

# 2021 Annual Report

## Arncliffe Public School



7401

# Introduction

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

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

## School contact details

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Arncliffe Public School

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## School vision

Arncliffe Public School educates students to become responsible, respectful and resilient learners through an innovative and challenging curriculum. Our school is committed to all students connecting, succeeding and thriving with a priority on all students growing and achieving.

## School context

Arncliffe Public School is situated south of the Cook's river in the Sydney suburb of Arncliffe. Our school values and culture underpin our daily work in ensuring a Safe and Respectful environment. The school provides an aesthetic and nurturing educational environment in which all students can access quality educational programs within a broad and varied curriculum. Students are organised into 16 classes from Kindergarten to Year 6 and come from diverse socio-economic and cultural backgrounds.

Arncliffe Public School has a highly dedicated staff that is committed to ongoing professional learning, ensuring best practice in curriculum delivery and access to engaging and relevant technologies. Our school consistently celebrates student achievements in academic, the performing arts, sporting and cultural achievements thereby attracting widespread recognition of excellence within the school and the wider community.

Promoting student's voice is a priority and students are given opportunities to develop leadership skills through school based programs such as the Student Representative Council, Peer Support, and in elected leadership positions and external programs. The result is confident, articulate and responsible students well prepared for High School. Extra-curricular opportunities in Music including Training and Concert Band, string ensembles, junior percussion group with Junior, and Senior Choirs. We have a specialist Drama teacher, Art After School, Chess, Public Speaking and Debating. We offer an extensive range of sporting opportunities including PSSA participation, Inline skating and swimming programs. All of this opportunities enable our students to excel through a range of experiences.

The school is well supported by an active Parents and Citizens Association who contribute a significant amount of time and funds to the school on an annual basis, provide feedback on school programs and work tirelessly to promote a sense of community. In addition parents are involved in classrooms and supporting school based learning activities.

Our school has completed a situational analysis and has identified three areas of focus for this Strategic Improvement Plan. Our whole school focus to improve student growth in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As a staff we have undertaken a comprehensive analysis of this document and combined with the review of our school using the School Excellence Framework and External Validation, the evidence gathered has led to the three strategic directions:

1. Student Growth and Attainment
2. Enhanced Collaborative Teaching Habits
3. Community Engagement

Ongoing monitoring of internal and external student performance data will determine our areas of strength and areas for improvement at class, stage and whole school level. To optimise our success as a school we will be seeking feedback from staff, students, parents and the wider community.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student achievement, growth and performance in reading and numeracy through establishing a culture of high expectations and collaborative practice.

### Initiatives

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

- Data informed practice to improve teaching and learning in Reading.
- Collaborative and flexible teaching and data informed practice to drive teaching in Numeracy.

