

2022 Annual Report

Villawood North Public School



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Introduction

The Annual Report for 2022 is provided to the community of Villawood North 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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School vision

At Villawood North Public School we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

School context

Villawood North Public School is located in South Western Sydney and provides high quality education for a richly diverse community with 90% of students having a language background other than English. There are 28 different language backgrounds represented in the student population with the larger groups being Arabic, Vietnamese, Chinese and Pacific Islander.

The school supports students from low socio-economic, English as a Second Language and Aboriginal and Torres Strait Islander backgrounds. In response to its' complex student needs, the school is an Early Action for Success school. The school receives an Instructional Leader to support the early development in literacy and numeracy. The Instructional Leader works in collaboration with the Principal, school leadership team and teachers to integrate Early Action for Success initiatives into the school plan and programs.

The school launched a Support Unit to meet the complex needs of students diagnosed with Autism Spectrum Disorder comprising of three classes. The Support Unit works alongside the mainstream classes with a focus on integration within the school community.

The community supports a focus on learning and a wide range of activities which support the development of the whole child.

The school has completed a situational analysis, with consultation of all key stake holders, that has identified three areas of focus for this Strategic Improvement Plan. These three areas are building upon the work undertaken in the previous school planning cycle, and are all focused on improving students outcomes through building teacher capacity, explicit teaching and establishing high expectations.

Student growth and attainment

Through the analysis of NAPLAN data, key issues emerged in Reading, Writing and Numeracy results being consistently below SSSG across Year 3 and 5. A noticeable downward trend was observed in Numeracy from 2017 for Year 3, as was a significant decline in Reading and Writing from 2018 for Year 3. Analysis of Year 5 data demonstrated a slight increase in Numeracy, Reading and Writing from 2018 to 2019.

Planning, programming, assessment and evaluation of teaching and learning are areas of ongoing improvement. A whole school system and process will be developed to ensure teaching and learning is meeting Department of Education and NSW Education Standards Authority standards, informed by the literature 'What Works Best: 2020 Update'. Areas targeted in this school plan include:

Reading

- Read, view and comprehend texts
- Punctuation and vocabulary

Numeracy

- Measurement and Geometry
- Number and Algebra: Fractions and Decimals, Additive Strategies and Multiplicative Thinking

High Expectations

When conducting the situational analysis it was evident that student attendance and engagement in learning is an area of ongoing focus. Data collected through Tell Them From Me has shown a decline in positive behavior at school, and this was iterated through survey responses across all key stakeholders. While the school has implemented Positive Behaviour for Learning (PBL) principles, on reflection of the literature it is only one small part of wellbeing.

Linked to the School Excellence Framework the school will have a strong focus on building high expectations in the learning culture across all key stakeholders. We will do this by lifting attendance rates, including partial absences, and improve on a planned whole school approach to wellbeing with community voice and understanding, linking PBL and the new Behaviour Strategy released to Department of Education Schools. The school will work closely with the Wellbeing

Data informed collaborative practice

Our situational analysis has identified there is a variety of summative and formative assessment practices being implemented across the school, and two years of standardised assessment data collected. These forms of data have been used to identify individual learning goals in reading and writing for students and reporting back to parents and carers. The individual learning goals have also informed Personalised Learning and Support Plans (PLaSP).

School data (school assessment and student work samples) are not reflective of external data such as NAPLAN in regards to our student outcomes. There is also a discrepancy between the school data that is collected K-2 and 3-6 and how it is used to inform teaching and learning programs.

Informed by the School Excellence Framework and What Works Best: Update 2020, the school will strengthen practice in formative and summative assessment and the analysis of the data collected, in turn, the data will inform teaching and learning programs leading to explicit teaching. Feedback teacher to student, student to student and student to teacher and external data sources will be used to triangulate the data informed practices being developed.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

In order to improve student learning outcomes across reading and numeracy, teachers will engage in professional learning, receive and provide quality feedback, develop quality summative and formative assessments and analyse data to evaluate and modify teaching strategies and programs.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$181,330.14

