

# 2022 Annual Report

Wangi Wangi Public School



***Wangi Wangi***  
PUBLIC SCHOOL

3373

# Introduction

The Annual Report for 2022 is provided to the community of Wangi Wangi 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

Wangi Wangi Public School aspires to achieve educational excellence where all students experience academic, social and emotional growth through innovative evidence-based teaching and learning practices.

## School context

Wangi Wangi Public School is situated on Awabakal land on the western shores of Lake Macquarie and has a current enrolment of 152 students with six classes. Wangi Wangi Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 113.

Wangi Wangi Public School is a proud member of the Makillakan Aboriginal Educational Consultative Group (AECG) and is part of the Toronto Learning Community (TLC) which it joined in 2020. Currently, 18% of our students identify as Aboriginal and Torres Strait Islander and 8% of students are from a language background other than English (LBOTE).

The school community has high aspirations for student wellbeing, literacy and numeracy and participation in extra curricular activities such as sport and the performing arts. In 2019 and 2020, the school underwent a significant new building project with three new school buildings comprising three classrooms (innovative learning spaces), administration building and a communal hall. This upgrade to existing school infrastructure has led to significant changes in school operations, school resourcing and learning environments.

Wangi Wangi Public School has an engaged and active Parents and Citizens Association. The Wangi Wangi P & C are committed to supporting the school through fundraising and school community events.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Student growth and attainment - reading and numeracy
2. Wellbeing

Key focus areas of this school plan include formative assessment, student growth in reading and numeracy, explicit teaching, instructional leadership, behaviour and a planned approach to wellbeing. It is important to note that this builds upon the work undertaken in the previous school planning cycle around high expectations and high value add inclusive of rich data analysis to drive teaching and learning programs.

Consultation with the school community involved staff forums and focus groups, engagement with the Wangi Wangi Public School Parents and Citizens association and Itji-Marru AECG.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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Student learning in reading and numeracy will be maximised through effective assessment and data use practices to inform explicit and targeted teaching.

### Initiatives

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

- Evidence based practices
- Data skills and assessment

### Resources allocated to this strategic direction

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**Integration funding support:** \$73,909.00

**Low level adjustment for disability:** \$32,512.04

**AP Curriculum & Instruction:** \$150,700.00

**Professional learning:** \$11,616.74

**Aboriginal background:** \$20,657.00

**QTSS release:** \$29,000.00

**Socio-economic background:** \$250.00

: \$3,731.00

### Summary of progress

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#### Initiative 1 - Evidence based practices

The engagement of an Assistant Principal Curriculum Instruction (APCI) has positively impacted this initiative through the close shoulder to shoulder support provided for all teachers and classes K-6. Needs based funding has been utilised to support professional learning as well as the implementation of evidence based literacy and numeracy practices. This funding has enabled the school to release teachers from class for 1 hour per fortnight to work alongside the APCI to unpack, explain and embed these practices into teaching and learning programs. This year literacy has been a significant focus through high yield practices of:

- Reading comprehension - Questioning the author (QTA)
- Reading fluency
- Spelling - triple word form theory (phonemic awareness, morphology and orthography)
- Writing - draw, talk, write for Kindergarten and Year 1
- Explicit teaching - think alouds

These pedagogical practices are now embedded in teaching and learning programs as teachers have been supported through demonstration lessons, collegial support and feedback. Surveys and focus group discussions revealed all teachers were supported through professional learning, demonstration lessons and team teaching. Documentary analysis and lesson observations (*walk thrus*) reveal that 100% are programming and implementing evidence based practices reading practices including the use of; questioning the author, think alouds, explicit phonics teaching, gradual release of responsibility with modelled instruction. Spelling and writing pedagogies are in the early implementation phase. 3-6 classes spent a significant amount of their Lesson Study time with our *Assistant Principal Curriculum and Instruction* focussing on spelling. Our initial gains in spelling measured via internal assessments reveal a significant improvement in student learning. Student progress measured by state-wide external assessments indicates our signature pedagogy development and non-negotiables are yielding very positive results: 91% of Year 1 students meeting or exceeding NSW DoE Phonics expectations via the Phonics Screening Assessment, Year 5 students achieving significantly above state and similar schools for the domains of reading, writing and spelling in NAPLAN 2022. The 3-6 Term 4 state-wide check-in assessments revealed strong progress and growth in all cohorts. Highlights of these assessments were; Year 4 students significantly above state and similar schools, Year 4 students above state and similar schools, Year 3 and 6 students above similar schools. These results as well as our internal assessments indicate that our focus on teaching practices is yielding positive results for all our learners.