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$147,836.21

**Socio-economic background:** \$26,233.00

**Literacy and numeracy:** \$13,635.02

**English language proficiency:** \$159,160.76

**Integration funding support:** \$134,478.00

**6101 Consolidated Fund Carry Forward:** \$100,000.00

**Beginning teacher support:** \$3,596.00

**QTSS release:** \$37,838.00

### Summary of progress

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- Using our QTSS funding, our 3 Assistant Principals have one day per week together to discuss school targets, and student progress towards these targets. There was time to scrutinise data together K-6 and to analyse trends. Our Assistant Principals had the time to observe classroom practice, provide feedback, mentoring, team teaching and student interventions in a timely and regular manner.
- The strength of our Learning and Support Team is reflected in our Data. Regular meetings which are student focused, guides resourcing, timetabling, assessment and future directions. The delivery of the Mini Lit and Mac Lit programs has facilitated student gains.
- As a Premiers Priority School we have had a consistent focus on "Bump It Up " groups, designed to target students to move into the Top Two Bands for NAPLAN.
- The school delivers an outstanding NAP and EAL/D program, with the students in the Emerging, Developing and Consolidating phases making strong incremental gains. The program is oral, visual, practical and incorporates ICT in small groups. NAPLAN and Check In assessment Data, along with Summative and Formative assessment from the teachers indicate the strength of the program K-6.
- In 2021 the students in Year 2 were assessed using the Phonic Screening Test and this data was used to inform teaching programs, interventions and provided the opportunity for the Stage to review the current Phonics programs and make adjustments as required. At the conclusion of the year, Kindergarten students participated in the Phonic Screening assessment.
- In 2021 we dedicated a half day for each Stage across the school to sit together, including Specialist Staff, to analyse Stage data and trends and to identify areas of strength and areas for further consolidation. This allowed for a deeper scrutiny of data sources and was followed by a day where stages cooperatively planned for the next Term's work. The success of this initiative was that teachers were afforded real time to work together and to adjust teaching and learning programs based on data presented.
- Using 60101 funds, we were able to reduce class sizes in Stage 2 by forming an additional class. This resourcing ensured that as a school we had deeper penetration into differentiation. Stage 2 and 3 had Literacy and Numeracy groups, as well as Bump It Up groups and Learning and Support Groups. We effectively multiplied our student reach to ensure that the learning needs for all students on the learning continuum were catered for reflecting the essence of the High Performance Gifted and Talented Policy.
- In 2021 our school was provided with \$118,000 for COVID Intervention Funding Support. We used this money to engage 2 teachers, 3 days per week for Semester 1. Their focus was mainly Stage 1 and they delivered small group programs for students in mathematics, writing and reading. There was also individualised tuition by way of the Be Excited About Reading (BEAR) program. All students made incremental gains. The first semester focus was timely due to semester 2 lock-down disruptions.
- The staff participated in Professional Development which included: "The Seven Steps to Writing," "Number Talks," "Starting Strong with Big Ideas Mathematics". Professional Development as whole staff was disrupted due to Lock down.

## Impact

- What is the Numeracy data telling us? NAPLAN and checkin assessment data shows significant growth in numeracy .
- Does the teacher data confirm our impact? Internal assessment data is gathered and teachers are now monitoring for student growth.
- What is the impact for our EALD students? NAPLAN writing data shows exceptional attainment and growth for EALD students.

## Future Directions:

- Interrogate the School Excellence Framework in Term 1 to identify where we are now, where we are going and how are we going to get there to support the realisation of school targets.
- Using Equity Funds to increase the number of Bump It Up teachers from 2 to 3.
- Using QTSS funds and Beginning Teacher funds, an Assistant Principal will deliver a bespoke collaborative mentoring program for 8 New to school and/or Beginning Teachers 2 days per week
- In 2022 a Merit Selection process will be held to engage an APCI to commence in 2023
- Teacher to train in the TELL program to strengthen the EAL/D program delivery
- Continue to facilitate the 1/2 day per Stage Data Analysis Day each semester

## Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement   |
|---|--|
| <ul style="list-style-type: none"> <li>• A minimum of <b>37.8%</b> of Year 3 and 5 students achieve in the top bands in Numeracy.</li> <li>• A minimum of <b>38.9%</b> of Year 3 and 5 students achieve in the top bands in Reading.</li> </ul> | <p>49.57% of students are now in the top two skill bands (NAPLAN) for reading and 42.61% for numeracy, indicating achievement of the lower bound target in reading progress towards the lower bound target in numeracy.</p> <p><b>Top Two Bands: - Reading</b></p> <p>Agreed Upper Bound: 51.10%</p> <p>Agreed Lower Bound: 46.10%</p> <p>Annual Trajectory Upper Bound: 47.50%</p> <p>Annual Trajectory Lower Band: 42.50%</p> <p><b>Actual 49.57%</b></p> <p><b>Top Two Bands: - Numeracy</b></p> <p>Agreed Upper Bound: 48.50%</p> <p>Agreed Lower Bound: 43.50%</p> <p>Annual Trajectory Upper Bound: 45.65%</p> <p>Annual Trajectory Lower Band: 40.65%</p> <p><b>Actual 42.61%</b></p> <p>Our Growth and Top Two Bands Data this year has been strong and reflective of the culture of high expectations, strategic resourcing to maximise impact, exceptional collective efficacy as a staff with effective collaborative planning habits.</p> <p>Despite 2021 being a school year that experienced an extended lock down, remote learning and staffing disruptions, student results have been very pleasing.</p> |

