

2022 Annual Report

Tea Gardens Public School



3175

Introduction

The Annual Report for 2022 is provided to the community of Tea Gardens Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

As the proud principal of Tea Gardens Public School, I am thrilled to celebrate the remarkable accomplishments we have achieved over the past 12 months, despite the persistent challenges posed by the pandemic. With unwavering commitment to excellence, we have elevated our efforts to maximize student learning outcomes in reading and numeracy, and fostered an environment that lays a strong foundation for academic success. Our dedicated staff members have relentlessly pursued effective, research-based pedagogies that are tailored to meet the diverse learning needs of our students, while prioritising attendance, student engagement, wellbeing, and behaviour. We are steadfast in our determination to build a culture of equity and inclusivity, ensuring that every student, irrespective of their background, culture, or disability, has equal access to exceptional learning opportunities.

I am grateful to our incredible student body, whose unwavering support for our school community has been truly inspiring. I extend my heartfelt appreciation to our parent body and P&C for their invaluable contributions to our school programs and initiatives. The Youyoong AECG has been instrumental in helping us meet the unique needs of our Aboriginal and Torres Strait Islander students, and we thank them for their invaluable input. Most importantly, I want to express my profound gratitude to our staff, who have continued to work tirelessly to support our students and ensure their success. As we move forward into 2023, we remain steadfast in our commitment to helping every student and staff member achieve their personal best.

Mark Clemson, Principal

School vision

To be a high performing school that values community partnerships ensuring equitable learning outcomes within a positive and inclusive school culture that promotes wellbeing and success through respect, safety and personal best.

School context

Tea Gardens Public School is a small school located in the idyllic, yet remote seaside town of Tea Gardens on Worimi Country. We acknowledge the Worimi people, who were and are the traditional custodians of the land on which we learn and play. Our school is at the heart of the township, servicing the communities of Tea Gardens, Hawks Nest and surrounding areas. The school enjoys close ties with community groups and other organisations.

The school has a current student enrolment of 160 across 8 classes K-6, with 25 % identifying as Aboriginal and Torres Strait Islanders. The school prides itself on providing opportunity for all students to learn and grow socially and academically including enrichment opportunities for high potential and gifted students.

Both students and staff enjoy an attractive physical environment of wide open play areas, a rainforest area and native gardens together with our own student managed vegetable patch. We know, value and care for our student body, and through our student parliament, student voice is a feature of our practice.

The school's situational analysis, involved consultation with students, staff and parents. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan as follows:

1. Student Growth and Attainment

Based on NAPLAN results and the impact of the COVID pandemic, it is evident that the school will be challenged to meet its lower bound target in 2022. This highlights the need for further support of students in the middle bands to ensure they can move into the upper bands. Analysis of Check In Assessment data has determined that measurement and geometry are future focuses for improvement at our school.

2. Wellbeing and Engagement

The wellbeing, attendance and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Surveys will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

3. Equity

The school is well placed financially to fund a variety of programs and initiatives between 2021-2025 to ensure all students have equitable learning opportunities regardless of background, culture or disability. One area of particular focus is targeted additional Learning and Support, with a strong focus on improving Aboriginal student learning outcomes and building identity. NCCD and ACARA personal and social capabilities continuum data has noted significant deficits highlighting the need for the school to review the current learning and support structures and to consider alternate placements for students requiring significant daily adjustments, ensuring that all students have safe and nurturing learning environments catering to their needs. School speech screening results highlight the need for the school to investigate the delivery of speech intervention programs K-4.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will build staff capacity to deliver effective research based pedagogies that are responsive to the learning needs of individual 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.

- Highly effective teaching practices
- Data informed practice

Resources allocated to this strategic direction

Socio-economic background: \$15,877.00

Literacy and numeracy: \$6,348.06

QTSS release: \$16,031.96

Summary of progress

Highly Effective Classroom Practice

Our priority for 2022 was to determine a consistent instructional model to be used across the school and to define and implement the instructional leadership procedures to support the implementation of the agreed instructional model.

