

# 2022 Annual Report

## Penrith Public School



2859

# Introduction

The Annual Report for 2022 is provided to the community of Penrith 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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## School vision

Penrith Public School strives to promote our core values of respect, cooperation, learning and environment. We promote excellence and equity by working to engage all students through a universal design for learning so they strive to be creative and critical thinkers in rapidly changing and interconnected world.

We provide educational experiences and opportunities that engage and motivate all students to learn, discover and critically analyse their knowledge.

A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community.

## School context

Penrith Public School, with a rich 150+ year history, has a current enrolment of 464 students, 30 of these students are in the Hearing and Multi-categorical support classes. Enrolments are predominantly of English-speaking background with an increasing number of students from other backgrounds (43 nationalities), with largest representation from Asian and Arabic speaking countries; there is a significant Aboriginal enrolment (49 students). Enrolment numbers are steadily increasing due to housing developments in the school intake area. There are significant socio-economic variations within the Penrith drawing area.

The placing of students in learning stages, support classes and the provision of an enrichment class promotes inclusion where every student is known, valued and cared for and all students are learning to their fullest capability. Students' needs are catered for through the promotion and development of an inclusive learning environment and adjustments that engage highly creative, literate and numerate individuals. A strong social skills program teaches students to make appropriate choices in behaviour and focuses on values for life.

The school's staffing entitlement in 2021 is 30.21 teaching staff and 7.482 non-teaching staff. The school also employs a Business Manager and Instructional Leader. An Assistant Principal, Wellbeing and an enrichment teacher have also been funded at a local level. Our executive staff is stable with 50% being in their first or second year in the role. 14% of our staff are in their early career as teachers. There is a 2.5% turnover of staff each year.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with Penrith Environmental Education Centre, Western Sydney University, NSW TAFE, Western Sydney Zoo, Joan Sutherland Centre, Penrith Panthers, NSW Health, Westcare, Connect Family Services, Penrith Selective High School, Penrith Valley Learning Centre and schools across the Metropolitan North region. The school has a small, but active P&C.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to age appropriate learning. Further work will need to occur as to how teachers here can successfully collaboratively plan for and deliver universal design for learning to students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our goals of student growth and attainment, collaborative teaching practice, and our focus on wellbeing, community and student engagement underpin our everyday operations at Penrith Public School. The school motto 'Forward with Pride' reflects our emphasis on positive self esteem and resilience. Students are provided with the opportunity to develop their interests and abilities and to succeed at their personal best through extra programs in academic, sporting, cultural and performing arts areas.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To establish sustainable structures and processes for quality teaching and learning through data informed practices, explicit teaching and differentiation with a focus on reading and numeracy. Teachers will deliver challenging, meaningful and engaging learning experiences and provide effective feedback to develop skills in critical and creative thinking, communication and self-regulation.

### 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.

- Numeracy
- Reading
- Data Driven Practices

### Resources allocated to this strategic direction

**Refugee Student Support:** \$687.68

**Socio-economic background:** \$30,000.00

**Low level adjustment for disability:** \$120,889.40

**QTSS release:** \$67,440.95

**Literacy and numeracy:** \$6,794.74

**English language proficiency:** \$52,520.93

### Summary of progress

Throughout 2022 the focus for student growth and attainment was numeracy, reading and data-driven practices.

#### *Numeracy*

The school executive team provided stage teams with a copy of the Numeracy Guides (K-2) and (3-8) to offer guidance on effective practice for students and teachers in improving students' broader numeracy skills. Collaborative discussions to look inward, outward and forward for ways to adapt and improve the teaching of numeracy across K-6 were regularly held. School executive team reviewed the NAPLAN data pack, Check-in assessment results and internal performance data to identify the focus area for numeracy. The Assistant Principal Curriculum and Instruction conducted classroom observations and provided feedback to improve professional knowledge and practice. Staff have agreed that place value and whole number is an improvement priority based on data from formative and summative assessments. Most students K-2 completed the Interview for Student Reasoning. Analysis of triangulated data revealed number sense and place value results to be an identified area of need. As a result, teachers create quality numeracy lessons with number talks, problem solving and open-ended tasks integrated into all mathematical programs.