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| <p><b>Expected Growth</b></p> <ul style="list-style-type: none"> <li>• A minimum of <b>65.7%</b> Students achieve expected growth in Numeracy.</li> <li>• A minimum of <b>60.5%</b> Students achieve expected growth in Reading.</li> </ul>   | <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 18% from 2019 but decreased by 3% from baseline. The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 13% from baseline.</p> <p><b>Expected Growth: - Reading</b></p> <p>Agreed Upper Bound: 66.00%</p> <p>Agreed Lower Bound: 61.00%</p> <p>Annual Trajectory Upper Bound: 62.67%</p> <p>Annual Trajectory Lower Band: 57.67%</p> <p><b>Actual 67.35%</b></p> <p>This data confirms that as a school the programs and interventions are accessible to our students and they are achieving above expected growth in Reading.</p> <p><b>Expected Growth: - Numeracy</b></p> <p>Agreed Upper Bound: 73.20%</p> <p>Agreed Lower Bound: 68.20%</p> <p>Annual Trajectory Upper Bound: 71.5%</p> <p>Annual Trajectory Lower Band: 66.57%</p> <p><b>Actual 61.70%</b></p> <p>This data confirms that as a school we have not yet reached Lower Bound expectation, however we are on track to build on current gains made. A review of current programs, resources, scope and sequence, staffing and intervention programs will be conducted in 2022.</p> |
| <p>Value added</p> <ul style="list-style-type: none"> <li>• Value added data in Scout for K-3 to increase to Sustaining and Growing;</li> <li>• Value added data in Scout for Yr 3-5 to increase from Sustaining and Growing</li> <li>• Value added data in Scout for Yr 5-7 to increase from Delivering to Sustaining and Growing</li> </ul>   | <ul style="list-style-type: none"> <li>• Value added data in Scout for K-3 is delivering</li> <li>• Value added data in Scout for Yr 3-5 is delivering</li> <li>• Value added data in Scout for Yr 5-7 is delivering.</li> </ul>   |
| <p><b>Improvement as measured by the School Excellence Framework:</b></p> <p><b>Learning:</b></p> <p>Student Performance Measures - theme: Internal and External Measures Against Syllabus Standards. Increase from Sustaining and Growing to Excelling.</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - theme: Feedback. Increase from Sustaining and Growing to Excelling.</li> <li>• Data Skills and Use - theme: Data Literacy, Data Analysis. Increase from Sustaining and Growing to Excelling.</li> </ul> <p><b>Leading:</b></p> <ul style="list-style-type: none"> <li>• Educational Leadership - theme:</li> </ul> | <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Student Performance measures- Internal and external measures against syllabus standards.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective classroom practice - Feedback.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data skills and use,- Data literacy and Data analysis.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership- Instructional leadership. .</p>   |

Instructional Leadership. Increase from Sustaining and Growing to Excelling.

## Strategic Direction 2: Enhanced collaborative teaching habits.

### Purpose

Building teacher capacity to strengthen student outcomes by embedding whole school collaborative practices

### 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 teaching habits and consistence K-6 in teaching to create successful and engaged writers.

### Resources allocated to this strategic direction

English language proficiency: \$100,906.20

Professional learning: \$11,000.00

QTSS release: \$37,838.00

Socio-economic background: \$26,233.45

Literacy and numeracy intervention: \$47,089.56

### Summary of progress

Whole school professional development from the team from "The Seven Step to Writing" was delivered on School Development Day. On the back of the Writing Process being consistently delivered K-6, having this learning together will ensure a Writing focus across the school. The Seven Steps to Writing is a process for embellishing a piece of writing from the author to the audience. The students are demonstrating consistency in the mechanics of composing and editing as well as being exposed to techniques to polish their writing. The formation of the Writing Action Team was interrupted after Semester 1, however will be established in 2022. As a staff we will revisit the Professional Learning from Term 1 2021, and plan further actions.

### Impact

- Flexible funding has been directed to engage staff to maintain an Bump It Up focus on Writing. School results confirm this intervention has been successful as reflected in summative and formative assessment data and will therefore be maintained in 2022.
- Writing results for our NAP and EAL/D students have shown a consistent improvement trajectory.

