

2021 Annual Report

Bardwell Park Infants School



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Introduction

The Annual Report for 2021 is provided to the community of Bardwell Park Infants 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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School vision

Bardwell Park Infants School caters specifically for the needs of students from Kindergarten to Year 2. Every student is known and valued, fostering a strong sense of belonging and inclusion. Our students are engaged and challenged to learn through differentiated literacy and numeracy programs. Our teachers provide quality learning environments and future focused learning strategies to inspire confident, creative and self-regulatory learners. We believe our students will 'Grow in Knowledge' together with the wider school community.

School context

Small school context

Bardwell Park Infants School is a small well-established TP2 Infants School near Sydney airport. The school caters for the individualised needs of students from Kindergarten to Year 2, with a strong focus on differentiated literacy and numeracy programs. It is well resourced and set in an attractive and well-maintained environment.

There are currently 26 families with a total enrolment of 28 students. There are two classes; a K/ 1 and 1/2. Students come from a wide range of cultural backgrounds with 46% from a Language Background Other Than English (LBOTE). Ten different languages are represented. The predominant language background is Mandarin. The school's Family Occupation and Education Index (FOEI) is 37. There are currently no students who identify as Aboriginal within our school community.

Consultation with the community, students and staff has informed the situational analysis and in turn shaped the school's strategic improvement plan. Through our situational analysis, we have identified the need to enhance our data driven practices in literacy and numeracy, to maximise the individual growth of each and every student. A whole school approach to the regular collection and analysis of data will inform evidence-based practices and responsive curriculum programming and delivery.

The engagement and wellbeing of our students and learning community remains a priority. The Tell Them From Me Survey for both parents and teachers provides an ongoing data set as to the community's perceptions and sense of belonging to, and connecting with, the school. There will be a whole school approach to ensure all members of our learning community have an increased sense of belonging and connectedness.



The community's perception of their child's sense of belonging and connection to the school.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the individual growth of each and every student in reading and numeracy. We will do this through a whole school approach in evidence-based, data driven practices, responsive to the individual needs of all students.

Initiatives

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

- Data driven practices
- Individualised personal growth

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,758.60

Literacy and numeracy: \$5,649.47

Integration funding support: \$50,276.00

English language proficiency: \$22,190.24

Summary of progress

Some of our annual progress measures were not realised due to the protracted learning from home environment in 2021. Initiatives that had begun in term 1 and term 2 were adjusted for the remote learning context including English Additional Language/Dialect (EAL/D), learning support, wellbeing and COVID Intensive Learning Support Program (COVID ILSP). Individualised hard copy weekly learning packs were provided to students' families as requested. The digital platforms of Seesaw and Zoom were used by classroom teachers to encourage and monitor learning as much as practicable. Touch screen laptops were provided to students who did not have access to technology at home. All staff engaged in ongoing professional learning in literacy and numeracy via the Digital Learning Hub and the Department's online Learning from Home packages.

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
Greater than 61% of K-2 students meeting grade based PM benchmarks in reading.	Overall, 53% K-2 students met the grade based PM benchmark in reading in 2021, indicating progress towards achievement of the annual progress measure. 80% of Year One students met grade based PM benchmarks in reading. 100% of Year 2 students met grade based PM benchmarks in reading. The annual progress measure of greater than 61% of K-2 students is yet to be realised.
Establish benchmarks for individual consistent expected growth for each student in reading.	Individual consistent expected growth for each student in reading was established.
Greater than 75% of <i>Stage One</i> students meeting benchmarks in phonics.	50% of Stage One students met benchmarks in phonics indicating progress towards achievement of the annual progress measure.
Greater than 65% of K-2 students achieving expected end of year benchmarks in additive strategies in numeracy.	83% of K-2 students met the expected end of year benchmarks in additive strategies in numeracy, which exceeded the annual progress measure.



Numeracy in 2021

Strategic Direction 2: Engaging our learning community

Purpose

To ensure all members of our learning community have an increased sense of belonging and connectedness. We will do this through a whole school approach to increase community engagement and wellbeing.

Initiatives

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

- Belonging
- Connecting

Resources allocated to this strategic direction

Summary of progress

Attendance processes were adjusted in semester 2 to monitor and promote students' engagement with learning and 'remote attendance' from home. Staff checked in weekly by phone to parents, caregivers and students to provide support and encouragement, for remote attendance and wellbeing. Staff monitored engagement in learning and thereby attendance via the digital platform Seesaw. The Zoom interface was used for scheduled learning events that were unable to be conducted, such as the planned zoo excursion. More importantly, Zoom meetings addressed our students' wellbeing, the social and emotional domains of learning and aimed to sustain the students' sense of belonging and connection to their school. Zoom events included a learning incursion with Sydney Zoo, a whole school book parade dress up and an online disco. Teachers also scheduled social Zooms with their classes that were well attended by students. The P&C also ran social Zooms to maintain children's connection with their peers.