Our focus in numeracy this year has been on developing our signature pedagogy in all classes K-6. This has focused on:

- Number talks for numerical reasoning
- Building students mathematical dispositions
- Launch, explore, summarise lessons structure
- Differentiating rich and challenging tasks through enabling and extending prompts

- Engaging with the *big ideas in number*

These pedagogical practices are becoming more embedded in teaching programs and teacher practices. Documentary analysis and lessons observations in Semester 1 revealed teachers had utilised these evidence based practices and students were engaging more readily in mathematics sessions due to quality differentiated programs. Internal data has revealed significant improvement in student's additive strategies and whole number. This same data indicates further attention is required on developing students multiplicative thinking and their ability to interpret fractions, decimals and percentages. Year 3 and 5 NAPLAN results were on par with state and similar schools with declines in some areas. Our data analysis revealed the need for a deeper focus on measurement, space and geometry is required to lift student results. The Term 4 Year 3-6 state-wide check-in assessment showed growth when compared to Term 2 results and NAPLAN. The highlights of this assessment were; Year 3 above like schools and equal with state averages, Year 4 significantly above like schools and above state averages, Year 6 growth by 5% points to be equal with like schools and just below state averages.

Based on our evaluation of teaching programs and practices, and student assessment result, in 2023 we will:

- design and implement reading (phonics) and spelling warm ups K-6
- continue to build teacher knowledge of evidence based mathematics practices through the Big Ideas in Number
- revise our literacy and numeracy assessment practices and schedule
- ensure all staff have planned collaboration days (1 per term) to support their literacy and numeracy pedagogical content knowledge and to support the NSW curriculum reform K-6.

### 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
Achievement of 2022 top two band system-negotiated targets: <ul style="list-style-type: none"> <li>Top two bands in <b>reading</b> lower bound target 44.20% (uplift of 6.2% from baseline of 38%)</li> </ul>	<ul style="list-style-type: none"> <li>2022 NAPLAN data indicates <b>43.24%</b> of students are in the top two skill bands (NAPLAN) for reading indicating the school achieved its annual trajectory target of <b>42.35%</b>. Focus on this target has resulted in significant improvement in student reading comprehension, vocabulary and fluency since 2021.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the number of Aboriginal and Torres Strait Islander students achieving in the top three bands of reading by 10% (from 2019 results)</li> </ul>	<ul style="list-style-type: none"> <li><b>60%</b> of Aboriginal students have achieved results in the top 3 NAPLAN bands in <b>reading</b> indicating significant achievement beyond the school based target of <b>43%</b>.</li> </ul>
Achievement towards 2023 expected student growth system negotiated targets: <ul style="list-style-type: none"> <li>Increased percentage of students achieving expected growth NAPLAN <b>reading</b> by 3% from baseline of 57.80% .</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<ul style="list-style-type: none"> <li>Increased percentage of students achieving expected growth NAPLAN <b>numeracy</b> by 5% from baseline of 43.70%.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<p><b>Literacy progression: reading</b></p> <p>Using 2021 baselines an additional <b>5-10%</b> of students will have achieved within their <i>end of stage</i> sub-element levels:</p> <p><b>Phonological awareness</b></p> <ul style="list-style-type: none"> <li>Early stage 1: PhA4 to PhA5 from 2021 baseline of 45% increasing to <b>50%</b></li> <li>Stage 1: PhA5 from 2021 baseline of 80% increasing to <b>85%</b></li> </ul> <p><b>Phonic knowledge and word</b></p>	<p>Review of student progress against the literacy learning progressions indicates that 5 out of 6 school based targets have been met or exceeded:</p> <p>Phonological Awareness (PhA)</p> <ul style="list-style-type: none"> <li>Early Stage 1: 52% achieved PhA 4 - 5</li> <li>Stage 1: 98% achieved PhA 5</li> </ul> <p>Phonic knowledge and word recognition (Pkw)</p> <ul style="list-style-type: none"> <li>Early Stage 1: 74% achieved Pkw 3 - 4</li> <li>Stage 1: 85% achieved Pkw 6 - 8</li> </ul>