Professional learning: \$25,500.00

Low level adjustment for disability: \$137,000.00

AP Curriculum & Instruction: \$210,000.00

Socio-economic background: \$267,000.00

Summary of progress

Literacy

In 2022 the school refined the explicit teaching of reading and comprehension across all classes aligned with research based pedagogy. Professional learning was planned for building capacity and expertise in teaching staff to plan, implement and assess teaching and learning in phonological awareness, phonics, vocabulary and reading comprehension. Teaching staff engaged with CESE Effective Reading in the Early Years, Literacy Learning Progressions in regards to Phonic Knowledge Word Recognition and Understanding Texts, Word Aware: Teaching vocabulary across the day, across the curriculum, Planning for EALD Learners using the Learning Progressions, and Super Six Strategies for reading comprehension. School Learning and Support Officers (SLSO) engaged in professional learning to build their capacity in supporting explicit teaching and learning in the areas of phonological awareness, phonics, vocabulary and reading comprehension. As a result we have maintained our upward trajectory of students improving in their reading results as measured by NAPLAN. We have seen improvement in comparative data through the Check In Assessment to suggest we have an increase in the number of students accessing higher levels of vocabulary.

Next year in the area of literacy, we will continue to embed the evidence based practices of building teacher pedagogy in the explicit teaching of phonological awareness, phonics, vocabulary and reading comprehension to ensure the line of trajectory continues to lift. These teaching practices will be aligned with the new K-2 English syllabus being implemented, and reviewed in the 3-6 draft English syllabus. In addition, the school will actively seek to engage parents in effective partnerships with the school to enhance student learning and support clear improvement aims in the area of literacy.

Numeracy

In 2022 the school engaged in professional learning opportunities for staff to support the explicit teaching of mathematics in the classroom. This included exploring the variety of quality texts to support mathematical concepts and vocabulary, technology resources such as Bee Bots and Ozobots to support mathematical thinking and engaging in professional learning to develop teacher instruction in Number Talks across all classes. Teachers engaged in two 10 week Teaching Sprints to support teachers in collaboration in implementing number concepts, to meaningfully engage with evidence based practice in number, make incremental changes to their teaching practice for big impact over time and deepen their knowledge in the teaching and learning of additive strategies. The school commenced the building of knowledge and understanding of the new K-2 English and mathematics syllabus. Staff engaged in an orientation afternoon to introduce the new documents, followed by two micro-learning modules provided through the Department of Education. As a result we have evidence of class data improve with students knowledge around number concepts with slight improvements in additive strategy questions using Check In assessment, however this has not transferred into our NAPLAN results.

Next year in the area of mathematics we will align teacher professional learning with evidence based pedagogy in developing effective teacher practice in the implementation of explicit mathematical teaching and learning. Our focus will be building specialised mathematical content knowledge, strengthening pedagogical knowledge of effective teaching practice in mathematics and develop horizontal knowledge and concepts that relate across the syllabus. These teaching practices will be aligned with the new K-2 mathematics syllabus being implemented, and reviewed in the 3-6 draft

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 system negotiated target: • Top Two Bands (or equivalent) NAPLAN Reading uplift of 7.88%	An increased percentage of students achieved in the top two skill bands for reading however the school did not meet the system negotiated target. The school progressed significantly with 7.37% above the target baseline.
Achievement of 2022 system negotiated target: • Top Two Bands (or equivalent) NAPLAN Numeracy uplift of 7.35%	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in an increase in correct responses aligned with measurement outcomes.
Expected growth data not available due to COVID-19 in 2020. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected growth data not available due to COVID-19 in 2020. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increase of 1% from baseline for students achieving vocabulary area of learning as measured by the Check In Assessment.	An increased percentage of students achieved in the area of learning for vocabulary and exceeded the school negotiated target across all cohorts. The school progressed significantly with an uplift in the current Year 5 cohort of 30.4% above the target baseline.
An increase of 1% from baseline for students achieving number sense and algebra area of learning as measured by the Check In Assessment.	A decreased percentage of students answered correctly in number sense and algebra indicating the school did not meet the school negotiated target.

Strategic Direction 2: High expectations

Purpose

In order to improve student cognitive, emotional, social and physical wellbeing students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour in an enabling school environment.

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.