In 2023 a review of school-based data around numeracy and evidence-based practices for effective teaching of numeracy will be conducted. An analysis of staff knowledge and perceptions around numeracy will be conducted. Evidence of students' current skills in numeracy through school-based data, progressions, NAPLAN and check-in will be collected at the beginning of the year to create baseline data. A review of current practices in teaching numeracy will enable a comparison between the school's current approach to evidence-based research. Further professional learning will be presented to ensure knowledge and competency is consolidated with teachers supported to modify teaching and learning programs.

#### *Reading*

To interact and facilitate the development of vocabulary and word consciousness Kindergarten has incorporated the research based Heggerty Phonemic Awareness program into literacy programs. Additionally, K-6 staff perform daily phonemic and phonological lessons to supplement learning programs. Literacy progressions: phonological awareness is updated each term. Students participate in learning the five subskills beginning with word, syllable, onset/rime awareness, moving to the more complex subskills of basic and advanced phonemic awareness. Data is gathered and analysed through ALAN: Literacy Progressions, ALAN: Phonological Awareness Diagnostic Assessment and consistent teacher judgement sessions. As a result teachers see improvement in students' reading, spelling and writing.

In 2023 a review of school-based data around reading will be completed. Teaching and learning programs will be reviewed and amended to incorporate the new K-2 English curriculum. The executive team will work with staff to establish a process to provide feedback on the implementation of teaching and learning programs to address a gap in

evidence of reading. This will support further improvement in teaching practice across the school.

### Data Driven Practices

Stage 2 staff engaged in professional learning with Seven Steps to Writing Success and implemented the program into literacy with ongoing evaluation and reflection during stage meetings. Stage 2 staff presented the Seven Steps to Writing Success professional learning workshop to the whole school to inspire all stages to integrate Seven Steps into their future programs. Data collection was gathered through pre and post-work samples. Executive reviewed the Inclusive, Engaging and Respectful Schools package and supported stage teams to develop their knowledge, understanding and skills through accessing the Inclusive Education Hub on-line. Ongoing professional learning and regular collaboration between specialist therapists and support unit staff provided flexibility of lesson implementation, further strategies to allow students to consolidate skills and ensured appropriate adjustments were made across all subject areas for identified students. High Impact Professional Learning: K-2 English and Mathematics Syllabus including preparation and planning for implementation, support materials, resources, programming advice and upskilling in language and content. The impact of this initiative has been that all staff work in collaboration to maintain consistent teacher judgement against state standards - e.g. writing samples. Teacher observations reflect quality teaching practice with explicit teaching, high expectations and visible learning Intentions and success criteria. Student observations reflect quality collaborative practice, and improved engagement and enthusiasm.

In 2023 staff will be upskilled in new outcomes and content that is informed by evidence, including skills needed by all students to develop competence in oral language, reading and writing. Implementation of new curriculum with a focus on foundational skills and conceptual understandings of English and Mathematics.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Annual progress measure: Improvement in the percentage of students achieving in the top two bands to be above the school's system-negotiated target in reading of 7.8%</p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance Measures</p> <p>Focus theme: NAPLAN (S&amp;G)</p> <p>Focus theme: Student growth (S&amp;G)</p>	<p>2022 NAPLAN data indicates 42.64% of students in the top two skill bands for reading indicating the school exceeded the upper-bound system negotiated target by 1.64% and the baseline data by 14.46%</p> <p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing in the focus themes of NAPLAN and Student Growth</p>
<p>Annual progress measure: Improvement in the percentage of students achieving in the top two bands to be above the school's system-negotiated target in numeracy of 7.2%.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance Measures</p> <p>Focus theme: NAPLAN (maintain S&amp;G)</p> <p>Focus theme: Student growth (maintain S&amp;G)</p>	<p>2022 NAPLAN data indicates 32.82% of students in the top two skill bands for numeracy indicating the school exceeded the upper-bound system negotiated target by 2.92% and the baseline data by 16.14%</p> <p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing in the focus themes of NAPLAN and Student Growth.</p>