<p><b>recognition</b></p> <ul style="list-style-type: none"> <li>• Early stage 1: PwK3 to PwK4 from 2021 baseline of 90% increasing to <b>95%</b></li> <li>• Stage 1: PwK6 to PwK8 from 2021 baseline of 58% increasing to <b>63%</b></li> </ul> <p><b>Understanding texts (UnT)</b></p> <ul style="list-style-type: none"> <li>• Stage 2: UnT6 to UnT8 from 2021 baseline of 40% increasing to <b>50%</b></li> <li>• Stage 3: UnT7 to UnT9 from 2021 baseline of 40% increasing to <b>50%</b></li> </ul>	<p>Understanding texts (UnT)</p> <ul style="list-style-type: none"> <li>• Stage 2: 70% achieved UnT 6 - 8</li> <li>• Stage 3: 50% achieved UnT 7 - 9</li> </ul>
<p><b>Numeracy progression: number sense and algebra</b></p> <p>Using 2021 baselines an additional <b>5-10%</b> of students will have achieved within their <i>end of stage</i> sub-element levels:</p> <p><b>Quantifying number (QuN)</b></p> <ul style="list-style-type: none"> <li>• Early stage 1: QuN3 - QuN6 from 2021 baseline of 85% increasing to <b>90%</b></li> <li>• Stage 1: QuN6 to QuN9 from 2021 baseline of 63% increasing to <b>68%</b></li> </ul> <p><b>Additive strategies (AdS)</b></p> <ul style="list-style-type: none"> <li>• Early stage 1: AdS1 to AdS2 from 2021 baseline of 95% increasing to <b>100%</b></li> <li>• Stage 1: AdS6 to AdS7 from 2021 baseline of <b>33%</b> increasing to <b>43%</b></li> <li>• Stage 2: AdS7 to AdS8 from 2021 baseline of 56% increasing to <b>61%</b></li> <li>• Stage 3: AdS8 from 2021 baseline of 37% increasing to <b>47%</b></li> </ul> <p><b>Multiplicative strategies (MuS)</b></p> <ul style="list-style-type: none"> <li>• Stage 2: MuS4 to AdS7 from 2021 baseline of 54% increasing to <b>61%</b></li> <li>• Stage 3: MuS7 from 2021 baseline of 19% increasing to <b>29%</b></li> </ul>	<p>Review of student progress against the literacy learning progressions indicates that 7 out of 8 school based targets have been met or exceeded:</p> <p>Quantifying number (QuN)</p> <ul style="list-style-type: none"> <li>• Early stage 1: 84% achieved QuN 3 - 6</li> <li>• Stage 1: 89% achieved QuN 6 - 9</li> </ul> <p>Additive strategies (AdS)</p> <ul style="list-style-type: none"> <li>• Early stage 1: 96% achieved AdS 1 - 2</li> <li>• Stage 1: 63% achieved AdS 6 - 7</li> <li>• Stage 2: 67% achieved AdS 7- 8</li> <li>• Stage 3: 71% achieved AdS 8</li> </ul> <p>Multiplicative strategies (MuS)</p> <ul style="list-style-type: none"> <li>• Stage 2: 61% achieved MuS 4 - 7</li> <li>• Stage 3: 54% achieved MuS 7</li> </ul>
<p>All teachers apply an <i>increasing</i> range of assessment strategies and analyse data that informs explicit teaching.</p> <p>Sustaining and growing in the theme 'Data use in teaching' within the element <i>data skills and use</i>.</p> <p>Sustaining and growing in the theme 'Formative Assessment' in the element <i>assessment</i>.</p> <p>Sustaining and growing in the theme 'Explicit teaching' in the element <i>effective classroom practice</i>.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the element of <i>Data Use in Teaching</i>.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of <i>Formative Assessment</i>.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of <i>Explicit Teaching</i>.</li> </ul>
<p>Achievement of 2022 top two band system-negotiated targets:</p> <ul style="list-style-type: none"> <li>• Top two bands in <b>numeracy</b> lower bound target 31.60% (uplift of 6.8% from baseline 24.8%)</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 16.67% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. However, focus on this target has resulted in significant improvements in student achievement in Number Sense and Algebra as well as improvement student mindsets and willingness to explain their mathematical thinking (reasoning).</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the number of Aboriginal and Torres Strait Islander students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>17%</b> of Aboriginal students achieved in the top 3 bands for <b>numeracy</b> indicating the school did not achieve the school based target.</li> </ul>