- Wellbeing
- School engagement

Resources allocated to this strategic direction

Socio-economic background: \$229,765.39

Integration funding support: \$15,346.00

Refugee Student Support: \$5,423.80

Aboriginal background: \$1,464.81

Low level adjustment for disability: \$56,000.00

Professional learning: \$1,000.00

Summary of progress

Wellbeing

In 2022 the school focused on reconnecting with families after the isolation from the pandemic, familiarisation and implementation of the Inclusive, Engaging and Respectful Schools Policy (IER) and review of current Positive Behaviour for Learning (PBL) principles.

Teachers engaged in professional learning that was underpinned with evidence based strategies to support positive classroom management and trauma informed practices to positively impact on effective teaching and learning practices. With an increase in beginning teachers employed at the school, a Beginning Teacher Meeting Group was established by an aspiring leader, where school scenarios in planning and responding to classroom management was a priority for meeting agendas. In addition, staff explored resources provided through the DoE Behaviour Support Toolkit for teachers and school staff. Whole school meetings were attended by teachers, School Learning and Support Officers (SLSO) and School Administration Staff (SAS) to build understanding and knowledge aligned with the introduction of the IER Policy. Inclusive and engaging practices were reviewed, and connections were made between the policy and school wide systems and processes to support positive choices and behaviour. A strong focus was placed on restorative practices and providing students with strategies to support emotional regulation. Teachers and SLSOs engaged with specialised staff in the DoE to support the development and implementation of Behaviour Response Planning and Behaviour Management Plans to meet the diverse needs of students across the school. SLSOs were employed to provide additional social and emotional support for vulnerable students, and a QR Code check in was developed to be used daily with students to open discussion about their daily wellbeing.

With student results showing a decrease in positive behaviour at school, a student forum was held with representatives across Years 4, 5 and 6 to develop clarity related to student and staff understanding of what positive behaviour at school looks like, sounds like and how it can be embedded.

Next year the school will review Behaviour Fundamentals with all staff, and include this PL as part of the Orientation to VNPS process for staff who commence at the school after the first SDD Term 1. The school will continue to embed a focus of supporting positive behaviour in ongoing Beginning Teacher meetings and engage DoE specialist staff to work with all staff in building knowledge and understanding of the purpose of student behaviour. Feedback from the students would be used to inform improvements in the schools current systems to promote positive behaviour, and support positive peer/staff interactions. The school leadership team will continue to refine current school practices ensuring alignment with the IER Policy.

School Engagement

In 2022 the school focused on encouraging students back to school and building the expectation all students will be at school unless they are unwell. With the ongoing concern related to COVID-19, and the community supporting the advice provided by the school regarding staying home if unwell, there has been a significant decline in student attendance. In

addition the school started to re-engage the school community during Term 2 with the relaunch of our Parent Cafe. Parents and carers were being invited to attend information sessions to support learning from home, understanding the role of the school counsellor, parent partnerships with community resources and school feedback and planning sessions. As COVID-19 guidelines began to relax, parents and carers were invited back onto school grounds to support students in school events such as parades, sporting events, multicultural celebrations and whole school performance. The school established a Parent Partnership Learning Ecosystem Team to research the barriers between school and home relationships. The Parent Partnership Learning Ecosystem Team conducted staff and community surveys to establish baseline data to inform what barriers hinder parent engagement at school. To support a strong start to Kindergarten, the school aligned with Community First Step in Semester Two to engage with preschool students enrolled to commence school in 2023, with the purpose of providing a 20 week program targeting skills and experiences to support a successful transition to school.

Attendance at Parent Cafe consistently had 3 to 4 parents, with excess of 20 to 30 parents in attendance at school events. This supported the survey data collected by the Parent Partnership Learning Ecosystem Team identifying language barriers were a deterrent for parents to engage in Parent Cafe information sessions, where attending events to support their child in school participation was achievable and successful. The School Readiness program targeted 16% of 2023 Kindergarten enrolments with positive feedback from parents.

Next year the school will continue to engage with the Parent Partnership Learning Ecosystem project with the aim to shift parent participation to engagement and continue to engage with community agencies to connect with families such as the School Readiness Program. The school will put attendance as a high priority by re-engaging with the Home School Liaison Officer and the DoE Attendance Matters - Resources for schools.