### Future Directions

- The focus on Seven Steps to Writing will be maintained and future professional development will be aligned to reflect this.
- Bump It Up focus for Writing will continue and expanded to reach more students in Stage 2.
- Our Instructional AP will provided modeled writing lessons for new to school and Beginning Teachers. This will be supported by observations and feedback for targeted staff.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement  |
|---|---|
| <ul style="list-style-type: none"><li>• A minimum of 58% Yr 3 students and 12% Yr 5 students in Top 2 Bands for Writing.</li><li>• Value Added data is validated at Sustaining and Growing.</li></ul> | <p>Writing, in Year 3, students in the Top Two bands in 2019 equated to 57%. Our anticipated target for improvement for 2021 was 58%. <b>NAPLAN Data confirms the result at 76%.</b></p> <p>Writing, in Year 5, students in the Top Two bands in 2019 equated to 9%. Which was a decrease from 2018 which was 15%. Our anticipated target for improvement for 2021 was 12%. <b>NAPLAN Data confirms the result at 18%.</b></p> <p>69% of Year 3 students achieving in the Top Two Bands in Writing, with an</p> |

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|---|--|
| <ul style="list-style-type: none"> <li>• A minimum of 58% Yr 3 students and 12% Yr 5 students in Top 2 Bands for Writing.</li> <li>• Value Added data is validated at Sustaining and Growing.</li> </ul>  | <p>additional 7% achieving in Band 7. Giving a total of 76%.</p> <p>This is well above our anticipated target of 58%.</p> <p>16% of Year 5 students achieving in the Top Two Bands in Writing, with an additional 2% achieving in Band 9. Giving a total of 18%.</p> <p>This is above our anticipated target of 12%.</p>   |
| <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Curriculum - theme: <b>Differentiation and Internal and External Measures Against Syllabus Standards</b> to increase from Sustaining and Growing to Excelling.</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practices - theme: <b>Feedback</b> to increase from Sustaining and Growing to Excelling.</li> <li>• Data Skills and Use - theme: <b>Data Analysis</b> to increase from Sustaining and Growing to Excelling.</li> <li>• Learning and Development - theme: <b>Expertise and Innovation</b> to maintain at Sustaining and Growing to Excelling.</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>• Education Leadership - theme: <b>Continuous Improvement and Instructional Leadership</b> to maintain at Sustaining and Growing to Excelling.</li> </ul> | <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum- Differentiation.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice -Feedback.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use -data analysis</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development- Expertise and Innovation.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership- Continuous improvement and Instructional Leadership.</li> </ul> |

## Strategic Direction 3: Strengthening Learning Partnerships

### Purpose

To increase parental involvement in the school curriculum using the app See-Saw

### 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.

- Moving parents from the playground to the classroom as engaged and proactive partners in student learning.

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$22,656.48

**Aboriginal background:** \$1,566.77

**6101 Consolidated Fund Carry Forward:** \$21,000.00

**Beginning teacher support:** \$3,300.00

**Professional learning:** \$1,300.00

### Summary of progress

- Equity funds were used to engage an additional SASS to enhance communication between school and home. The School Website is regularly updated and now includes a Virtual Tour of the school. The school App is an effective communication tool, being prompt and easily accessible for parents. The school newsletter is produced in a highly functional and readable format for parents and is sent via the school App and posted on the School's Website.
- In Term 4, the school commenced a trial of School Bytes as a communication tool. To date response from parents has been extremely positive and the full program will be launched in 2022
- The introduction of See Saw was overwhelmingly successful students, staff and parents of students in K-2. This communication and learning app will be embedded into the K-2 curriculum.
- Several teachers completed the Peaceful Kids program but unfortunately did not have the opportunity to deliver the program due to COVID Lock downs. It is anticipated that the program will be delivered in 2022.

### Impact

- The school's Attendance targets were not met as a result of the extended school lock down and some hesitancy for some families to return to school. The school worked closely with the Home School Liaison Officer to manage these issues. A review of the current Attendance policy was conducted and a new set of procedures drafted. This will be presented to staff and families in early 2022, where school attendance will be strongly promoted and supported.

### Future Directions

- The school will transition into a paperless and mostly cashless environment as the full roll out of School Bytes. The majority of communication to parents will be through School Bytes and direct emails to parents. Financial transactions can be completed on School Bytes, significantly reducing the need to cash on site.
- Currently the school uses ESR Momentum to generate school reports. ESR has amalgamated with Compass and the school will transition onto this platform during 2022. Using Compass teachers will record student attendance, generate school reports and track student well-being. This will provide a comprehensive repository of student information, that can be readily accessed by staff for communication with parents.
- During 2022 whole school professional learning will include revisiting PBL strategies, generating a revised behaviour management strategy and procedures.
- Student Attendance and Staff responsibilities with school Attendance will be reviewed and Attendance Procedures will be updated.
- Using Equity funds a Systems and Procedures Manager will be engaged for 6 days per Term. This role will include a complete review and overhaul, as required, of current policy, procedures and systems.