achieving in the top three bands in numeracy by 5% (from 2019 results)



## Strategic Direction 2: Wellbeing

### Purpose

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Students will connect, thrive and succeed in a safe and nurturing environment where they feel a strong sense of belonging and a connection to their learning, underpinned by high expectations of positive student behaviour.

### Initiatives

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

- Wellbeing
- Behaviour

### Resources allocated to this strategic direction

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**Socio-economic background:** \$87,350.00

**QTSS release:** \$400.00

**:** \$20,280.00

**Aboriginal background:** \$6,000.00

**Low level adjustment for disability:** \$3,000.00

### Summary of progress

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#### Initiative 1 - Wellbeing

In Semester 1 of 2022, significant activity was undertaken to explicitly teach social and emotional skills through the K-6 *Smiling Minds* program. This involved staff familiarising themselves with the program, ensuring mindfulness lesson occurred at least 2 - 3 times per week. After evaluating the effectiveness of the program and conducting teacher focus groups, Wangi Wangi PS has elected not to continue Smiling Minds in 2023. In addition to Smiling Minds, the school also engaged a new School Chaplain in Term 2. The chaplaincy program was planned to build student wellbeing through connections with programs and social skill groups. Unfortunately the program became untenable in late Term 3 as the chaplain resigned with no notice. As a result of the ineffectiveness of the program - Wangi Wangi PS will not pursue a chaplaincy program in 2023, and has requested the engagement of a Student Wellbeing Officer through the use of the Commonwealth funding.

Attendance was a significant focus in 2022. Initial challenges were faced during Semester 1 with restrictions in place for students returning from illness or close contacts due to the pandemic. Initiatives developed to support, reward and improve student attendance were:

- Be here, Be on time, Be in uniform K-2 and 3-6 assembly rewards
- Individual goals and rewards for students with poor attendance
- School Learning Support Officers making contact with parents after two days without an explanation of absence
- Principal letters to parents to recognise improved attendance
- 5 weekly attendance data analysis to ensure student attendance is monitored and ensure interventions are in place.

As a result of these initiatives, Wangi Wangi PS attendance data remains significantly above state and similar school averages for daily attendance and number of students attending 90% or more.

#### Initiative 2 - Behaviour

Significant time, activity and human resources have been deployed to develop consistent school wide approaches to effective and positive behaviour management at Wangi Wangi PS. This has included:

- Teacher professional learning on Tier 1 Positive Behaviour for Learning (PBL)
- Development of whole school lessons on behaviour expectations for weekly teaching
- Collaborative development and whole school implementation of Behaviour Consistency Guide (BCG), revision of Major and Minor behaviour descriptors and All Areas Behaviour Expectations
- Establishment of a PBL team
- Analysis of behaviour data through an expertly developed tool to interpret extracted data from Sentral Wellbeing.

This focus on behaviour through the implementation of PBL Tier 1 has led to a deeper understanding of behaviour

expectations by all students, staff and community members. The explicit and deliberate implementation of PBL has interestingly resulted in a drop in students reporting Positive Behaviours at School between the March (92%) and November (76%) reported in the bi-annual *Tell Them From Me* student survey (Years 4, 5 & 6). The evaluation team deemed this as a positive trend as students are now more aware of what is expected behaviour and what is unacceptable, both in the classroom and playground. During Semester 2, Years 3-6 had a significant focus on anti-bullying learning using the NSW DoE Personal Development resources and the national *Bully No Way!* program. This resulted in students developing a greater understanding of what bullying is and isn't, as well as proactive "upstanding" behaviours. The impact of this program and deeper staff awareness resulted in a significant decrease in students reporting being a Bullying Victim from 35% in March to 19% in November - this positive result is 16% below the state norm of 36%.