<p>Annual progress measure: Improvement in the percentage of students achieving expected growth in NAPLAN reading of 3.7% to meet the lower bound system-negotiated target.</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance Measures</p> <p>Focus theme: NAPLAN (maintain S&amp;G)</p> <p>Focus theme: Student growth (maintain S&amp;G)</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Internal assessment measures are used to monitor progress.</p>
<p>Annual progress measure: Improvement in the percentage of students achieving expected growth in NAPLAN numeracy of 8.7% to meet the lower bound system-negotiated target.</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance Measures</p> <p>Focus theme: NAPLAN (maintain S&amp;G)</p> <p>Focus theme: Student growth (maintain S&amp;G)</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Internal assessment measures used to monitor progress.</p>
<p>At least 80% of Kindergarten students will have achieved within Level 4 of the understanding texts sub-element of the Literacy progression for reading</p> <p><b>Teaching</b></p> <p><b>Element:</b> Student performance measures</p> <p>Focus theme: NAPLAN (S&amp;G)</p> <p>Focus theme: Student growth (S&amp;G)</p>	<p>83% of kindergarten students have achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions.</p> <p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing in the focus themes of NAPLAN and Student Growth.</p>
<p>Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target for all students.</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance Measures</p> <p>Focus theme: Student growth (S&amp;G)</p>	<p>In 2022, 77% of Aboriginal students in Year 3 have achieved results in the top 3 NAPLAN bands in reading, exceeding the lower bound target of 33.65%.</p> <p>In 2022, 33% of Aboriginal students in Year 5 have achieved results in the top 3 NAPLAN bands in numeracy indicating that we are working towards the lower bound target of 33.65%</p>
<p>Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target for all students.</p> <p><b>Learning</b></p> <p><b>Element:</b> Student Performance</p>	<p>In 2022, 77% of Aboriginal students in Year 3 have achieved results in the top 3 NAPLAN bands in numeracy, exceeding the lower bound target of 22.43%</p> <p>In 2022, 33% of Aboriginal students in Year 5 have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target of 22.43%</p>

Measures

Focus theme: Student growth (S&G)



## Strategic Direction 2: Collaborative Teaching Practice

### Purpose

To engage in collaborative teaching practices, using data to inform teaching and learning with a focus on meeting the diverse needs of all learners. Penrith Public School values a professional learning culture that is driven by high expectations and evaluative thinking that supports improved outcomes for the school community.

### Initiatives

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

- Collective Teacher Efficacy
- Professional Development Opportunities
- Personalised Learning , Mentoring and Feedback

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$6,000.00

**Low level adjustment for disability:** \$40,000.00

**QTSS release:** \$3,000.00

**Professional learning:** \$34,496.16

**Beginning teacher support:** \$2,000.00

### Summary of progress

Throughout 2022, staff participated in collaborative practice projects based on evidenced informed research to improve quality teaching practice. Specific areas of focus included literacy (comprehension), numeracy (working mathematically), learning intentions and success criteria and the High Potential and Gifted Policy with a goal to establish a culture of relational trust, collective teacher efficacy and improve student outcomes. Staff engaged in professional learning in the collaborative review of data and evaluation of practice. As a result, staff reviewed and re-enforced strategies for reading comprehension, considered new ways to approach the delivery of mathematics concepts, assisted students to improve evaluative practices and identified new strategies to cater for the diverse range of skills and abilities of all students.

Data was captured through internal and external assessments as well as 2021 and 2022 NAPLAN and check-in assessments. Stage teams worked collaboratively to review data, develop lesson plans and participate in lesson observations both individually and within stage teams. The impact of this initiative as identified through review of research-based practices, collegial dialogue and peer observations, has resulted in staff reporting a deeper understanding of data and quality teaching practice. Staff feedback indicated the need for formal feedback sessions. Although casual relief was not always available, these feedback sessions were informal.