The leadership team unpacked a variety of educational research alongside the new syllabus document to develop an instructional model for the teaching of reading. The original plan was to broadly cover all grades, however due to the new syllabus for years three to six being released in 2024, the leadership team elected to refine the focus to kindergarten to year two.

Exemplars of what quality literacy blocks look like were developed, inclusive of non-negotiables and negotiables. A process guideline for guided reading using decodables was also developed and implemented by classroom teachers and learning support teachers. External professional learning opportunities around the science of reading were attended by school teaching staff. K-2 staff were then supported to implement the principles of the learning in their classroom. Learning and support teachers also followed the agreed instructional model to develop and implement intensive guided reading sessions utilising decodable texts for targeted students.

There was some strong positive evidence of impact upon analysis of student growth and attainment. Some highlights were:

- 90% of kindergarten students meeting or exceeding the phonics acquisition benchmark of 80% accuracy
- 72% of year two students meeting or exceeding reading benchmarks
- 56% of year three students achieving in and beyond the top two bands in NAPLAN Reading

New classroom resources were purchased, for example, decodable readers and new mathematics equipment to support the implementation of the new syllabus.

Moving into 2023, the staff at the school are looking forward to broadening the scope to the development of an instructional model for the whole school in the teaching of Reading, phonological awareness and Mathematics with the assistance of our Assistant Principal Curriculum and Instruction. We will also explore the purchase of additional decodable texts to best complement student learning. Staff will also be provided with additional release face to face teaching time to engage with the new syllabus documents and complete evidence based professional learning. Weekly data sessions will also facilitate new syllabus familiarisation and planning.

Data Informed Practice

Consistent school procedures for the systematic collection and analysis of internal and external data sets became the backbone of our work in this initiative.

The administration of additional assessments including check-in assessments developed by the department provided quality information relating to student progress and attainment. This information was analysed by executive and learning

support teams alongside existing internal and external data sets.

Through our analysis, we have been able to determine future whole school professional learning focus in phonics and phonological awareness for 2023. It is anticipated that the inclusion of an Assistant Principal Curriculum and Instruction in 2023 will also support this whole school focus.

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>To achieve a 7.1% uplift in the number of students achieving in the top two bands in Reading.</p>	<p>Whilst we did not achieve our target in both grades, we are proud to report an exponential increase of 27% students in Year 3 scoring in the top two bands and beyond. Year 5 results were also pleasing, seeing an increase of 6% students scoring in the top two bands.</p> <p>Year 3</p> <p>2021 - Year 3 - 25% in Bands 5 & 6 with an additional 4% in Band 7</p> <p>2022 - Year 3 - 50% in Bands 5 & 6 with an additional 6% in Band 8</p> <p>Year 5</p> <p>2021 - Year 5 - 19% in Bands 7 & 8</p> <p>2022 - Year 5 - 25% in Bands 7 & 8</p>
<p>To achieve a 6.8% uplift in the number of students achieving in the top two bands of Numeracy.</p>	<p>We did not achieve our target this year but were pleased to note an increase of 6% of students in year 3 scoring in the top two bands. There was a decline in year 5, resulting in the school analysing current practices in stage two classrooms to determine areas of need for professional development and support in 2023.</p> <p>Year 3</p> <p>2021 - Year 3 - 13% in Bands 5 & 6</p> <p>2022 - Year 3 - 13% in Bands 5 & 6 with an additional 6% in Band 7</p> <p>Year 5</p> <p>2021 - Year 5 - 19% in the top two bands</p> <p>2022 - Year 5 - 7% in the top two bands</p>
<p>To achieve a 3% uplift in the number of students achieving expected growth in Reading.</p>	<p>NAPLAN did not proceed in 2020, therefore there is no opportunity to report on growth.</p>
<p>To achieve a 3% uplift in the number of students achieving expected growth in Numeracy.</p>	<p>NAPLAN did not proceed in 2020, therefore there is no opportunity to report on growth.</p>
<p>The theme of teaching and learning programs in the learning domain of the SEF moves from sustaining and growing to excelling.</p> <p>Effective classroom practice in the teaching domain of the SEF sees growth from delivering to sustaining and growing in a minimum of 25% of the associated themes.</p>	<p>Curriculum - Achieved</p> <p>Teaching and Learning Programs</p> <p>The school has demonstrated growth from sustaining and growing to excelling as a result of most teaching and learning programs being reflective of revisions, accurate and reliable assessment data and continuous tracking of student progress and achievement.</p> <p>Effective Classroom Practice - Achieved</p>