In addition to the significant activities in this initiative, the school has also developed a *School Behaviour Support Management Plan* which is a requirement of the 2022 NSW DoE Behaviour Policy. This has led to the development and implementation of:

- a care continuum
- expanded repertoire of adjustments to support students with behaviour needs including; Check-In Check-Out (CICO), Ready to learn plans, Playground support timetables and sensory tools for classrooms
- revision to "planning room" procedures and name change to NEST (Nurturing Expectations between Students & Teachers)
- review of school-wide rewards for positive behaviour
- engagement of an Aboriginal mentor program for stage 2 and 3 boys - Gabinya Miyay
- development of behaviour support plans (developed on a needs basis).

Equity funding has supported both behaviour and wellbeing initiatives due to the additional support and supervision provided by our School Learning Support Officers. They have been able to support students through mentorship, close supervision and proactive social-skills programs via game clubs, gardening clubs and other student focussed activities.

Based on our evaluation of both Wellbeing and Behaviour initiatives, in 2023 we will plan to:

- relieve an Assistant Principal to coach and mentor teachers in PBL expectations and develop whole school wellbeing programs
- engage an SLSO to focus on student wellbeing at key points during the school day and at points of need
- revise our K-6 reward program to include; weekly PBL awards, PBL award trade-up system to hat pins, cohort and whole school reward days
- develop a K-6 PDHPE scope and sequence with a focus on Social Emotional Learning (SEL) utilising DoE units of work
- build our collective understanding of trauma informed practices and effective behaviour management through utilising two staff members trained in the Berry Street Education Model to deliver professional learning
- continue our focus on Aboriginal Education by developing teacher knowledge and embedding Aboriginal and Torres Strait Islander perspectives in History and Geography scope and sequences, and purchasing high quality texts written by Aboriginal authors or containing Aboriginal and Torres Strait Islander perspectives.

## 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
Achievement of 2022 wellbeing system-negotiated target: <ul style="list-style-type: none"> <li>• Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 2% to achieve the lower bound target of 86.9%.</li> </ul>	81.63% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward with progress this school-based progress measure.
Achievement of 2022 attendance system-negotiated target: <ul style="list-style-type: none"> <li>• Increase the proportion of students attending more than 90% of the time to the lower bound target of 86.1%.</li> </ul>	The number of students attending greater than 90% of the time or more has decreased by 9.2%, however this figure was significantly affected by the public health orders this year.

<p>Achievement <i>towards</i> 2024 school identified wellbeing improvement measures as reflected in annual <i>Tell Them From Me</i> student survey data:</p> <ul style="list-style-type: none"> <li>• Positive learning climate (TTFM) data increases from baseline of 6.8 to 7..2 (0.2 uplift)</li> <li>• Interest and motivation (TTFM) data increases by 6% from baseline of 66%</li> <li>• Sense of belonging (TTFM) data increases by 2% from baseline of 71%.</li> </ul>	<p>The number of students reporting a positive learning environment has remained steady at a score of 6.4</p> <ul style="list-style-type: none"> <li>• 56% of students reported that they are interested and motivated to learn, a decrease of 10% from 2021</li> <li>• 64% of students reported a sense of belonging, a decrease of 7% from 2021</li> </ul>
<p>Achievement towards school identified behaviour improvement measure as reflected in internal school data via Sentral behaviour notifications:</p> <ul style="list-style-type: none"> <li>• <b>xx</b>% reduction in disruptive behaviour (compared to 2021 baseline)</li> <li>• <b>xx</b>% reduction in playground behaviour incidents (compared to 2021 baseline)</li> <li>• Annual school self reflection reveals classroom management theme at <i>sustaining and growing</i></li> <li>• Annual school self reflection reveals behaviour theme at <i>sustaining and growth</i></li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of minor disruptive behaviours was unavailable due to extensive periods of learning from home in 2021 and illness due to the pandemic in Semester 1 2022</li> <li>• Comparison of major playground behaviours was unavailable due to extensive periods of learning from home in 2021 and illness due to the pandemic in Semester 1 2022</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of effective classroom practice</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of behaviour.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$73,909.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wangi Wangi 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>• Evidence based practices</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- positive achievement and learning progress for students who have Personalised Learning Support Programs (PLSPs)</li> <li>- greater and positive engagement with parents, caregivers and allied health personnel to develop PLSPs</li> <li>- closer support for student identified with learning or behavioural needs</li> <li>- implementation of targeted support programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- engaging another SLSO for 5.5 hours per day</li> <li>- providing further support for funded students in class and on the playground</li> <li>- training SLSOs in tier 3 intervention programs such as multi-lit, check-in &amp; check-out wellbeing programs, multiplication by heart.</li> </ul>
<p>Socio-economic background</p> <p>\$87,600.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wangi Wangi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based practices</li> <li>• Wellbeing</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>• professional development of staff through DoE Literacy and Numeracy professional learning packages to support student learning</li> <li>• employment of additional staff to support Learning Support Coordination</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- improved coordination and leadership of learning and behaviour support programs</li> <li>- in-class LAST support based on identified student learning needs</li> <li>- Positive Behaviour for Learning (PBL) school wide implementation and in-class coaching for all teachers</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- utilising additional school funds in conjunction with Covid ILSP funding to release our Assistant Principal to continue to lead LST, student behaviour and wellbeing and Aboriginal Education initiatives.</li> <li>- continuing to develop systems of support for students with additional learning and behavioural needs</li> <li>- implementing the next stages of PBL, including the revision of school reward systems.</li> </ul>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wangi Wangi Public School. Funds under</p>