Staff were allocated time to discuss their professional development goals throughout the year. This was a collaborative approach to goal setting in stage groups. Teachers identified areas of interest and were encouraged to pursue these goals by identifying courses and/or mentors that would support their learning.

In 2023, the collaborative projects will continue with a focus on new curriculum through employment of extra staff. Systems and processes put in place for professional development will continue in 2023.

### 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
60% of staff use collaborative programming and analyse data to improve the quality of teaching and learning of literacy and numeracy.	70% of staff participated in a collaborative projects each term based on identified areas of literacy (comprehension) and numeracy (working mathematically), visible learning and the High Potential and Gifted Education Policy.
Improvement as measured by the School Excellence Framework:	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme curriculum provision and teaching and learning programs in the element of

<p><b>Learning</b></p> <p><b>Element:</b> Curriculum</p> <p>Focus theme: Curriculum provision (maintain S&amp;G)</p> <p>Focus theme: Teaching and Learning Programs (maintain S&amp;G)</p>	<p>curriculum.</p>
<p>60% of staff participate in mentoring and peer observations.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching</b></p> <p><b>Element:</b> Learning and Development</p> <p>Focus theme: Collaborative practice and feedback (maintain S&amp;G)</p>	<p>70% of staff participated in peer observations of teaching and learning practice with a strong emphasis on quality teaching practice and feedback. 90% of staff found the collaborative teaching opportunities a positive way to evaluate their teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of collaborative practice and feedback in the element of learning and development.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching</b></p> <p><b>Element:</b> Professional Standards</p> <p>Focus theme: Improvement of practice (maintain S&amp;G)</p>	<p>100% of staff participate in collegial discussions with supervisors to systematically and strategically review progress based on evidence., self-reflection and feedback. Beginning teachers have received support to complete their accreditation with 6 staff engaged in collegial discussions, team teaching, observations and review of documentation.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of improvement of practice in the element of professional standards.</p>

## Strategic Direction 3: Wellbeing, Community and Student Engagement

### Purpose

To establish a positive learning culture that develops a deep sense of belonging through targeted learning experiences where every student and every teacher is known, valued and cared for. Using a planned approach to wellbeing, the school will embed evidence-informed processes across the school through authentic, inclusive teaching and learning practices to develop aspirational, motivated, resilient learners. Effective collaborations between parents, students and wider community will support student engagement and a continuity of learning for 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.

- Attendance
- Mindfulness, Sense of Belonging and Student Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$132,270.07

**Aboriginal background:** \$53,979.63

### Summary of progress

Whole school attendance at Penrith Public School is modelled on a tiered framework of support and intervention and tailored to the school community, creating a positive environment for engagement and learning. This tiered approach supports Penrith Public School in fostering regular attendance by establishing a positive and welcoming school culture for all students. Attendance concerns are identified and targeted strategies provided for students or cohorts needing more support, as well as re-engaging students with learning by providing tailored interventions for students with significant support needs. Whole school, targeted strategies are consistently implemented, including rigorous analysis of data in stage and staff meetings and regular communication with the community. As a result of the school's collective commitment, student attendance sat at 84.5% a decrease of 8.2% from the previous year.

Penrith Public School is committed to 'Mindfulness' and a 'Sense of Belonging,' creating quality learning opportunities for all students. This includes strengthening cognitive, physical, social, emotional and spiritual development. To maintain 'Excelling' the 5-day a week assistant principal position is integral in analysing student voice, welfare and learning support systems and researching evidence-based procedures and programs that meet the learning and wellbeing needs of all students. In 2023 the maintenance and further development of school-wide practices includes:

- promoting the development and implementation of New South Wales Wellbeing Strategies at Penrith Public School.
- developing whole school approaches to student attendance, engagement and participation to support learning outcomes.
- supporting case coordination strategies for student support.
- facilitating the delivery of intervention programs for students and families.
- coordinating access and timely service delivery to students and families.
- participating in student wellbeing professional networks.
- fostering relationships with community-based service providers.