### 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  |
|---|---|
| • Attendance data increases to be at to | • The number of students attending greater than 90% of the time or more |

|  |   |
|--|---|
| <p>be at or above the lower bound system negotiated target of <b>91.0%</b>.</p> <ul style="list-style-type: none"> <li>Wellbeing data increases to be at or above the lower bound system negotiated target of <b>87.9%</b>.</li> </ul>   | <p>has decreased by 5%.<br/>Attendance targets have been interrupted due to extended Lock downs for Term 3 and the first few weeks of Term 4. 99% of families returned to the school after lock down. HSLO support has been engaged to support students to return to school and to work with families to improve school attendance.</p> <ul style="list-style-type: none"> <li>95.9% of students reporting positive wellbeing outcomes has increased by 7% across the positive well-being measures. This is at our upper bound target.</li> </ul> <p><b>Targets - Attendance:</b>Agreed Upper Bound: 93.5%<br/>Agreed Lower Bound: 88.5%<br/><b>Actual Attendance: 80.3%</b></p> <p>School attendance was significantly interrupted by school lock downs and the Pandemic.</p> <p><b>Targets - Well being:</b><br/>Agreed Upper Bound: 96.5%<br/>Agreed Lower Bound: 91.5%<br/><b>Actual Well being: 95.9%</b></p> <p>Feedback data confirms that the students at APS are thriving. Our Social and Emotional programs, Academic Curriculum, Sport and Creative programs ensure that the students have a balance of learning and expressive opportunities. Students confirm their Well being in the Tell Them From Me surveys and our historical attendance data - students feel safe, happy and cared for a our school.</p> |
| <p><b>Improvement as measured by the School Excellence Framework:</b></p> <p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>Learning Culture - theme: <b>Attendance</b> are assessed as Sustaining and Growing</li> <li>Reporting - <b>theme - Parent Engagement</b> - are assessed as Sustaining and Growing</li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Effective Classroom Practice - <b>theme - Feedback</b> increases from Sustaining and Growing to Excelling.</li> <li>Professional Standards - <b>theme - Improvement of Practice</b> are assessed as Sustaining and Growing or Excelling.</li> </ul> <p><b>Leading:</b></p> <ul style="list-style-type: none"> <li>Educational Leadership - <b>theme: Instructional Leadership</b> are assessed as Sustaining and Growing or Excelling.</li> </ul> | <p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Learning Culture- Attendance.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Reporting- Parent engagement.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice- Feedback.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Professional standards-Improvement of practice.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Educational Leadership - Instructional Leadership.</p>   |
| <ul style="list-style-type: none"> <li>Wellbeing, behaviour and attendance plans are beginning to be embedded practice and achieved for all students.</li> <li>All teachers improve their their pedagogy through initiating instructional observations using SeeSaw</li> <li>Parent engagement in student learning using SeeSaw is over 60%% in K-2.</li> </ul>  | <p>Observations of programs, behaviour records and attendance plans show the school has initiated and implemented new practices in well-being.</p> <p>See-saw was successfully implemented during home learning and teachers collaborated and observed each others practice.</p> <p>95% of Early Stage 1 and Stage 1 families utilised See-Saw during home learning. Feedback from parents was overwhelmingly positive for this learning and communication platform.</p>  |

| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Integration funding support</p> <p>\$134,478.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Arncliffe Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice to improve teaching and learning in Reading.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The impact of this funding means equitable access for all students in our school setting. Personalised Learning Plans are adaptable, reviewed regularly and implemented to support students who attract additional funding.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to utilise School Counsellor and LaST expertise to assess students and apply for funding.</li> <li>* Build school and family partnerships through regular review meeting to make adjustments as required to Personalised Learning Plans.</li> </ul> |
| <p>Socio-economic background</p> <p>\$52,466.45</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Arncliffe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice to improve teaching and learning in Reading.</li> <li>• Collaborative teaching habits and consistence K-6 in teaching to create successful and engaged writers.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Expansion of the Bump It Up to increase the opportunity for students who are "Sound" to tip into the Top Two Bands as measured by NAPLAN</li> <li>* Deep curriculum differentiation across the school.</li> <li>* Increased student growth in Writing.</li> <li>* Improved student engagement in Writing.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue our school focus on Bump It Up</li> <li>* Build on Professional Learning for teachers in Writing</li> </ul>  |
| <p>Aboriginal background</p>                           | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arncliffe Public School. Funds under this</p>  |