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
Student positive behaviour outcomes improve as measured by Tell Them From Me assessment data achieving a 5.5% uplift from baseline.	A decrease in the number of students identified student positive behaviour outcomes had improved, indicating the school did not meet the system negotiated target. Data shows the decrease occurred between the June 2022 survey which resulted in exceeding the baseline and September 2022 survey which resulted in a 7.5% below baseline.
Student attendance outcomes improve as measured by SCOUT attendance data achieving a 2.15% uplift of students with an attendance rate of 90% or above.	<p>The attendance figure that is compared to the target is the attendance level. It is the proportion of students attending 90% or more of the time and is always lower than the attendance rate.</p> <p>This figure was introduced in 2018 for target measures and is more variable than the attendance rate as it is binary e.g. a student attending 90% or more of the time vs a student attending less than 90% of the time. Due to this calculation methodology, the figure decreased significantly from 2021 to 2022 by more than 20 percentage points across all government schools in NSW, resulting in the overall state attendance level of 45% (compared to the decline of 5 percentage points in attendance rate to 85% for all government schools in NSW).</p> <p>Some contextual factors that may have affected attendance in 2022 are:</p> <ul style="list-style-type: none"> • 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.

Purpose

In order to improve student learning outcomes in reading and numeracy, teachers need to engage in regular classroom observation and feedback and articulate how changes in their practice impact on student outcomes.

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.

- Collaboration
- Data Informed Practice

Resources allocated to this strategic direction

QTSS release: \$57,500.00

Socio-economic background: \$29,000.00

Summary of progress

Collaboration

In 2022 the school had a strong focus on embedding collaborative practices to improve teaching and learning across the school aligned with evidence based practices in literacy, numeracy and developing individual Personalised Learning and Support Plans (PLaSPs) for students with complex needs. Timetables facilitated every team to be released weekly to collaboratively plan for explicit teaching and learning in targeted areas specific to their teaching role. The targeted areas included vocabulary and phonics K-2, vocabulary and comprehension 3-6, developing a NESA compliant scope and sequence for Community Languages and managing challenging behaviours and phonics in the Support Unit. In addition, fortnightly collaboration was planned during after school hours for staff to engage in Teaching Sprints (Simon Breakspear) in Term 2 and Term 3 to develop teacher skill in the implementation of Number Talks in all classrooms K-6 and Support Unit, and Classroom Management in the Library and Community Languages programs. Expertise from the Assistant Principal Curriculum and Instruction (APC&I) and Assistant Principal Learning and Support (APLaS) was accessed to support and facilitate the collaboration across the teams.

Success has been evident through the K-2 program in literacy and numeracy with 100% of teachers engaged in all aspects of collaboration offered. Teachers were able to engage in regular reflective practices to inform teaching and learning, and plan for explicit teaching and learning using evidence based pedagogy. The inclusion of all Support Unit staff and parents in the development of Behaviour Response Plans and collaborating to develop a teaching and learning program targeting social and emotional outcomes for students with complex needs. As a result of staffing implications, the 3-6 team were not able to access APC&I support from Term 2 and beyond impacting on Tell Them From Me survey results with a 0.1% drop in teacher feedback directly related to collaboration. During semester 2, the role of leading collaboration was facilitated by the Assistant Principal 3-6 who worked closely with the APC&I K-2.

Collaboration enabled the school to build capacity of aspiring leaders. Through the implementation of Teaching Sprints, the AP C&I worked shoulder-to-shoulder with two aspiring leaders to lead collaboration for the purpose of teacher improvement. Each aspiring leader was mentored during Term 2, and coached in Term 3 for the effective implementation of the sprints. This has resulted in expanding the number of staff who are able to build collaborative and disciplined dialogue with their peers and make incremental changes to teaching practice, for big impact over time.

The results of the ongoing collaboration demonstrate 100% of K-6 teachers were implementing a summative vocabulary assessment task to inform impact of teaching and learning programs during semester 2, 100% of K-2 teachers were using weekly formative assessments to gauge acquisition of phonics, all PLaSPs were being reviewed regularly and aligned with classroom teaching and learning programs and 100% of teachers engaged in preparing, sprinting and reviewing in a teaching sprint cycle.