<p>\$26,657.00</p>	<p>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>• Evidence based practices</li> <li>• Data skills and assessment</li> <li>• Wellbeing</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- significant professional learning for staff through Connecting to Country and Aboriginal History, Language and Culture that has enhanced teacher confidence, competence and knowledge</li> <li>- revision of teaching and learning programs to include Aboriginal and Torres Strait islander perspectives within History, Geography and the use of quality literature.</li> <li>- establishing an Aboriginal Boys Education program via the engagement of Gabinya Miyay that led to positive social and cultural outcomes for the 12 students involved</li> <li>- purposeful and proactive engagement of Aboriginal students and their families through Personalised Learning Pathway (PLP) sessions and community Yarn Up</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continuation of our work to build-in Aboriginal perspectives in History, Geography and other areas of the curriculum</li> <li>- reviewing PLP processes and continuing to align them with local primary and secondary schools</li> <li>- engaging with a local Elder to lead our Aboriginal students in designing a school art-work</li> <li>- engaging Aboriginal Education support personel for whole school programs including weaving groups and science.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$35,512.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Wangi Wangi 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>• Evidence based practices</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention (multi-lit and multiplication by heart) to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- releasing an Assistant Principal two days per week to coordinate Learning Support K-6</li> <li>- implementing evidence based programs, such as Multi-Lit, that have led to improved student reading in Years 2-6</li> <li>- improved learning outcomes for students receiving tier 3 reading support with 78% of engaged students completing the multi-lit program</li> </ul>

