- Future Focused Learning

Resources allocated to this strategic direction

ITD's Metro Network Uplift project: \$100,000.00

Summary of progress

What Works Best - PL at IPS

In Term 3 staff undertook some professional learning around the What Works Best documents and provided introspective feedback on their own practices and those that are embedded school-wide. Areas of improvement were identified and future directions for professional development and collaborative planning were noted. The development of an agreed practice document, as well as refined/streamlined programming to assist with K-6 consistent practices. In Term 4 executive will be planning for TPL opportunities in early 2022 around these areas.

We have been implementing 'learning pods' in Mathematics Stage 1. In five weekly meetings our Stage 1 teamwork collaboratively to analyse student data, group students and develop targeted teaching and learning programs that are differentiated to meet the learning needs of students. and use the expertise of all staff working together. Assessments are undertaken at the end of each cycle of work that shows steady student improvement. Our recently completed SENA testing shows significant growth from our Stage 1 students understanding of number. This growth is also reflected in their in class assessment as well as tracking against the Numeracy Framework

Port Stephens LST Initiative

We delivered professional support to schools across the Port Stephens network to share our practice and give support to colleagues regarding the use of intervention and learning support teams to improve student outcomes. We hosted 10 schools and have 49 people engaged in a shared drive, resource sharing and collaborating. Some schools sought additional support with the DPIL providing mentoring with exec teams at one other local primary school as well as working with the Lead Specialist to deliver PL to over fifteen school across the Maitland Network, sharing data collection and educational leadership practices. Staff feedback from local school highlighted the success of the collaboration and the changes to practice that have been implemented across schools in the area.

Visible Learning - PL at IPS

We have made steady progress towards the implementation of Visible Learning across the school in 2021. We have started with the inclusion of learning goals and success criteria and have several teachers working with students to have students set their own learning goals in literacy and numeracy. Some of the challenges have included the COVID lockdown. Moving into 2022, Visible learning will take priority in the IL Bulletin and become more of a focus as we continue to investigate What Works Best and review some scope and sequence as well as programming documents, while working with staff to create an agreed practice guide to support consistency across the school.

Future Focused Learning - PL at IPS

In Semester 1 an evaluation of network capabilities was conducted and a scope of works developed. Recabling between community centre and preschool was undertaken, as well as the installation of lightening protection at a number of

switches. The installation of new wireless access points school wide was completed in Semester 2 and in Term 4 new devices have been purchased to begin 2022. Fleet details will be updated and managed in 2022 with future works ongoing.

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
95% of staff (teaching/SLSO/Admin) have active PDPs which can link to at least one strategic direction of the 2021-24 SIP.	In Semester 1, staff teams worked with leaders and executives to develop PDP's. These have been revised and monitored throughout the year through 1:1 meetings with supervisors, as well as through collaborative planning opportunities. 100% staff (classroom teachers, SLSOs and Intervention teachers) at IPS currently have an active PDP with SMART goals that has been annually reviewed in Term 4.
All staff implementing best practice from WWB in identified areas of need. Leading Port Stephens schools to establish LST/Intervention systems and practices across our Community of Schools with a focus on making use of COVID funding	100% of staff participate in PL around WWB in the elements of 'Effective Feedback', 'Use of data to inform practice' and 'Assessment'. Implementation of practice will continue into 2022. 100% of staff participated in PL and ongoing development to support data literacy and to support staff to make decisions that support teaching and learning for all students. Attended by over 50 staff from over 10 school across our POrt Stephens network. Feedback from this initiative was complimentary and ongoing work to support colleagues across Port Stephens has continued.
All staff K-2 utilising Learning Pod structure to support the development of Mathematics 5 weekly cycles of learning Intervention and SLSO working with Classroom Teacher to support individualised delivery of teaching and learning in every classroom	Stage 1 have been using 'Learning Pods' successfully; collaboratively programming, developing assessment and using available in-class support to ensure student growth in Mathematics. We have robust systems and processes to support SLSO, CT and Intervention teacher to support individualised learning and support to all students across the school.
All staff utilising Hatties Visible Learning Principles in every classroom	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of 'Effective Feedback', 'Data to inform practice' and 'Assessment'.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

At IPS, we promote a positive growth mindset by embedding consistent evidence based well-being practices. We advocate and empower our whole school community to connect, succeed and thrive.