<p>The theme of teaching and learning programs in the learning domain of the SEF moves from sustaining and growing to excelling.</p> <p>Effective classroom practice in the teaching domain of the SEF sees growth from delivering to sustaining and growing in a minimum of 25% of the associated themes.</p>	<p>Lesson Planning</p> <p>The school continues to place in delivering as there is a need for more systematic structures to support the regular analysis of student data to inform practice.</p> <p>Explicit Teaching</p> <p>The school has shown growth to sustaining and growing as a result of more consistent integration of high impact explicit teaching strategies.</p> <p>Feedback</p> <p>The school has shown growth to sustaining and growing as a result of more systematic processes for providing students with explicit and timely feedback based on their progression toward learning goals.</p> <p>Classroom Management</p> <p>The school has shown growth to sustaining and growing as a result of our heavy involvement with the Behaviour Specialist Delivery Support team where specialised support processes were provided to executives and classroom teachers working with students with complex behaviour needs.</p>
<p>74% of K-2 students reach or exceed benchmark reading levels.</p>	<p>Whilst only 49% of students met or exceeded benchmarks, it is important to note the significant impact occurred as a result of low student attendance rates with only 41.5% attending school more than 90% of the time. The year one cohort were significantly impacted by student and staff absence.</p>
<p>To achieve a 3% increase in the number of Year 1 students acquiring a minimum of 28/40 words correct in phonics assessment. (2021 baseline)</p> <p>A 3% reduction from baseline in the percentage of students who read 19 words or less in the phonics assessment.</p>	<p>It has been determined that the 'Mandatory Year 1 Phonics Screening' progress measure, as well as its 2025 counterpart be removed as standalone measures.</p> <p>Rather, the data obtained and analysed from the 'Mandatory Year 1 Phonics Screening' will form the basis for evidence sets to support the overarching 'K-2 Reading' progress measure.</p>
<p>Kindergarten Phonological Awareness testing highlights a 3% improvement in the five subskills of phonological awareness including word awareness, syllable awareness, rhyming/onset and rime awareness, basic and advanced phonemic awareness.</p>	<p>It has been determined that the 'Kindergarten Phonological Assessment' progress measure, as well as its 2025 counterpart be removed as standalone measures.</p> <p>Rather, the data obtained and analysed from the 'Kindergarten Phonological Assessment' will form the basis for evidence sets to support the overarching 'K-2 Reading' progress measure.</p>
<p>To achieve a 5% uplift in the number of K-2 students who achieve or exceed the expected end of year progression level for Quantifying numbers and additive strategies (IfSR Interview for Student Reasoning Baseline 2021)</p>	<p>It has been determined that the 'IFsR' progress measure, as well as its 2025 counterpart be removed as standalone measures.</p> <p>Rather, it was decided to undertake the IFsR on the focus group of students with Aboriginal and Torres Strait Islander backgrounds to support the analysis of evidence of the impact on the school's revised Learning and Support initiatives for Aboriginal and Torres Strait Islander students. This data will also form the basis for evidence sets to support the attainment of overarching progress measures achieving targeted uplifts in Numeracy growth and attainment.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure every student is able to connect, succeed, thrive and learn in a safe and positive environment where attendance, student engagement, wellbeing and behaviour is valued within the school.

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.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

QTSS release: \$16,031.00

Aboriginal background: \$5,000.00

Socio-economic background: \$4,216.00

Summary of progress

Engagement

Our unwavering commitment to engagement and attendance continued throughout 2022. Attendance was regularly monitored with improved school-based practices and procedures employed throughout the year. Activities to target micro attendance trends on a weekly basis and increase the percentage of students in the 85-90% rate of students to >90% minimum were undertaken. We celebrated attendance with fun activities like recognising birthdays, weekly class competitions, and whole school celebrations. Our students and families gave positive feedback about our efforts, with 98% of students saying it's important to come to school and 80% of students indicating their teachers shared this belief. Our families also reported feeling welcome and seeing their children become more enthusiastic about school. The implementation of Sentral Attendance to streamline attendance processes was successful with a steady increase in explained absences observed. In 2022, 75% of absences were explained, in comparison to only 55% in 2020.