Moving forward, the school will continue to prioritise and embed teacher collaboration into regular timetabling, informed by data and evidence based pedagogy. Collaborative practices will facilitate authentic reflective practices to inform future planning and led by experts within and external of the school. The focus for collaboration will be determined by student data in the areas of literacy and numeracy.

Data Informed Practices

In 2022 the school collected and analysed a variety of data sources to inform teaching and learning programs and

funding decision making. K-6 consistently captured student data aligned with the literacy and numeracy learning progressions in weeks 5 & 10 of every term, and reviewed and adjusted the collection of reading data to reflect the implementation of decodables in K-2 classes. In addition to class data, it was the fourth consecutive year standardised assessment data has been collected in Terms 1 & 4 to assist in early identification of students requiring extension or additional assistance, and measuring growth within a years of learning. Students in Year 4 and Year 6 engaged in the Check In assessments during semester 1 and 2, joined by Year 3 and Year 5 in semester 2 which were reviewed and analysed to inform teaching and learning programs and individual student learning goals. Year 1 students participated in the Year One Phonics Screening Assessment informing professional learning and Personalised Learning and Support Plans (PLaSPs). Data was analysed by the APC&I, shared with executive and classroom teachers and informed decisions about classroom differentiation and interventions including the COVID Intensive Learning Support Program (COVID ILSP), Learning and Support Teacher and School Learning and Support Officer intervention programs. Time was dedicated to investigating assessment practices to develop a balance between summative and formative data to inform teaching and learning programs, addressing student needs and inform reporting back to parents and carers. K-2 teachers engaged regularly in data chats facilitated by the APC&I. Data chats were introduced in the Support Unit aligned with the teaching and learning of phonics and decodable texts during Term 4 facilitated by the APC&I K-2. As a result of staffing implications, the 3-6 team accessed data chats in Term 1 facilitated by the APC&I 3-6 and Term 4 by the AP 3-6. Collaboration was used as a tool to facilitate regular conversations between teachers related to current and ongoing assessment and data collection aligned with vocabulary, phonics, comprehension and Number Talks. Wellbeing data including individual, cohort and school data aligned with attendance, Villaward trading, referrals to executive for support or external network services to address student wellbeing needs, and the development of Behaviour Response Plans or Behaviour Management Plans were regularly reviewed by the Learning and Support Team and executive, analysed and shared with all staff to build understanding about students within the school context.

As a result, teachers were making informed decisions about student progress using a mixture of internal and external data, leading to 100% of mainstream K-6 teachers mapping student progress on PLAN2 and 100% of classroom teachers (mainstream and Support Unit) engaging in data chats during Term 4. A school based survey demonstrated 81.9% of staff feel confident to use data to inform their teaching practice. The leadership team analysed external Literacy and Numeracy data when available and identified strengths and areas for improvement impacting student outcomes and informing professional learning plans for whole school improvement. 100% of mainstream K-6 teachers regularly analysed internal Literacy and Numeracy data to inform individual learning goals and reporting to parents and carers through formal written reports. The analysis of wellbeing data demonstrated teachers acknowledge student positive choices in learning over respectful and safe behaviours, and students K-4 engage in the trading of Villawards with very low participation from Years 5 & 6. Individual analysis provided insights with individual strategies to support wellbeing and provide consistency in implementation across all settings in the school.

Tell Them From Me teacher survey data has shown the school has a 0.1% increase in staff regularly using data to inform their practice. Drilling down into the data, staff have scored using assessments to assist in understanding where students are having difficulty, giving students an opportunity to improve, and use results from formal assessments to inform teaching and learning programs, as being the strengths across the school in data informed practices.

In planning for 2023, the school will continue to embed data collection processes and analysis to inform decision making established and maintained in 2022, and facilitate regular data chats aligned with collaboration for all teachers in mainstream and the Support Unit. To further measure impact of data informed practice the school will need to develop guidelines to support the monitoring of action in classrooms as a result of the data chats, providing evidence of the explicit or improved teaching.