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| <p>\$1,566.77</p>  | <p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Moving parents from the playground to the classroom as engaged and proactive partners in student learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>* Unfortunately the planned program for 2021 did not come to fruition due to extensive school lock down.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* Funds will be utilised in 2022 to support in class learning, individualised learning plans and support for full curriculum engagement.</p>  |
| <p>English language proficiency</p> <p>\$260,066.96</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Arncliffe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative teaching habits and consistency K-6 in teaching to create successful and engaged writers.</li> <li>• Data informed practice to improve teaching and learning in Reading.</li> <li>• Collaborative and flexible teaching and data informed practice to drive teaching in Numeracy.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>* EAL/D staffing ensured strong programs operated across the school K-6, including a NAP program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* Build on embedded programs and to continue to apply for additional funds as the school enrollment trends dictate.</p> |
| <p>Low level adjustment for disability</p> <p>\$147,836.21</p> | <p>Low level adjustment for disability equity loading provides support for students at Arncliffe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>   |

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| <p>Low level adjustment for disability</p> <p>\$147,836.21</p> | <ul style="list-style-type: none"> <li>• Data informed practice to improve teaching and learning in Reading.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Equity funding ensured the school's Learning and Support Teacher was engaged for 5 days.</li> <li>* Flexible funds were used to engage an SLSO for 3 days to operate and Mini Lit programs and to support in class learning for individual students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue existing practices as they are having a major impact on our students, and families.</li> </ul> |
| <p>Literacy and numeracy</p> <p>\$13,635.02</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Arncliffe Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed practice to improve teaching and learning in Reading.</li> <li>• Collaborative and flexible teaching and data informed practice to drive teaching in Numeracy.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Literacy and Numeracy funds were used for staffing so that assessments could be completed eg: SENA, Running Records, Phonics Screening. Money was also used to purchase Literacy and Numeracy resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The funds will be used in 2022 as per 2021.</p>   |
| <p>QTSS release</p> <p>\$75,676.00</p>                         | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arncliffe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative and flexible teaching and data informed practice to drive teaching in Numeracy.</li> <li>• Collaborative teaching habits and consistence K-6 in teaching to create successful and engaged writers.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul>   |

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| <p>QTSS release</p> <p>\$75,676.00</p>                       | <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> QTSS funding was used to provide 1 day release from face to face teaching for 3 Executive staff. This allowed the Assistant Principals to address administration matters and to lead learning in their Stage and therefore across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> QTS funding will be utilised as per 2021.</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 Arncliffe Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative teaching habits and consistence K-6 in teaching to create successful and engaged writers.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> Literacy and Numeracy flexible funds was used for staffing, which equated to 0.4 per week. This was used to create a classroom position, meaning smaller classes across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> This equity funding will be utilised in 2022 as per 2021.</p>  |
| <p>COVID ILSP</p> <p>\$118,935.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - mini lit, SENA.</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> COVID ILSP was used to engage 2 teachers 3 days per week for semester 1, with a focus on Stage 1. The impact was very timely after interruptions in 2020 and allowed many students to access small group personalised programs to build confidence and skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> COVID ILSP in 2022 will be focused on Stage 1 and 2 small group interventions for 4 terms.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 229        | 231  | 231  | 217  |
| Girls    | 180        | 179  | 170  | 171  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 94.9 | 92   | 91.5 | 92.6 |
| 1         | 94.2 | 92.7 | 88.7 | 94.1 |
| 2         | 94.3 | 94.3 | 91.8 | 93.4 |
| 3         | 94.1 | 93.3 | 92.6 | 93.9 |
| 4         | 94.7 | 93.4 | 91   | 94.4 |
| 5         | 95.3 | 91.8 | 91.2 | 93.3 |
| 6         | 94   | 93.9 | 91.6 | 92.4 |
| All Years | 94.5 | 93   | 91.2 | 93.5 |
| 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