Attendance rates for our school were above the rates achieved by other schools in our network and highlighted the improvements in our systems and processes. COVID-19 related absences affected the percentage of our students attending 90% of the time, as was seen in decreases state-wide, within our network and SSSG.

2022 saw a dramatic decrease in the attendance gap between Aboriginal and Torres Strait Islander students and non-Indigenous students to less than 0.6%.

Moving forward, we plan to continually refine our systems and processes to ensure attendance and engagement is at the forefront of our efforts. Student voice will drive our acknowledgement opportunities. Student surveys conducted during the year highlighted that the student's favourite attendance celebration prize was 'out of uniform' days. We will also work strategically to increase the number of Aboriginal students attending school >90% of the time by 30% in 2025 compared to 2020 baseline data.

Wellbeing

Student wellbeing became a strong focus and driving force for change at Tea Gardens Public School in 2022. Many additional initiatives and projects were enacted in response to a variety of data throughout the year.

A situational analysis of 2021 data revealed that a large number of students were displaying a decline in their sense of wellbeing and belonging between snapshots one and two of the Tell Them From Me survey. In response, a committee was formed at the school to strategically drive additional support in the explicit teaching of social and emotional wellbeing. The team used the research based principles covered in the professional learning and heavily relied upon regular captures of student wellbeing to drive a student wrap around initiative in response to data. This included the implementation of a Social and Emotional Learning Program known as 'Bounce Back'.

The evidence of impact was positive across all sets of data analysed. Our internal measures saw all grade averages showing an increase in their sense of belonging of between 1% and 6% from the baseline data collected in Term 4, 2021. The school also achieved an uplift of 6.66% in the areas of belonging, participation and positive relationships in the Tell Them From Me (TTFM) survey.

The school was also supported by the 'Team Around the School', to support positive change in students with significant behaviours. The staff worked strategically to improve the social and emotional skills of our students and build staff capacity in Tier 1, 2 and 3 systems of support.

Moving into 2023, the school will continue to focus on student wellbeing and belonging with a deep dive into the correlation between wellbeing and belonging data sets. Our focus will be to continue to provide more targeted support for students at risk of disengagement.

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 the percentage of students attending >90% of the time to be at or above the lower bound system - negotiated target of increasing from 64.1% in 2021 to 69.1% in 2022.</p>	<p>Not Achieved</p> <p>As a result of ongoing absences of students and staff due to COVID-19, we did not achieve our target. However we are thrilled to report the narrowing of the gap between Indigenous and non-Indigenous students from 10% greater absences in 2021, to only 0.6% greater absences in 2022.</p> <p>We have also seen a steady increase in explained absences as a result of our attendance initiatives. In 2022, 75% of absences were explained, in comparison to only 55% in 2020.</p>
<p>Increase the proportion of students reporting institutional engagement improvement for valuing schooling to 83% and Positive Behaviour 82% in the Tell Them From Me survey. (2020 Baseline Valuing schooling 78% and Positive Behaviour 77%)</p>	<p>Achieved</p> <p>Value School Outcomes - 87% (norm 96%)</p> <p>Positive Behaviour 85% (norm 83%)</p>
<p>To achieve a 1.5% uplift in the school's Wellbeing Tell them from Me (TTFM) measures (Baseline 84.60%)</p>	<p>Not Achieved</p> <p>Sense of belonging - 70% (norm 81%)</p> <p>Positive relationships 76% (norm 85%)</p>
<p>A 10% reduction in positive planning place referrals is achieved from 2018 baseline data.</p>	<p>It has been determined that the 'Reduction of Positive Planning Place Referrals' progress measure be removed.</p>

Purpose

To ensure all students have equitable learning opportunities regardless of background, culture or disability.

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.