Penrith Public School has a consistent planned approach to behaviour management and wellbeing working together with staff, students and the wider community to implement social, emotional and academic programs to improve student engagement. The impact of this initiative included a reduction in behaviour referrals to the executive. The majority of students who have participated in these programs have indicated they have a better understanding of wellbeing strategies. Students have participated in activities that promote resilience, emotional regulation and responsible decision making. Through these enhanced wellbeing programs, the school maintains sustaining and growing as measured by the School Excellence Framework.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Increase to 46% of students attending greater than 90% of the time</p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p><b>Element:</b> Learning Culture</p> <p>Focus theme: Attendance (maintain sustaining and growing)</p>	<p>Students attending school &gt;90% was recorded at 41.1%. Home learning during COVID was a major factor in the disparity between 2021 and 2022 attendance figures.</p> <p>Self-assessment against the School Excellence Framework shows the school currently maintaining at sustaining and growing in the focus theme of attendance.</p>
<p>Increase the proportion of students reporting a sense of belonging at school &gt;65% for social-emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p><b>Element:</b> Wellbeing</p> <p>Focus theme: Caring for students (S&amp;G)</p> <p>Focus theme: A planned approach to wellbeing (S&amp;G)</p> <p>Focus theme: Behaviour (S&amp;G)</p>	<p>In 2022, data collected from the Tell Them from Me survey indicated 65% of students reported a strong sense of belonging.</p> <p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing in the focus themes of caring for students, planned approach to wellbeing and behaviour.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p><b>Element:</b> Wellbeing</p> <p>Focus theme: Caring for students (S&amp;G)</p> <p>Focus theme: A planned approach to wellbeing (S&amp;G)</p> <p>Focus theme: Behaviour (S&amp;G)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently sustaining and growing in the focus themes of caring for students, planned approach to wellbeing and behaviour..</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Numeracy</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified refugee students receive immediate, targeted interventions to develop their English language skills so that they are able to participate in learning with peers in mainstream classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refugees will continue to be supported through targeted interventions and teachers will be supported to implement quality teaching practices that increase educational outcomes for students.</p>
<p>Integration funding support</p> <p>\$31,273.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Penrith Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• 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>• staffing release for targeted professional learning around adjustments and support</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with additional learning needs are supported in classrooms to participate in teaching and learning programs through a quality differentiated program with adjustments and modifications. Teachers are supported by the LaST to monitor progress and implement quality teaching strategies to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students' progress will be monitored and quality teaching strategies will be implemented in consultation with the LaST to improve student outcomes.</p>
<p>Socio-economic background</p> <p>\$197,028.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Penrith Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$197,028.96</p>	<p>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>• Numeracy</li> <li>• Data Driven Practices</li> <li>• Mindfulness, Sense of Belonging and Student Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• equitable access to specialist resources</li> <li>• supplementation of extra-curricular activities</li> <li>• providing for students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs (Therapuppy)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school provided additional support to parents experiencing hardship through the provision of school uniforms and access to digital applications in literacy and mathematics skills at home and in the classroom. Student engagement, positivity and overall wellbeing improved when the Therapuppy attended classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor and support those students who are experiencing educational economic disadvantage through the school's academic and wellbeing programs.</p>
<p>Aboriginal background</p> <p>\$53,979.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Penrith Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Mindfulness, Sense of Belonging and Student Engagement</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students as part of the Kitchen Gardens program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students continue to have Personalised Learning Pathways in consultation with key stakeholders in the school, families and broader community. Students have participated in culturally inclusive programs including Kreative Koala and a bush tucker garden, learning about Aboriginal culture, history and social experiences. This year, staff have consulted with the AECG to develop an Aboriginal Education program for delivery in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued development of Aboriginal education through engagement with</p>