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

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

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 3     |
| Head Teacher(s)                         | 1     |
| Classroom Teacher(s)                    | 14.25 |
| Literacy and Numeracy Intervention      | 0.42  |
| Learning and Support Teacher(s)         | 0.9   |
| Teacher Librarian                       | 0.8   |
| Teacher ESL                             | 1.8   |
| School Administration and Support Staff | 3.12  |
| Other Positions                         | 2.2   |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

|                                       | 2021 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 423,395          |
| <b>Revenue</b>                        | 4,450,569        |
| Appropriation                         | 4,317,764        |
| Sale of Goods and Services            | 47,018           |
| Grants and contributions              | 83,745           |
| Investment income                     | 542              |
| Other revenue                         | 1,500            |
| <b>Expenses</b>                       | -4,496,243       |
| Employee related                      | -4,118,284       |
| Operating expenses                    | -377,959         |
| <b>Surplus / deficit for the year</b> | -45,673          |
| <b>Closing Balance</b>                | 377,722          |

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

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 134,478                           |
| <b>Equity Total</b>     | 461,937                           |
| Equity - Aboriginal     | 1,567                             |
| Equity - Socio-economic | 52,467                            |
| Equity - Language       | 260,067                           |
| Equity - Disability     | 147,836                           |
| <b>Base Total</b>       | 3,023,098                         |
| Base - Per Capita       | 98,853                            |
| Base - Location         | 0                                 |
| Base - Other            | 2,924,245                         |
| <b>Other Total</b>      | 441,043                           |
| <b>Grand Total</b>      | 4,060,556                         |

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

## School performance - NAPLAN

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

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

# Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school. Their responses are presented below.

In 2021, the school sought the opinions of parents, students and teachers about the school using the Tell Them From Me (TTFM) surveys and a school generated survey. The data was impacted due the COVID 219 pandemic.

The TTFM Parent Survey includes seven separate measures. The scores are converted to a 10 point scale than averaged. The following areas were surveyed:

1. Parents feel welcome
2. Parents are informed
3. Parents support learning at home
4. Schools supports learning
5. School supports positive behaviour
6. Safety at school
7. Inclusive school

0 parents completed the survey and as a result there is no data.

## Student Satisfaction

Student TTFM feedback in the domains of Social and Emotional Outcomes was equal to or above State average. 92% of students participate in sport, and 82% have a positive sense of belonging. 83% of students confirmed that they have positive relationships, with 96% indicating that they value school outcomes and demonstrate positive behaviour at school (96%). Confirming research findings only 67% of students stated that they have positive homework behaviours. Students are generally motivated and interested in learning with 79% of students try hard to succeed in their learning and 95% confirming their effort.

Students feedback confirms that they find classroom instruction relevant (8.2), have positive relationships (8.6), are learning in a positive classroom environment (8.0) with expectations for success at (8.9) All of these indicators are above the state norm.

## Teacher Satisfaction:

*38% of the staff completed the People Matter Survey. These following are the key findings:*

These are the % favourable scores for key survey topics:

## Purpose and Direction:

- Role clarity and support 82% - 6% increase from 2020
- Job purpose and enrichment 82%
- Risk and Innovation 92%

## Work Environment:

- Health and Safety 87%
- Inclusion and diversity 87%
- Teamwork and collaboration 91% - 3% increase from 2020
- Flexible Planning 77% - 16% increase from 2020
- Grievance handling 60% - 16 % decrease from 2020

## Enabling Practices:

- Learning and development 89% 4% increase from 2020
- Recognition 84%
- Feedback and performance management 83%- 2% increase from 2020
- Recruitment 67% - 8% decrease from 2020
- **Pay 29% - 23% decrease from 2020**

## Leadership:

- Senior Managers 90% - 1% increase from 2020
- Decision making and accountability 77% - 6% decrease from 2020
- Communication and accountability 85% - 3% decrease from 2020
- Employee voice 83% - 4% decrease from 2020

## Outcomes:

- Employee engagement 78% - 4% decrease from 2020

- Job satisfaction 82% - 6% - decrease from 2020
- Costumer service 86% - 11% decrease from 2020
- **Wellbeing 65% - 11% decrease from 2020**

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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