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
An increase of 2.5% from baseline for teachers regularly participating in structured lessons that focus on how different teaching approaches impact on student learning as measured by What Works Best Teacher Survey.	An increased percentage of teachers have identified they regularly participate in structured lessons that focus on how different teaching approaches impact on student learning. The school progressed significantly achieving 31% above the target baseline as measured by What Works Best Teacher Survey.
An increase of 2.5% from baseline for teachers making connections between different data sources to build up a rounded picture of each student as measured by What Works Best Teacher Survey.	An increased percentage of teachers have identified they make connections between different data sources to build up a rounded picture of each student. The school progressed significantly achieving 49.1% above the target baseline as measured by What Works Best Teacher Survey.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,423.80</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing financial access to educational resources to support learning • Accessing bilingual School Learning and Support Officer <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students accessed educational resources purchased by the school, to use at home to engage in homework tasks for the continuity of learning, - subsidy was provided for school incursions and excursions allowing participation in all educational experiences, and - access to in-class support from a bilingual School Learning and Support Officer to assist in breaking down language barriers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - develop Welcome to School starter packs including stationary for home and school uniform items, and - to continue to support students in accessing the curriculum through additional learning tools and ensuring equitable access to learning experiences.
<p>Integration funding support</p> <p>\$15,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Villawood North 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release to build teacher capacity around adjustments to support inclusive practices in physical education and sporting events. • consultation with external providers for the implementation of safe practices aligned with students Health Care Plans and environmental adjustments • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of students accessing Integration Funding Support have Personalised Learning and Support Plans targeting specific skills related to their academic or physical needs, and - where applicable, Risk Assessments or Behaviour Response Plans have been developed in collaboration with parents/carers and specialised staff/external agencies to ensure student needs are being addressed. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - engage in regular review meetings with parents and carers, external agencies supporting the student and the family and the DoE staff to ensure Personalised Learning and Support Plans, Behaviour Response Plans and Risk Assessments are current and addressing the priorities for the student.
<p>Socio-economic background</p> <p>\$525,765.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Villawood North Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$525,765.39</p>	<p>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"> • Reading • Wellbeing • School engagement • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through evidence based literacy and numeracy explicit teaching to support student learning • employment of additional staff to support School Learning and Support Officer reading and numeracy intervention program implementation. • resourcing to increase equitability of resources and services • employment of Community Liaison Officer (CLO) to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - upward trajectory in student achievement as measured by NAPLAN related to reading and growth in reading. This has been an ongoing increase since 2021. - 100% of students have full access to Reading Eggs and Mathletics which is used to supplement the English and mathematics curriculum. - 100% of students engaged in the annual school performance showcase in Term 4 where a paid expert external agency implemented a 10 week teaching and learning program culminating in night performances. - heavily supplemented DoE provided decodable texts to create class sets for use in the K-2 classrooms and Learning and Support programs. - re-establish Parent Cafe to connect school with home, and having success with the school's first parent led fundraiser in the last 6 years - School Learning and Support Officers were employed to provide targeted intervention across K-6 mainstream classes, resulting in students showing growth in intervention programs like Toe By Toe. - students representing the school in PSSA, district, regional and state sporting events could attend with heavy subsidies provided to reduce the cost of buses and entry fees. - quality texts were purchased to support the implementation of the new K-2 English syllabus for Term 1 2023, ensuring every K-2 class had access to the required texts each fortnight. - student behaviour and school attendance acknowledged and rewarded. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to ensure that all students have access to teaching and learning tools and quality resources, - to continue to provide access to all incursions and excursions that enhance learning, and intervention programs to supplement the curriculum, - to link the CLO with the Parent Partnership Learning Ecosystem to increase parent engagement, - continue to employ SLSOs to implement targeted interventions to support students in developing literacy, numeracy and social skills., and - continue to resource classes with quality texts and decodables to supplement the teaching and learning.
<p>Aboriginal background</p> <p>\$1,464.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Villawood North 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>