Initiatives

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

- Collaborative Communities
- Aboriginal Education
- Irrawang Public School Preschool

Resources allocated to this strategic direction

Low level adjustment for disability: \$13,599.18

Aboriginal background: \$238,904.00

Preschool Early Learning Additional Funding: \$15,000.00

Transition Support Teacher Early Years: \$22,400.00

Summary of progress

PBL at IPS

In Semester 1, the PBL Team worked collaboratively to analyse behavioural trends and identified targeted lessons fortnightly. To support school wide expectations the PBL Team implemented a number of initiatives including a 'Token Tube', 'Wunduwii Draw' and developed new plans for signage. In addition to this, the team also continued with the 'Ladder of Success' rewards and presentation of PBL awards at school assembly.

The Tier 2 team revised current systems and processes and reviewed the 'Systems of Support' flowchart. Through this discussion, the team was able to refine their support for students and provide a consistent approach in developing targeted strategies for behaviour.

In Term 1, much of the aforementioned activities were being refined and communicated to staff. This saw the PBL triangle stand at Tier 1-84%, Tier 2-10% and Tier 3-6%. In Term 2 after starting with consistent approaches and support strategies the impact was measured on the PBL triangle as Tier 1- 84%, Tier 2-11% and Tier 3- 5%.

In Semester 2 there were plans to continue strategies, however, schools closing and restrictions on students remaining in class cohorts resulted in these initiatives being placed on hold indefinitely. The focus of the PBL Team in Semester 2 shifted to re-establish current systems, practices and processes.

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
76% of students report feeling a positive sense of belonging on TTFM	Tell Them From Me data indicates 90.57% of students at IPS report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
84% of students report that they have positive behaviour at school.	Tell them From Me data indicated that 97% of students at IPS report positive behaviour at school.
82% of students report having a positive learning culture.	Tell Them From Me data indicates that 94% of students at IPS report a positive learning culture (high expectation, high expectation).

<p>75% of ATSI students K-6 attending 90% or more of the time.</p> <p>Over 75% of all ATSI families are represented at school community events.</p> <p>SBAT students on track with apprenticeship goals - liaising with High Schools/MEGT/International Child Care College</p>	<p>43% of ATSI students K-6 attending 90% or more of the time, indicating 2% progress towards our target.</p> <p>We have not had community events due to COVID.</p> <p>SBAT students are all on track and prepared for 2022.</p>
<p>PBL triangle reflecting:</p> <p>Uplift of students K-6 in Tier 1 of 2% (90)</p> <p>Reduction of students K-6 in Tier 2 of 1% (8)</p> <p>Reduction of students K-5 in Tier 3 of 3% (2)</p> <p>Suspension data:</p> <p>Reduction in suspension data from previous years data.</p>	<p>Parent/Caregiver</p> <p>79% of parents feel welcome (NSW Govt Norm is 74%).</p> <p>80% of parents are informed (NSW Govt Norm is 66%)</p> <p>85% of parents feel the school supports positive behaviour (NSW Govt Norm is 77%)</p> <p>79% of parents feel the school supports learning(NSW Govt Norm is 73%)</p> <p>82% of parents feel the school is inclusive(NSW Govt Norm is 67%)</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,161.83</p>	<p>Integration funding support (IFS) allocations support eligible students at Irrawang Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy to support identified students with additional needs • professional development of staff through executive staff to support student learning • employment of additional staff to support our intervention program implementation. <p>The allocation of this funding has resulted in:</p> <p>Whole school data analysis for Week 20 (end Term 2) indicates that we have 73% of students achieving beyond or at expected levels. We have 6% achieving at a Tier 2 level and 21% at Tier 3. We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 3 level for their grade. Currently we have 42% of Stage 1 students whose running records indicate serious deficits in reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several students in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.</p> <p>Additional monitoring has been implemented K-6 with tracking of students not showing growth over a 10 week period. We are in the process of working with our Learning and Support Team and School Counsellor to ensure all students not demonstrating growth whilst receiving extensive interventions have appropriate adjustments noted on their PLSP, consultation with parents and a plan to check in around learning needs and supports.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students skills in decoding is tracked at a whole school level. How do we track fluency and comprehension?</p> <p>How do we ensure there is a consistent approach to reading K-6?</p> <p>How do we ensure teachers have knowledge of data informed practices in relation to the teaching of reading?</p> <p>What else can be done to bump up Stage 1 students?</p>
<p>Socio-economic background</p> <p>\$872,965.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Irrawang Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading

<p>Socio-economic background</p> <p>\$872,965.71</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement our Integration Team to support identified students with additional needs • professional development of staff through Executive Team to support student learning <p>The allocation of this funding has resulted in:</p> <p>Whole school data analysis for Week 20 (end Term 2) indicates that we have 73% of students achieving beyond or at expected levels. We have 6% achieving at a Tier 2 level and 21% at Tier 3. We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 3 level for their grade. Currently we have 42% of Stage 1 students whose running records indicate serious deficits in reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several students in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.</p> <p>Additional monitoring has been implemented K-6 with tracking of students not showing growth over a 10 week period. We are in the process of working with our Learning and Support Team and School Counsellor to ensure all students not demonstrating growth whilst receiving extensive interventions have appropriate adjustments noted on their PLSP, consultation with parents and a plan to check in around learning needs and supports.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students skills in decoding is tracked at a whole school level. How do we track fluency and comprehension?</p> <p>How do we ensure there is a consistent approach to reading K-6?</p> <p>How do we ensure teachers have knowledge of data informed practices in relation to the teaching of reading?</p> <p>What else can be done to bump up Stage 1 students?</p>
<p>Aboriginal background</p> <p>\$238,904.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Irrawang Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities such as NAIDOC Days, ATSI students group support at IPS in school time and staff to attend Connecting to Country. • employment of additional staff to support literacy and numeracy programs. We have staff focusing on ATSI growth and attainment as well as wellbeing and cultural awareness <p>The allocation of this funding has resulted in:</p>

<p>Aboriginal background</p> <p>\$238,904.00</p>	<p>Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of ATSI student outcomes in attendance and wellbeing?</p> <p>D: Semester 1 Evaluation from SCOUT and Sentral attendance.</p> <p>43.1% of all students attending 90% or more (Attendance rate of 85.6%).</p> <p>38% of ATSI students attending 90% or more (sentral). (Attendance rate in SCOUT is 72.8%)Goal is 75%</p> <p>Unable to gather data for ATSI families are represented at school community events. Goal is over 75% (This has not been achieved due to COVID restrcitions)</p> <p>SBAT students are on track with apprenticeship goals - liaising with High Schools/MEGT/International Child Care College</p> <p>Semester 1 Evaluation from TTFM - Years 4-6 students</p> <p>% of ATSI students feel good about their culture: 87% Strongly agree, 7%</p> <p>% of ATSI students feel their teachers have a good understanding of their culture: 75% Strongly agree, 11% agree.</p> <p>A: A stronger focus on attendance (whole school, not just ATSI) is required.</p> <p>I: Refer to the Attendance Team for whole school approach</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain our high expectations and ongoing support with our Aboriginal students with an increased focus on Community Engagement when COVID allows.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Irrawang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Supporting rigorous development and implementation of school programs to support proficiency in English.</p> <p>After evaluation, the next steps to support our students with this funding will be: Nil</p>
<p>Low level adjustment for disability</p> <p>\$291,536.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Irrawang Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Communities • Reading • Other funded activities

Low level adjustment for disability

\$291,536.16

Overview of activities partially or fully funded with this equity loading include:

- engage with external providers to support student engagement and retention. SaCC facilitator engages in support from outside agencies to support the child and their families.
- resourcing to increase equitability of resources and services. SaCC provides resources and support for those families in need.
- community consultation and engagement to support the development of cultural competency. SaCC facilitator liaises with all stakeholders in creating engaging and culturally appropriate opportunities for students 0-8yrs.

The allocation of this funding has resulted in:

1. Whole school data analysis for Week 20 (end Term 2) indicates that we have 73% of students achieving beyond or at expected levels. We have 6% achieving at a Tier 2 level and 21% at Tier 3. We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 3 level for their grade. Currently we have 42% of Stage 1 students whose running records indicate serious deficits in reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several students in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.

Additional monitoring has been implemented K-6 with tracking of students not showing growth over a 10 week period. We are in the process of working with our Learning and Support Team and School Counsellor to ensure all students not demonstrating growth whilst receiving extensive interventions have appropriate adjustments noted on their PLSP, consultation with parents and a plan to check in around learning needs and supports.

2. In term 1, Thou-Walla Family Centre returned with the following face to face groups:

Baby Play Playgroup

Connect2Kids Supported Playgroup

Pram Walking Group

MyTIME

On-going engagement with families through phone calls, face to face contact.

As well as on-going partnerships with the school including Breakfast Club, Ginyaang Group and support with the Best Start interviews.

Two pop-up playgroups in the park were also held during the school holidays, both with high attendance. These were to maintain connection and offer support to families.

Completion of Beginning School in Port Stephens-A Shared Journey.

Partnership with Gan Gan Family Centre and Port Stephens Council.