Student attendance will continue to be a focus for the school in 2022. Opportunities for our school community to attend events on our school site were disrupted by COVID-19 in semester 2 of 2021. It is anticipated that increased opportunities to promote wellbeing, belonging and connections to our school will once again be a focus for the school in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time to be above the school determined target baseline of 92.88%.	59.62% of students attended > 90% of the time indicating progress towards achievement of annual progress measure/baseline data.
Establish the baseline of enhanced connections to the school community.	Baseline data for connections to the school community was established. 100% of respondents from TTFM survey indicated they have a positive sense of connection to the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$50,276.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bardwell Park Infants 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"> • Individualised personal growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release to build teacher capacity around behaviour intervention, support and curriculum adjustments • staffing release for targeted professional learning around functional behaviour with regional personnel <p>The allocation of this funding has resulted in: The implementation of specific personalised plans and programs to increase engagement, wellbeing and safety, with regional support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide targeted support in the playground and learning spaces, as determined by students' personalised needs.</p>
<p>Socio-economic background</p> <p>\$1,741.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bardwell Park Infants 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students and families with financial support for educational materials, uniform, excursions, incursions and other items. <p>The allocation of this funding has resulted in: Students having equal opportunity and access to a wide range of learning opportunities, irrespective of socio-economic background.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use this funding so our students are not disadvantaged due to their socio-economic background.</p>
<p>English language proficiency</p> <p>\$22,190.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bardwell Park Infants 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"> • Individualised personal growth <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$22,190.24</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Students making progress in their acquisition of English language skills, and increased implementation of teaching and learning programs of EAL/D activities to support both vocabulary and language development.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to use funds to employ a temporary teacher to support students in their acquisition of English Language skills and collaborate with the classroom teacher in support of students' vocabulary and language development.</p>
<p>Low level adjustment for disability</p> <p>\$28,758.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Bardwell Park Infants 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"> • Data driven practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a learning and support teacher to work with individual students in the classroom. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: appropriate support in place for students with additional learning needs in reading, to support their learning progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to increase teacher awareness of strategies to support students in class and build the capacity of teachers in evidence-based interventions.</p>
<p>Literacy and numeracy</p> <p>\$5,649.47</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bardwell Park Infants 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"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy such as Seesaw and Reading eggs. • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: the purchase of online program subscriptions such as Seesaw and Reading eggs that were extensively utilised in the learning from home environment in 2021. The funds were also used to employ a temporary teacher in support of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$5,649.47</p>	<p>the purchase of decodable apps on ipads that align with the Little Learners Love Literacy decodable readers as received by the Department of Education in 2021. Resources such as mini whiteboards, magnetic letters and students' whiteboard markers will be purchased. A stocktake of the school's quality literature and decodable readers will be undertaken. Time will also be given for staff to become familiar with the expectations of the new English and Mathematics syllabus K-2.</p>
<p>QTSS release</p> <p>\$6,166.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bardwell Park Infants School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p> <p>A temporary teacher was employed in support of student learning. Staff observed each others' teaching practice towards attainment of their professional development goals of their Performance and Development Plan, that linked to the School's Improvement Plan. Doing so, built teachers' capabilities and collective efficacy. A temporary teacher gained accreditation in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to release staff to observe practice to provide teaching sprints and instructional coaching for teachers, for whole school improvement. We will also build teachers' understanding about early foundational skills and of the conceptual approach within the K-2 English syllabus for implementation in 2023.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy, specifically reading • providing intensive small group tuition for identified students who were in need of intensive reading support who were disadvantaged during the Learning from Home in term 3, as identified in end of year benchmarks. <p>The allocation of this funding has resulted in:</p> <p>100% of our Year 2 students attained benchmarks and 80% of our Year 1 students attained expected grade based reading benchmarks in 2021. Data at the end of 2021 informs our Kindergarten (2021) cohort are those who will need the targeted support next year, due to Learning from Home in term 3.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2021 , Learning from home in term 3 most impacted our Kindergarten students. Data informs our small group tuition for these students.</p>



Kindergarten literacy

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	31	23	23	16
Girls	15	7	9	8

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	92.9	93.8	96.1
1	93.1	93.8	94.6	90.8
2	96.2	92.7	92.9	91.4
All Years	94.6	93.2	93.7	93
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
All Years	93.6	92.9	92.1	92.7

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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	86,504
Revenue	645,436
Appropriation	635,692
Sale of Goods and Services	2,314
Grants and contributions	7,234
Investment income	96
Other revenue	100
Expenses	-653,217
Employee related	-597,877
Operating expenses	-55,340
Surplus / deficit for the year	-7,782
Closing Balance	78,722

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	50,276
Equity Total	52,690
Equity - Aboriginal	0
Equity - Socio-economic	1,741
Equity - Language	22,190
Equity - Disability	28,758
Base Total	495,547
Base - Per Capita	7,889
Base - Location	0
Base - Other	487,659
Other Total	19,008
Grand Total	617,521

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.