<p>Aboriginal background</p> <p>\$1,464.81</p>	<ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of students identifying as indigenous backgrounds had Personalised Learning Plans, co-developed with the students and parent to support learning at school. Personalised Learning Plans were reviewed termly and adjustments made. - 100% of students accessed 1:1 intervention for reading and numeracy to support the classroom program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to develop Personalised Learning Plans with the collaboration between teacher, student and parent and provide individual intervention in the areas of reading and numeracy.
<p>English language proficiency</p> <p>\$181,330.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Villawood North 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provide EAL/D Progression levelling PL to staff. • Revised the EAL/D individual student assessment and developed culturally appropriate resources. • Revised the EAL/D parent survey to be completed during the enrollment process. • employment of additional bilingual teachers ,to create EAL/D classes with a smaller teacher to student ratio <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 47.3% of students have demonstrated 12 months growth in their reading age scores in comparison to Term 1 data capture - 10.5% of students have exceeded their chronological age with their reading age - 57.8% of students have demonstrated 12 months growth in their spelling age scores in comparison to Term 1 data capture - 21% of students have exceeded their chronological age with their spelling age - 26.4% uplift of students performing in stanines 4, 5 and 6 in comparison to Term 1 data capture. - incoming student enrollment data is more accurate as a result of the implementation of the EAL/D parent enrollment survey, leading to consistent identification of EAL/D or LBOTE placement. - greater consistency in data collection across the school resulting in consistency of teacher judgment and more accurate placement of students against EAL/D phases - all teaching staff to engage with EAL/D Learning Progressions under the guidance of the EAL/D Education Leader <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to develop staff knowledge of the EAL/D phases in order to accurately plot students against the EAL/D Progressions using the expertise from the EAL/D Educational Leader. - for teachers to use knowledge of EAL/D Progressions in order to plan and implement differentiated activities for EAL/D students within their class.

<p>Low level adjustment for disability</p> <p>\$193,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Villawood North 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"> • Reading • Numeracy • Wellbeing • School engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increase in the number of students accessing regular evidence based reading interventions K-6, with progress tracking every 10 weeks provided through SLSO programs - Year 5 NAPLAN observed an upward trend in reading, exceeding the SSSG average score by 4.72 - Year 5 NAPLAN results showed a significant increase in reading results with a 19.6% uplift of students performing in the top two bands - professional expertise gained by teachers through the employment of a speech pathologist has built knowledge and understanding in making reasonable adjustments to teaching and learning plans to support student outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ SLSOs to implement evidence based interventions targeting reading, and build to include numeracy - professional learning and support for all staff in implementation of the Inclusive, Engaging and Respectful (IER) policy to ensure all students have equality in accessing curriculum - continued engagement with specialised speech pathologist to carry out professional learning in the transference of explicit vocabulary teaching into other Key Learning Areas
<p>Professional learning</p> <p>\$26,500.00</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 Villawood North 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"> • Reading • Numeracy • School engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • building the collective capacity of staff to deliver evidence based teaching and learning programs, and intervention programs to meet the complex needs of students • engaging a specialist teacher to unpack evidence-based approaches to teaching vocabulary and explore modelled, interactive, guided and independent learning opportunities • engaging a specialist teacher to unpack evidence-based approaches to working with students with an ASD diagnosis, English as an Additional Language or Dialect or impacted by trauma.

<p>Professional learning</p> <p>\$26,500.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to embed effective practices in the explicit teaching of reading and vocabulary - increased capacity of teachers across K-6 to effectively assess students against the EAL/D Learning Progressions to inform teaching and learning programs - teaching and learning programs are differentiated using data informed practices teaching and learning to meet the needs of students resulting in improved internal student results - increased number of students answered correctly in the area of vocabulary as measured by Check In assessment with an uplift in the current Year 5 cohort of 30.4% above the target baseline - teacher feedback has identified a high need in developing skills in classroom management <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue and further strengthen whole school, team identified and personalised professional learning in the forms of mentoring, collaboration and shoulder-to-shoulder support in the classroom in the areas of literacy, numeracy and classroom management - to encourage teachers and SLSOs to connect with professional learning communities and networks - to continue to encourage all staff to engage in purposeful, additional professional learning linked to their Performance and Development Plans
<p>QTSS release</p> <p>\$57,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Villawood North 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> - 100% of classroom teachers accessing shoulder-to-shoulder support in the implementation of quality literacy and numeracy programs - 100% of classroom teachers accessing regular structured collaboration time to reflect, evaluate and plan teaching and learning programs - an increase of 28.8% of staff indicating they receive feedback that discusses the effectiveness of strategies delivered in a lesson and act upon the feedback to refine and improve teaching and learning <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue building capacity across K-6 and Support Unit teaching staff using mentoring, co-planning and observation and feedback - to build mentoring support for SLSOs in a specialised setting - to provide additional release for Assistant Principals to attend collaboration sessions across the teams they support
<p>COVID ILSP</p> <p>\$253,000.00</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>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</p>