Highlights:

Seven schools participated across Port Stephens, with over 300 Kindergarten children receiving a personalized library bag that had been drawn by a kindergarten student from the previous year as well as a hand written letter by a year 6 student/mentor from each school. Aim to create belonging and build connections between students/families and the school community during COVID.

Evaluation of Schools as Community Centre's Annual Report 2020:

Despite the challenging year with COVID, the SaCC delivered programs/initiatives including supported playgroups, preparation and delivery of craft/resource packs, parenting courses, on-line playgroup sessions, MyTIME, TAFE face to face and on-line programs, walking groups, school partnership groups, health and cooking sessions, parenting courses, transition initiatives and using the Thou-Walla Facebook page as a median to stay connected. The updated annual report template includes Thou-Walla Family Centres contribution towards Departmental State Strategic Directions, School Excellence Framework as well as SaCC Elements.

<p>Low level adjustment for disability</p> <p>\$291,536.16</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>1.Students skills in decoding is tracked at a whole school level. How do we track fluency and comprehension? How do we ensure there is a consistent approach to reading K-6? How do we ensure teachers have knowledge of data informed practices in relation to the teaching of reading? What else can be done to bump up Stage 1 students?</p> <p>2.Anecdotal notes and conversations with parents/carers who attended, demonstrated they were excited to be back at groups and parents/carers felt their children had missed out with socialising with other children and parents/carers connecting with other adults and services. For families who had not re-engaged, partners and myself used various strategies to reach out and connect. Growing concerns of homelessness for some families, with some of our families residing in temporary accommodation for long periods of time, including moving away due to not being able to find suitable accommodation.</p>
<p>Literacy and numeracy</p> <p>\$9,882.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Irrawang Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: This resource was used to support students in the classroom and playground in literacy/numeracy and with social and emotional support as well.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor, assess and support these children. Linking their families with additional support services too.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.69</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Irrawang Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs. The school has a DP/IL, to support whole school intervention with a focus on literacy and numeracy <p>The allocation of this funding has resulted in: Whole school data analysis for Week 20 (end Term 2) indicates that we have 73% of students achieving beyond or at expected levels. We have 6% achieving at a Tier 2 level and 21% at Tier 3. We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 3 level for their grade. Currently we have 42% of Stage 1 students whose running records indicate serious deficits in</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,512.69</p>	<p>reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several studnets in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.</p> <p>Additional monitoring has been implemented K-6 with tracking of students not showing growth over a 10 week period. We are in the process of working with our Learning and Support Team and School Counsellor to ensure all students not demonstrating growth whilst receiving extensive interventions have appropriate adjustments noted on their PLSP, consultation with parents and a plan to checkin around learning needs and supports.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Students skills in decoding is tracked at a whole school level. How do we track fluency and comprehension?</p> <p>How do we ensure there is a consistent approach to reading K-6?</p> <p>How do we ensure teachers have knowledge of data informed practices in relation to the teaching of reading?</p> <p>What else can be done to bump up Stage 1 students?</p>
<p>QTSS release</p> <p>\$75,567.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Irrawang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement Intervention programs P-6 to support identified students with additional needs • professional development of staff through NAPLAN training to support student learning <p>The allocation of this funding has resulted in:</p> <p>Whole school data analysis for Week 20 (end Term 2) indicates that we have 73% of students achieving beyond or at expected levels. We have 6% achieving at a Tier 2 level and 21% at Tier 3. We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 3 level for their grade. Currently we have 42% of Stage 1 students whose running records indicate serious deficits in reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several studnets in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.</p> <p>Additional monitoring has been implemented K-6 with tracking of students not showing growth over a 10 week period. We are in the process of working with our Learning and Support Team and School Counsellor to ensure allstudents not demonstrating growth whilst receiving extensive interventions have appropriate adjustments noted on their PLSP, consultation with parents and a plan to checkin around learning needs and supports.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$75,567.53</p>	<p>Students skills in decoding is tracked at a whole school level. How do we track fluency and comprehension?</p> <p>How do we ensure there is a consistent approach to reading K-6?</p> <p>How do we ensure teachers have knowledge of data informed practices in relation to the teaching of reading?</p> <p>What else can be done to bump up Stage 1 students?</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Irrawang Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement whole school Intervention to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Continued whole school focus on literacy and numeracy via our Intervention Team.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Monitor as per other evaluations</p>
<p>COVID ILSP</p> <p>\$294,016.09</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement COVID ILSP to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Literacy - (Reading Comprehension) Analysis of the data showed that small group tuition has been successfully implemented in Years 3 and 5. A total of 147 students in years 3-6 currently access online reading programs. Small group tuition is run with these students as well as students not accessing online readers. A total of 1078 sessions were delivered to stage 2 students, through Term 1. Each session runs for 20 minutes so our students have received 240 hours of small group tuition to improve Reading Comprehension. Students in Stage 3 received 834 sessions throughout Term 1. Each session runs for 20 minutes, so our stage 3 students received an additional 280 hours of small group tuition to improve Reading Comprehension.</p> <p>We saw uplift of 18% of our students moving in to the Top Two bands as predicted using past NAPLAN papers with reductions of 28% from the bottom two bands and 12% from the middle two bands respectively for Year 3. We saw an uplift of 21% in the Top Two bands as predicted using past papers with reductions of 1% from the bottom two bands and 10% from the middle two bands.</p> <p>This area of need was identified through rigorous data analysis over several years and will continue to be an areas of focus for K-6 moving into Term 2.</p> <p>Numeracy - Analysis of the data showed that small group tuition has been successfully implemented in Years 3 and 5. Additionally, High Performing groups have been run across 3-6.</p>