Parent/caregiver, student, teacher satisfaction

Image 1: Parents and carers' perceptions of their child's Learning from Home was sought in September 2021 via Google form. Parents identified their child found it most challenging to be separated from their peers. 80% of parents articulated the social domain was the most evident challenge for their child whilst Learning from Home. 20% of respondents selected the emotional domain as the most challenging aspect for their child in remote learning.

Image 2: 100% of respondents perceived their child to have a sense of belonging and connectedness to their school.

Image 3: The Tell Them From Me (TTFM) Parent survey 2021, sought parents' perception of their child's sense of belonging and connection to the school despite the significant time spent Learning From Home in 2021. 100% of respondents agreed the students sustained their sense of belonging and connection to their school.

A Learning From Home checklist was completed by parents/caregivers and/or students and contributed to the modified student reports in semester 2 of 2021.

In 2022, a cluster of small schools will be formed for the TTFM Teacher survey to allow a report to be generated.

As a result of the findings, the school will focus upon increased engagement with the learning community, in 2022.

What area has your child found the most challenging at this time?

5 responses

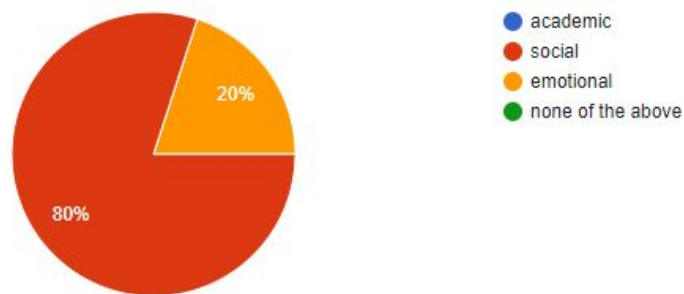


Image 1: Parents' perceptions as to which domain was the most challenging fore their child during the learning from home environment.

Do you perceive your child feels a sense of belonging and connection to their school?

5 responses

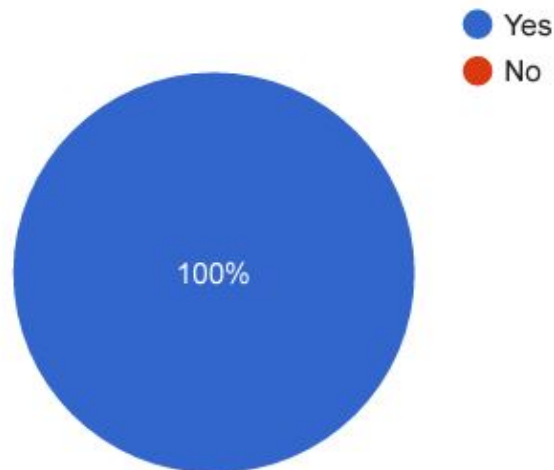
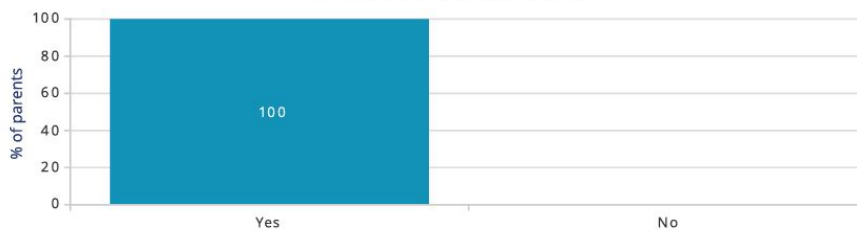


Image 2: 100% of parents perceived their child felt a sense of belonging and connection to their school.

School Level Custom Measure(s)

Belonging/connectedness

Do you believe your child/children have maintained his/her/their sense of belonging and connectedness to the school, despite the significant time spent learning from home?



TTFM parents' perceptions regarding their child's sense of belonging and connectedness to the school, despite the significant time spent Learning From Home.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The school embeds Aboriginal perspectives, history and culture throughout teaching and learning programs, across the school. Staff and our Year 2 student leaders deliver Acknowledgement of Country at all K-2 assemblies and community events.

This year, our school was invited by the NSW Department of Education's Aboriginal Outcomes and Partnership Directorate to be involved in the Department's virtual NAIDOC event. Our small school joined other schools to sing *My Island Home* with Christine Anu. The event was streamed across five days from 21 June to 25 June 2021.

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.

Anti-Racism - School statement

All staff are familiar with the Anti-Racism policy and our school's Anti-Racism Contact Officer. Staff are aware of the school processes and support students in understanding racism and other forms of discrimination.

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.

Multicultural and anti-racism education - School Statement

Teachers use a range of curriculum resources to promote an understanding of different cultures within teaching and learning programs. The school has a culturally diverse community and celebrate diversity.

Other School Programs (optional)

Our school's active P&C funds our coding program annually. Robokids promotes collaboration, communication, critical

thinking and creativity when engaging with coding challenges to solve a problem.



Whole school collaborative artwork for National Reconciliation week.