<p>COVID ILSP</p> <p>\$253,000.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - phonics, additive strategies, comprehension, multiplicative strategies <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of the students in the program achieving significant progress towards their personal learning goals - 20% increase in Year 1 students solving additive tasks involving two concealed collections of items by visualising the numbers, then counts from one to determine the total as captured in PLAN2 - 10% increase in Year 2 students solving additive tasks involving two concealed collections of items by visualising the numbers, then counts from one to determine the total as captured in PLAN2 - 11% increase in Stage 2 students scanning texts to locate specific information in a predictable print text as captured in PLAN2 - 29% increase in Stage 3 students drawing inferences and verifying using text evidence as captured in PLAN2 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need - to continue to engage in regular monitoring of student progress - providing additional in-class support for some students to continue to meet their personal learning goals
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	133	126	138	125
Girls	136	122	127	118

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	80.8	88.9	84.0
1	91.2	80.9	91.4	83.0
2	93.6	77.3	91.8	84.8
3	94.1	77.6	89.3	86.6
4	91.3	81.1	91.6	85.4
5	92.5	86.5	93.9	82.8
6	92.7	87.4	92.5	87.3
All Years	92.3	81.7	91.2	84.8
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)	5.4
Classroom Teacher(s)	9.87
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1
School Administration and Support Staff	5.51
Other Positions	1.2

*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	624,844
Revenue	4,347,806
Appropriation	4,309,190
Sale of Goods and Services	8,832
Grants and contributions	27,807
Investment income	1,977
Expenses	-4,032,583
Employee related	-3,612,319
Operating expenses	-420,264
Surplus / deficit for the year	315,223
Closing Balance	940,067

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	20,770
Equity Total	903,292
Equity - Aboriginal	1,465
Equity - Socio-economic	526,385
Equity - Language	181,330
Equity - Disability	194,112
Base Total	2,531,684
Base - Per Capita	71,306
Base - Location	0
Base - Other	2,460,378
Other Total	527,631
Grand Total	3,983,377

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

Parent/Carer

Parent Survey's and Feedback Forums were conducted throughout the year seeking feedback on what the school does well, what the school could improve in and where they would like to see funds injected. The strongest feedback was related to parents and carers wanting to have more access to school events, and with the reduction of COVID Smart measures throughout the year, this level of involvement was achievable. A combination of Tell Them From Me (TTFM) and Feedback Forums demonstrate 72% of parents or carers reported the ability of texting teachers through ClassDojo was a useful form of communication. TTFM demonstrates 72% of parents or carers agreed the school is well maintained, with the forums identifying the improved shelving and painting in the library, painting of external buildings, upgrade of the hall internal and external sound system for assemblies and events, and seating for the hall were well received. Next year, parents and carers would like to see improved regular communication between home and school about their child and a continued upgrade of school facilities.

Student

Student forums were conducted twice in 2022 with the School Representative Council and School Student Leaders. Students strongly expressed the playground equipment supplied throughout the year was well received by students, including Passive Play, access to the library, tubs of sporting equipment, toy trucks and the newly installed playground equipment. Through TTFM, students have requested to extend the lunchtime activities to include various clubs of interest, for example gardening or art clubs. Students identified the need to upgrade the audio equipment internal and external of the hall, requested new jerseys for PSSA soccer representatives, gain access to additional technology in classrooms for learning and an improved surface on the field for sports.

Teacher

72% of teachers completed the Tell Them From Me Teacher Survey. Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree).

- teachers surveyed felt supported by leadership at the school (7.3)
- teachers surveyed engaged in collaborative practices to improve student learning outcomes (7.1)
- teachers surveyed create a positive learning culture for students to connect, succeed and thrive (7.3)
- teachers surveyed use data informed practices when making decisions about teaching and learning (7.2)
- teachers surveyed engage in effective teaching strategies to improve student learning (7.4)

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.