<p>Aboriginal background</p> <p>\$53,979.63</p>	<p>the Aboriginal community and the implementation of culturally inclusive whole school programs.</p>
<p>English language proficiency</p> <p>\$121,473.53</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Penrith Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• targeted students are provided with Rip It Up Reading, an evidence-based intervention to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who require additional assistance for English language development, K-6, receive tailored support through one on one and small group interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will continue to be identified and monitored through assessment data to support planning for learning and inform the allocation of resources to support all learners.</p>
<p>Low level adjustment for disability</p> <p>\$228,268.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Penrith Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Collective Teacher Efficacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with MiniLit, an evidence-based intervention to increase learning outcomes</li> <li>• targeted students are provided with Super Sounds, an evidence-based intervention to increase learning outcomes</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All identified students receive individualised support, as per Individualised Education Plans. Regular consultation with teachers and parents was undertaken to obtain feedback, monitor and adjust teaching and learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Internal and external assessment data will continue to be analysed and evaluated to meet the individual needs of all students in consultation with specialist teachers, external professional services, parents and carers.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>



<p>\$34,496.16</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Penrith 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>• Collective Teacher Efficacy</li> <li>• Personalised Learning , Mentoring and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing (off class assistant principal) to support curriculum delivery and high impact professional learning</li> <li>• staffing release to support development, implementation and evaluation of collaborative projects</li> <li>• Opportunities for staff to participate in external professional learning aligned to system, school and individual performance and development goals</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. The leadership team has created structures to support an inclusive learning culture that enables learning and growth for every teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will be encouraged to improve quality teaching practice through professional development plans that align with the Strategic Improvement Plan and meet the learning needs of all students.</p>
<p>Literacy and numeracy</p> <p>\$12,794.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Penrith Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Collective Teacher Efficacy</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 additional staff to support [MiniLit, Rip it up Reading, Rocket Maths] program implementation.</li> <li>• employment of additional staff to support literacy and numeracy programs targeted students are provided with an evidence-based intervention [MiniLit, Rip it up Reading, Rocket Maths] to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of a variety of intervention programs support students to reach learning goals in literacy and numeracy. Students are tracked, monitored and evaluated to determine growth and allocation of resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be available in 2023 due to the employment of an AP Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$100,440.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Penrith 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>• Reading</li> </ul>



<p>QTSS release</p> <p>\$100,440.95</p>	<ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Collective Teacher Efficacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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>• staffing release for targeted professional learning around the Collaborative Project</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have been working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will continue to work collaboratively to improve student outcomes through participation in high impact professional learning to ensure the implementation of quality teaching practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Penrith 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• 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 the following impact:</b> Additional literacy and numeracy support through research-based programs available to identified students from kindergarten to year six providing explicit one to one and small group interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be available in 2023 due to the employment of an AP Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$216,449.00</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 2022.</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>

<p>COVID ILSP</p> <p>\$216,449.00</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition (literacy and numeracy)</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff including teachers and SLSOs have been employed to implement COVID Intensive Learning Support Program (ILSP) interventions. This program has provided identified students with opportunities to improve their literacy and numeracy skills. Each tuition cycle has been analysed, evaluated, and reflected upon based on assessment data collected at regular intervals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The COVID ILSP will continue to support students with identified literacy and numeracy needs through small group tuition, closely tracking and monitoring student growth and achievement.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	257	247	253	245
Girls	207	205	219	215

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.5	88.8	89.1	82.5
1	89.0	89.7	91.3	82.7
2	92.6	88.2	91.4	83.7
3	92.2	90.1	90.5	86.4
4	91.8	90.3	91.1	85.3
5	92.1	88.6	89.1	84.8
6	90.4	89.3	89.1	83.7
All Years	91.3	89.3	90.3	84.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	6
Classroom Teacher(s)	18.77
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.48