- Sense of Belonging
- Supporting our Students

Resources allocated to this strategic direction

Socio-economic background: \$38,944.00

Aboriginal background: \$2,974.00

Low level adjustment for disability: \$80,444.70

Integration funding support: \$76,000.00

Literacy and numeracy intervention: \$36,200.12

Summary of progress

Sense of Belonging

2022 continued our gains in our journey towards achieving our purpose. Our commitment to the Port Stephens network - Aboriginal Student Engagement Priority Team (ASEP) highlighted our passion to ensure equity for all. Whole staff training in Personalised Learning Pathway (PLP) development. Professional learning was provided to staff to write SMART learning goals, resulting in 100% of students having specific, measurable, achievable, relevant and timely goals. In addition, the training focussed on the importance of relationships ensuring all students and families connect and feel like they belong as part of our school community.

Sense of belonging books shared at AECG at a local level and at a Department of Education Aboriginal Education State conference in Term 4 showcasing our work in this area.

Our Mini-Mulloways Pre-school to school transition program provided additional fortnightly sessions for our enrolling students. Parental feedback and emails have noted the strength of our program in supporting school transition and readiness.

The embedding of events such as Harmony day into our school calendar supports our work to celebrate diversity, inclusiveness, respect and a sense of belonging for everyone. Data from the Tell Them From Me (TTFM) highlighted that students felt that they were treated with respect by teachers and other students in regards to their cultural background.

Most significantly, the 2022 second TTFM snapshot saw a 19% increase in students with a positive sense of belonging.

Next steps, include ongoing professional learning in Aboriginal Education and the Inclusive, Engaging and Respectful Schools reform.

Supporting our Students

The key priorities for this year included providing ongoing equitable opportunities for all students regardless of their background, culture or disability.

Our speech program continued and provided targeted intervention for 23 students. Whilst we planned to provide targeted students with ongoing speech intervention for the entirety of the year, the inability to have trained personnel limited the school's capacity to deliver the service continuity in the latter part of the year.

Based on the successful first year of operation and affirmation from parents, the A1 Class continued to operate and support our students with additional learning and support needs. Further opportunities were also provided throughout the year including 'Come and Try Athletics', 'Ten Pin Bowling' and 'Boccia' providing equity for these students.

Behaviour Support Specialist teams provided success and equitable experiences for students with complex learning needs. A significant amount of professional development and support in analysing the function of student behaviour and creating opportunities to allow the students to have their sensory and attention needs met in healthier ways. This

resulted in a significant decrease in major behaviours for targeted students.

Ensuring our students have the tools for learning, new notebooks were provided to all students in Year 4 and Year 5 to further embed and build on the one-to-one device ratio in Years 3-6. Our technology focus has also been supported by the Department's 'Rural Access Gap' with the acquisition of Main Learning Displays (MLDs) in all learning spaces and the weekly addition of the digital classroom officer to support students and staff with the move to cloud based computing.

The COVID Intensive Learning and Support Program and the Learning and Support team provided a coordinated approach to the intervention in literacy and numeracy to support our students from Kindergarten to Year 6. Based on the 2021 reflection, the revision of Learning and Support Team procedures was executed. An in class support model with clear role statements was developed and shared. Gathering student data in phonics, phonemic awareness and additive strategies. A high level of success was observed in student growth in reading as a result of the 'double dip' approach and the use of decodable readers including 'Little Learners Love Literacy'.

In 2023, it is anticipated that opportunities to support equity and inclusion within our school setting will continue to evolve and support everyone within our school community.