<p>Low level adjustment for disability</p> <p>\$35,512.04</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- engaging another SLSO using school funding</li> <li>- continuing to release our Assistant Principal to lead the Learning Support Team, including in-class support</li> <li>- identifying further evidence-based tier 3 learning support programs.</li> </ul>
<p>Professional learning</p> <p>\$11,616.74</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 Wangi Wangi 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>• Evidence based practices</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>• releasing teachers to engage in evidence-based literacy and numeracy professional learning</li> <li>• releasing teachers to collaborate fortnightly with our Assistant Principal Curriculum and Instruction</li> <li>• implementing 5 weekly impact meetings, reviewing data and developing targeted teaching plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- close and targeted support for all teachers in the implementation of evidence-based practices</li> <li>- continued development of WWPS signature reading and numeracy pedagogies</li> <li>- 70% of 2022 student cohorts achieving significant growth when compared with 2021 achievement in reading on the learning progressions</li> <li>- 100% of students off decodable readers improving their reading fluency as measured via the Multi-Dimensional Fluency Scale</li> <li>- 80% of K-2 students achieving end-of-grade expectations for reading decodable texts</li> <li>- significant growth in student learning as demonstrated in Quantifying Number and Additive Strategies data via the Numeracy Progressions.</li> <li>- consistent data analysis protocols and practices with all teaching staff</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- greater collaboration opportunities for teachers to work together with APCI during termly impact meetings</li> <li>- engagement of experts in spelling and writing (Dr Tessa Daffern &amp; Dr Noella McKenzie) for 2023 writing initiatives</li> <li>- ongoing targeted in-class and co-planning support for all teachers with the APCI.</li> </ul>
<p>QTSS release</p> <p>\$29,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wangi Wangi 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>• Evidence based practices</li> <li>• Data skills and assessment</li> <li>• Wellbeing</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 to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$29,400.00</p>	<ul style="list-style-type: none"> <li>- teacher and APCI developed targetted teaching plans which resulted in improved literacy and numeracy outcomes as identified in the impact of Professional Learning Funding</li> <li>- enhanced staff capacity through engagement in evidence-based professional learning</li> <li>- establishment of K-6 English and Mathematics assessment schedules to support teacher judgement and formative assessment of student learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- engaging new teaching staff in evidence-based professional learning</li> <li>- review of school wide assessment practices in line with curriculum reform K-6</li> <li>- engagement of expertise to assist in the pedagogical content knowledge of all staff for spelling and writing.</li> </ul>
<p>COVID ILSP</p> <p>\$71,000.00</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> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 60+ students across K-6 accessed the WWPS Covid ILSP program in Semester 1 and 2 and engaged in 3-5 week literacy or numeracy intervention with point of need teaching</li> <li>- students progress was monitored using the national literacy and numeracy progressions</li> <li>- positive learning gains in Literacy (phonological awareness, phonic knowledge and word recognition, fluency and grammar) and in Numeracy (quantifying number, additive strategies and multiplicative thinking) measured on the literacy and numeracy progressions</li> <li>-implementation of evidence based teaching and assessment strategies following the support of our APCI, Prinicpal and DoE universal resource hub.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Following careful evaluation of the Covid ILSP program, the next steps in 2023 will be:</p> <ul style="list-style-type: none"> <li>- ensuring the program is not interrupted due to staffing needs</li> <li>- developing school wide tiered intervention system for reading, writing and number and algebra</li> <li>- establishing Year level benchmark for Semester 1 and Semester 2 to support the identification of students with more precision and efficacy in using the literacy and numeracy learning progressions</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$150,700.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Evidence based practices</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership for all teachers K-6</li> <li>• Co-planning, co-teaching and co-evaluating models for all teachers K-6</li> </ul>

AP Curriculum & Instruction

\$150,700.00

- High impact literacy and numeracy professional learning for all teachers

**The allocation of this funding has resulted in the following impact:**

The allocation of an Assistant Principal (Curriculum and Instruction) has led to a significant impact on the implementation of evidence based literacy and numeracy teaching practices at WWPS. As a result of the APCI funding WWPS has supported and implemented:

- comprehension teaching strategies (Questioning the Author) in all classrooms through professional learning and co-planning and teaching models
- triple word theory understanding and teaching strategies for spelling and reading (phonology, phonics, orthography and morphology) through professional learning and co-planning and co-teaching models
- rich and challenging tasks for numeracy in all classrooms through the implementation of Launch, Explore, Summarise framework
- differentiation strategies for numeracy through the use of enabling (low level adjustment) and extending (high potential and gifted students) prompts
- talk moves and related non-verbal gestures in all classrooms for all KLAS
- data analysis and planning systems and processes through fortnightly APCI planning meetings with all classroom teacher and termly Impact Meetings
- deeper teacher knowledge of the national literacy and numeracy progressions
- consistent school wide planning and programming expectations (non-negotiables) for the literacy and numeracy block, including programming support tools..