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	877,038
<b>Revenue</b>	6,019,633
Appropriation	5,865,275
Sale of Goods and Services	3,050
Grants and contributions	146,622
Investment income	3,485
Other revenue	1,200
<b>Expenses</b>	-5,622,245
Employee related	-5,169,086
Operating expenses	-453,160
<b>Surplus / deficit for the year</b>	397,388
<b>Closing Balance</b>	1,274,426

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	31,961
<b>Equity Total</b>	600,750
Equity - Aboriginal	53,980
Equity - Socio-economic	197,029
Equity - Language	121,474
Equity - Disability	228,268
<b>Base Total</b>	4,039,727
Base - Per Capita	125,784
Base - Location	0
Base - Other	3,913,943
<b>Other Total</b>	595,620
<b>Grand Total</b>	5,268,058

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

Students at Penrith Public School are proud to be members of the school community (81% of students agree.) This is an increase of 11% from the previous year. The school exceeds the NSW Government norm for advocacy at school, with students feeling that they have someone who consistently provides encouragement and can turn to for advice. 86% of Aboriginal and Torres Strait Islander students feel good about their culture at school.

Results from the Tell Them From Me parent survey indicate that parents and carers feel welcome when visiting Penrith Public School and are well-informed about school activities. The school exceeds the NSW Government norm for communicating with parents and carers and parent participation at school. Parents and carers are active partners in the education of students at Penrith Public School.

Penrith Public School exceeds the NSW Government norm across the domains of leadership, collaboration, learning culture, data informed practice, teaching strategies, technology, inclusive school and parent involvement. All teachers believe the school is a welcoming and culturally safe place for all students and staff.

# 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.

## Aboriginal Education - School statement

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Initiatives to support Aboriginal and Torres Strait Islander students at Penrith Public School:

1. Aboriginal Education is overseen by a diverse range of experienced teachers. We have initiated 'Connecton to Community Programs', where a teacher from our 'Aboriginal Programs' group contacts parents of every Aboriginal student each term. Discussions embody an Aboriginal perspective, building connections and providing support to families.
2. Yarning Time to discuss Community Connections and Culture with a teacher from our 'Aboriginal Programs' group.
3. Aboriginal Education underpinning Kitchen Garden Programs including yarning, Aboriginal games, authentic cooking, Bush Tucker Garden.
4. Teaching and learning programs are underpinned by the 8 ways of learning pedagogy.
5. PLP's - cultural goals and academic goals are linked to the Premier's priorities.

Upcoming Initiatives to support Aboriginal and Torres Strait Islander students:

1. Formation of a Junior AECG Group involving: talks with local AECG, guidance and support through Kingswood High School who have a junior AECG, including student leaders and Aboriginal Education Officer (AEO) attending Penrith Public School to mentor staff and students.
2. Investigation and research to engage an Aboriginal dance and art tutor/teacher to embed Aboriginal culture in to teaching and learning programs.

## 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.

## Anti-Racism - School statement

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Penrith Public School provides a range of strategies which aim to counter racism in the learning and working environment. It includes programs which support staff to understand, prevent and address racism at school, systems for addressing incidents of racism and curriculum-linked strategies which aim to teach students about Australia's cultural diversity, history and racial discrimination laws. It also includes strategies which promote equity, mutual respect, cultural inclusion and community harmony in the school environment.

Three staff encompass the Anti-Racism committee. Their roles are to promote anti-racism education, support complaint

handling and monitor incidents of racism.

One teacher has completed training as an Anti-Racism Contact Officer (ARCO). Two teachers are currently undertaking their ARCO training.

## **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.

## **Multicultural and anti-racism education - School Statement**

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Penrith Public School has maintained its focus on Multicultural Education, by providing programs that develop the knowledge, skills, understanding and attitudes required for living in a culturally diverse society. Our school community is representative of many countries and over 51 different languages. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas including history, geography, creative arts and English,

Penrith Public School promotes Harmony Day to celebrate the many diverse cultures in our community.

The EAL/D Learning Progressions provide teachers with a brief summary of student progress which is embedded in semester reports.