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
To increase the percentage of students reaching early reading norms speech indicators to 80%. (Term 4 2020 Baseline 6%)	Not achieved. As described in the summary of progress (above), the speech service provider was unable to support our school with a speech pathologist in the later part of 2022. It is anticipated that this will continue into 2023 and changes to the annual improvement measure will be necessary.
To achieve 6% uplift in averages achieved for Tell Them From Me Social Engagement measures of sense of belonging, participation and positive relationships. (2020 baseline 73.34%.)	<p>Achieved</p> <p>The school achieved an averaged uplift of 6.66% in the three target areas.</p> <p>Sense of belonging - 70% (norm 81%)</p> <p>Participation - 96% (norm 89%)</p> <p>Positive relationships 76% (norm 85%)</p>
School resources in the Leading Domain of the School Excellence Framework sees growth from Sustaining and Growing to Excelling in a minimum of 40% of the associated themes.	<p>Achieved</p> <p>The school's on-balance assessment saw increases in the themes of 'Community use of facilities' and 'Facilities' to excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$174,301.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tea Gardens Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The allocation created equity of access for students with complex academic needs to access the curriculum at their proximal level of development.</p> <p>After evaluation, the next steps to support our students will be: Based on the positive evidence of impact, we will continue to implement current practices and procedures in 2023.</p>
<p>Socio-economic background</p> <p>\$192,178.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tea Gardens Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Engagement • Wellbeing • Sense of Belonging • Supporting our Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through evidence based practices to support student learning • staff release to increase community engagement • employment of additional staff to support Mini Malloways transition program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Funds were allocated to support programs being developed for the School Improvement Plan. This included Mini Malloways, our social emotional learning 'Bounce Back' program and syllabus implementation. In addition, funding supported the physical wellbeing of disadvantaged families through the facilitation of a breakfast club program that ran three mornings per week. Funds were also allocated to enable all families to access equitable learning outcomes such as excursions through whole school subsidies and individualised financial assistance.</p> <p>After evaluation, the next steps to support our students will be: Due to our positive evidence of impact, the school will continue its current practices and procedures in 2023.</p>

<p>Aboriginal background</p> <p>\$61,839.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tea Gardens Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement • Sense of Belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Additional Learning and Support teachers supported 100% Aboriginal and Torres Strait Islander students across the school to access the curriculum at differentiated points of need in reading and numeracy. Additional staff members were also employed to build teacher capacity in embedding authentic Personalised Learning Plans and Aboriginal perspectives into day to day teaching practice.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2023 will see the appointment of an APC&I to the school. A focus will be on the APC&I to heavily support the Learning Support Team to align all K-2 PLP goals to new syllabus content and to build their capacity in adopting best practice teaching strategies to support the effective attainment of these goals.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tea Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: LaST was timetabled in the classroom to effectively support the equitable access of the curriculum for EALD students.</p> <p>After evaluation, the next steps to support our students will be: The positive evidence of impact validates the school's current practices and procedures that will continue into 2023.</p>
<p>Location</p> <p>\$22,788.46</p>	<p>The location funding allocation is provided to Tea Gardens Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$22,788.46</p>	<ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions • technology resources and subscriptions to increase student engagement <p>The allocation of this funding has resulted in the following impact: Provided equity and ensured all students have had increased opportunities to participate and be involved in school activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide the support to allow all students to have equal and accessible access to school based programs, events and activities.</p>
<p>Professional learning</p> <p>\$16,837.66</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tea Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaged in a variety of external professional development such as Connecting to Country, SMART Spelling, Berry Street Trauma Informed Practice, Coach to Cope and Restorative Practice. <p>The allocation of this funding has resulted in the following impact: Staff have increased knowledge and capacity to deliver high level teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: The appointment of the APC&I in 2023 will guide the school's professional development plan for the year to best support the implementation of the new K-10 syllabus documents.</p>
<p>Literacy and numeracy</p> <p>\$6,348.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tea Gardens Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to support the implementation of the new K-10 curriculum • teacher release to engage staff in mentoring and observation sessions • purchasing of literacy resources such as decodable texts and quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: All staff have a greater depth of understanding of the new K-10 curriculum documents in English and Mathematics and report increased confidence in their ability to plan for, deliver and assess new content.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the implementation of the new syllabus will be highly supported through the appointment of an APC&I.</p>
<p>QTSS release</p> <p>\$32,062.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tea Gardens Public School.</p>