**After evaluation, the next steps to support our students will be:**

- providing the APCI further consolidation time to support more rigorous implementation and support of school wide literacy and numeracy focus areas
- deepening collaboration time for the APCI to work with teachers in partnership for termly impact meetings
- providing greater flexibility for the APCI to determine when in-class shoulder to shoulder support should cease for teachers based on evidence informed decision making
- ensuring complex change models are in place prior to the commencement of pedagogical shifts
- enabling the APCI to make further resourcing decisions to support the implementation of literacy and numeracy priorities.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	62	73	79	70
Girls	62	69	74	76

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	96.2	91.3	90.9
1	92.2	95.8	89.6	91.3
2	92.4	94.7	91.9	88.5
3	93.2	95.8	89.6	90.0
4	89.7	94.7	93.0	88.0
5	91.5	95.2	90.2	87.9
6	91.6	92.7	91.8	86.3
All Years	92.1	95.2	91.0	89.0
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)	2
Classroom Teacher(s)	5.81
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.81

\*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 Actual (\$)
<b>Opening Balance</b>	65,813
<b>Revenue</b>	2,143,616
Appropriation	1,994,998
Sale of Goods and Services	7,583
Grants and contributions	139,829
Investment income	1,205
<b>Expenses</b>	-2,085,971
Employee related	-1,783,532
Operating expenses	-302,439
<b>Surplus / deficit for the year</b>	57,645
<b>Closing Balance</b>	123,458

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>	87,597
<b>Equity Total</b>	150,496
Equity - Aboriginal	26,690
Equity - Socio-economic	87,536
Equity - Language	0
Equity - Disability	36,269
<b>Base Total</b>	1,287,440
Base - Per Capita	38,660
Base - Location	0
Base - Other	1,248,780
<b>Other Total</b>	238,053
<b>Grand Total</b>	1,763,586

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

19% of our school parent and carers responded to the annual **Tell Them From Me** survey (TTFM). The overall survey results indicated above NSW government school norms in the majority of areas (inclusive, safety, behaviour, learning, and communication domains). Parents/carers feeling welcomed dropped to 7.2 (7.6 in 2021), slightly below the state average of 7.4. Positive highlights and trends in the parent/carer TTFM was:

- Two-way communication: school average score 7.1 (state 6.6)
- Parents support learning at home: school average score 7.1 (state 6.3)
- School supports learning: school average score 7.6 (state 7.3)
- School supports positive behaviour: school average score 8.3 (state 7.7)
- School supports child's behaviour: school average score 7.1 (state 6.7)

The parent and carer TTFM survey results indicated the need for further work in the areas of; parent involvement in school events and providing homework for parents and carers to opt-in to.

Year 4, 5 and 6 students responded to the annual Student Tell Them From Me survey (68 students). Overall results indicated at or above NSW government school norms in most domains. The most significant of these at or above were:

- Students with positive school relationships (friendships): 86%
- Students valuing schooling outcomes: 90%
- Students with positive behaviour at school: 76%
- Students who are victims of bullying: school score 19% (state average 36%)
- Students reporting advocacy at school: school mean 8.0 (state mean 7.7)
- Students reporting positive teacher-student relationships: school mean 8.5 (state mean 8.4)
- 89% of Aboriginal and Torres Strait islander students stated that they agree or strongly agree they feel good about their culture while at school
- 79% of Year 5 and 6 students reported a positive growth orientation to learning (state average 73%)

These areas were all above state government norms.

The student TTFM survey results indicated the need for further work in the areas of; building a more positive sense of belonging, feedback on learning progress, high expectations and relationships with peers.

The teacher TTFM survey indicated above average NSW Department of Education (NSW DoE) school results in the domains of; leadership, inclusivity, teaching strategies, use of data, learning culture and collaboration. The most significant areas at or above state averages were:

- Leadership: school mean 8.5 (state mean 7.1)
- Collaboration: school mean 8.4 (state mean 7.8)
- Learning culture: school mean 8.6 (state mean 8.0)
- Data informing practice: school mean 8.1 (state mean 7.8)
- Teaching strategies: school mean 8.1 (state mean 7.9)
- Inclusive school: school mean 8.6 (state mean 8.2)

One aspect of the teacher survey was below state mean - technology: school mean 6.5 (state mean 6.7). This was primarily due to a low mean for question related to students using interactive technologies to track progress towards learning goals.

Overall, the 2022 TTFM survey has provided the school valuable insights that will assist to inform aspect of school improvement in 2023.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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