<p>COVID ILSP</p> <p>\$294,016.09</p>	<p>A total of 166 sessions of small group tuition were run for students in Stage 2. A total of 300 session of small group tuition were run for Stage 3, including High Performing sessions. This totals 171 hours of additional tuition.</p> <p>We saw uplift of 7% in the Top two bands in Year 3 numeracy as well as 16% reduction in students achieving in the bottom two bands and an increase of 9% of students in the middle two bands. We saw an uplift of 14% of Year 5 students move into the Top Two bands and a 10% decrease of students in the bottom two bands as well as a 2% reduction of students in the middle two bands.</p> <p>Student grouping was determined by identified areas for development upon analysis of pre assessment data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing implementation with a focus on Years 3 and 5 early in Term 2. Support will then be provided by our COVID ILSP Team to help students during checkin and NAPLAN Weeks 3-5.</p> <p>Support for years 3, 4, 5 and 6 will be given in Reading to support Understanding Texts and will be measured using PLAN 2. Support for our K-2 will continue with the K-2 intervention team working in class on supporting phonemic awareness, high frequency word knowledge and Comprehension. K-2 AP is supporting all classes with EAS</p> <p>Numeracy support for Years 3-6 will include a focus on Measurement and Geometry, tracked using PLAN 2 'Understanding Units of Measurement' and pre and post assessment data.</p> <p>Ongoing PL for small group tuition for the COVID ILSP Team as well as IL PL and Coffee catch up sessions will be used to get direction and information moving forward. Whole staff PL in WWB and Visible Learning will continue.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	178	185	190	188
Girls	155	161	160	159

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.3	87.1	89	88.7
1	89.3	89.1	90.1	85
2	87.9	90.2	91	87.1
3	89.4	88.6	91.2	85.4
4	87.9	91.9	89.4	86.7
5	88.7	89.3	91.7	83.9
6	89.3	90.2	91.3	86.8
All Years	88.7	89.4	90.5	86.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.5
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration and Support Staff	7.12
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	1,085,047
Revenue	5,899,831
Appropriation	5,874,532
Sale of Goods and Services	3,479
Grants and contributions	21,353
Investment income	466
Expenses	-6,310,279
Employee related	-5,520,977
Operating expenses	-789,302
Surplus / deficit for the year	-410,448
Closing Balance	674,599

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	57,145
Equity Total	1,404,628
Equity - Aboriginal	239,857
Equity - Socio-economic	872,966
Equity - Language	2,673
Equity - Disability	289,133
Base Total	3,118,387
Base - Per Capita	95,557
Base - Location	0
Base - Other	3,022,830
Other Total	856,829
Grand Total	5,436,989

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

From 2021 Tell Them From Me Data:

Parent/Caregiver

79% of parents feel welcome (NSW Govt Norm is 74%).

80% of parents are informed (NSW Govt Norm is 66%)

85% of parents feel the school supports positive behaviour (NSW Govt Norm is 77%)

79% of parents feel the school supports learning (NSW Govt Norm is 73%)

82% of parents feel the school is inclusive (NSW Govt Norm is 67%)

Student

91% of students feel school supports positive behaviour (NSW Govt Norm is 83%)

84% of students feel they have advocacy at school (NSW Govt Norm 7.7%)

86% of students feel they are given explicit teaching practices and feedback (NSW Govt Norm 75%)

Teacher

82% of teachers feel IPS is an inclusive school (NSW Govt Norm 82%)

77% of teachers see Leadership at IPS as positive (NSW Govt Norm is 71%)

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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