<p>QTSS release</p> <p>\$32,062.96</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice • Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Staff being supported to improve staff collaboration in the implementation of high-quality curriculum and staff being released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</p> <p>After evaluation, the next steps to support our students will be: Provide additional opportunities for collaboration to build greater capacity and the achievement of the initiatives within the school plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tea Gardens Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The continuation of the school funded A1 class had strong positive evidence of impact on all involved student's social, emotional and physical needs, thus resulted in much higher levels of academic growth than what was projected in a mainstream setting.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the A1 class will continue to be funded to support students with complex literacy and numeracy needs,</p>
<p>COVID ILSP</p> <p>\$101,480.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Strong student growth was recorded, particularly in K-2 reading through the implementation of explicit lesson guidelines for the supplementary guided reading sessions underpinned by the science of reading and the new K-2</p>

<p>COVID ILSP</p> <p>\$101,480.00</p>	<p>Syllabus content.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the learning support team will draw on the triangulation of internal and external data sets to determine the specific students that require support in literacy and numeracy. The success of the instructional model will see a continuation of this structure in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$109,049.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Tea Gardens Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting our Students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Allocation to support additional teachers and support staff <p>The allocation of this funding has resulted in the following impact: Additional teacher and support staff provided support to students with additional learning needs, allowing them to experience enhanced growth and success.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to allocate funds to supplement IFS to best support the needs of our students.</p>
<p>Per capita</p> <p>\$42,450.17</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tea Gardens Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Allocation of operational expenditure to meet the needs of staff and students in the school. <p>The allocation of this funding has resulted in the following impact: Operational efficacy is achieved through the strategic allocation of funds to meet the specific needs of the staff and students at the school.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to allocate per capita funds to meet the needs of students and staff based on evidence and data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	102	80	75	77
Girls	84	83	93	75

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	93.8	92.2	87.5
1	87.8	92.7	91.3	90.5
2	88.3	90.2	90.9	89.6
3	86.8	91.9	90.1	86.0
4	90.8	90.6	86.6	84.0
5	91.8	92.5	89.0	81.7
6	87.5	92.1	90.5	90.6
All Years	89.2	91.9	90.3	87.3
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

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)	2
Classroom Teacher(s)	6.17
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	389,679
Revenue	2,452,291
Appropriation	2,382,333
Sale of Goods and Services	8,841
Grants and contributions	57,306
Investment income	3,811
Expenses	-2,328,252
Employee related	-2,070,879
Operating expenses	-257,374
Surplus / deficit for the year	124,038
Closing Balance	513,718

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	174,301
Equity Total	365,466
Equity - Aboriginal	61,839
Equity - Socio-economic	192,178
Equity - Language	2,400
Equity - Disability	109,049
Base Total	1,506,061
Base - Per Capita	42,450
Base - Location	22,788
Base - Other	1,440,822
Other Total	125,891
Grand Total	2,171,719

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. 50 parent / community satisfaction surveys were returned in 2022, a significant increase from the previous year ensuring the information provided to the school is reflective of the broader parent and community body. In 2022, the school sought opinion about our progress in reading, mathematics, wellbeing, behaviour and attendance. Highlights of the parent satisfaction survey included:

- * An average of 55% of parents agreed that their children made significant improvement in reading and mathematics.
- * 86.5% parents feel that we are catering for the individual needs of their children across the targeted learning areas of reading and mathematics.
- * 80.5% of respondents saw improvements in their children's abilities following being provided with support via the COVID Intensive Learning and Support Program.

In terms of Tea Gardens Public School's core values of safety, respect and personal best, 76.7% of parents indicated that their children followed these values whilst at school.

37.5% of respondents indicated that behaviour issues were dealt with consistently whilst the other 33.3% felt that behaviour was dealt with somewhat consistently. 22.9% of respondents did not know.

83% of parents felt that the overall wellbeing of their child or children was considered by classroom teachers. An increase of 8% from the year prior. 75% of parents also indicated that their children had shown greater enthusiasm towards attending school in 2022. This percentage is the same as received from the previous survey. A summary of the three key factors included the teacher / student relationship; the relationship with friends and enjoying / loving learning and school.

The overall satisfaction rating for recommending our school to others for 2022 was 8.34/10. This is consistent with the score achieved the previous three years.

The five key themes identified from the satisfaction survey responses were as follows:

1. **Strong relationships and community:** Many responses highlighted the relationships between students, teachers, and parents, as well as the close-knit community that exists within the school.
2. **Caring and welcoming staff:** The staff at the school were consistently described as caring, invested, and welcoming, creating a positive learning environment for students.
3. **Personalised attention:** Several responses mentioned the personalised care and attention that students receive at the school, with small class sizes and individualised support being a key factor.
4. **Inclusion and diversity:** Many responses mentioned the school's commitment to acknowledging and celebrating Aboriginal culture and history, as well as creating an inclusive environment for all students and families.
5. **Effective communication:** The school's communication with parents and families was highlighted in many responses, with prompt notification of information and regular updates being appreciated.

Areas for future growth from the feedback provided included:

1. **Access to extracurricular activities:** Parents are interested in having access to music, instruments, arts, languages, and STEAM streams for their children. Some feel that more can be done to provide these opportunities for children.
2. **Individualised support for children:** Parents are appreciative of the efforts made by the teaching staff to provide a constructive atmosphere for the children to learn. However, a small number of respondents feel that consideration needs to be taken for children with behavioural challenges and that awards should be customised based on individual strengths. Parents also suggest more movement breaks during assemblies to support children.
3. **Communication and engagement:** Some respondents would like to see more outdoor teaching/lessons, opportunities for musical instrument lessons and choir, and visual resources around the school and would like to receive more regular and timely updates on important information and more frequent parent-teacher feedback sessions. They also suggest having a problem-solving pretend shop front at lunch and recess.

Our teachers completed the "Focus on Learning survey". Student Engagement - Perspectives of Teachers: Focus on Learning Survey The Focus on Learning survey is a self-evaluation tool for schools, related to the eight drivers of student learning and the dimensions of classroom and school practice. These elements are outlined below, which are scored on a ten-point scale.

- * Leadership 7.6 (NSW Norm 7.1). An increase of 0.6 from 2021
- * Collaboration 8.1 (NSW Norm 7.8) An increase of 0.8 from 2021
- * Learning Culture 8.6 (NSW Norm 8.0) An increase of 1.1 from 2021

* Data Informs Practice 8.6 (NSW Norm 7.8) An increase of 0.9 from 2021

* Teaching Strategies 8.5 (NSW Norm 7.9) An increase of 1.0 from 2021

* Technology 7.8 (NSW Norm 6.7). An increase of 1.3 from 2021

* Inclusive School 8.8 (NSW Norm 8.2) An increase of 1.1 from 2021

* Parent Involvement 7.6 (NSW Norm 6.8) An increase of 1.2 from 2021

The four dimensions of classroom and school practices noted the following:

* Challenging and visible goals 8.1 (NSW Norm 7.5) An increase of 1.1 from 2021

* Planned Learning Opportunities 8.4 (NSW Norm 7.6) An increase of 0.9 from 2021

* Quality Feedback 7.8 (NSW Norm 7.3) An increase of 0.9 from 2021

* Overcoming Obstacles to Learning 8.5 (NSW Norm 7.7) An increase of 0.9 from 2021 .

Other survey results highlighted:

92% of teachers agree or strongly agree that school leaders are leading improvement and change.

100% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school.

Our students completed two "Tell Them from Me" surveys during 2022.

Student Engagement - Perspectives of Students: Tell Them From Me Survey The "Tell Them From Me" surveys measured indicators based on the most recent research on classroom and school effectiveness. Students in years 4, 5 and 6 completed the survey in term one and again in term four.

Key findings from the term four survey include:

* The percentage of students who are victims of bullying at our school is 19% lower than the NSW Government norm. This was a 21% improvement from the 2021 term 4 survey.

* 76% of students felt they had positive relationships and have friends who they can trust. A 10% decrease from 2021.

* 87% valued schooling outcomes (92% of girls and 78% of boys).

* 20% had positive homework behaviours. A 7% decrease from 2021

* 85% had positive behaviour (88% of girls and 79% of boys) which reflects a 6% increase from 2021

* 49% were interested and motivated.

* 75% tried hard to succeed.

* 44% of students had a score in the desirable quadrant for skills-challenge, with high skills and high challenge. A 1% decrease.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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