

2022 Annual Report

Toongabbie East Public School



4366

Introduction

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

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

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Message from the principal

This year has been a year full of achievements for Toongabbie East Public School. All students grew and developed academically, socially and emotionally.

During the year, we have enjoyed many wonderful student and staff achievements - across academic pursuits, the sporting field, swimming, creative and performing arts and through various areas where our students have been able to demonstrate their talents and leadership skills.

This year, saw students exceed our school NAPLAN system negotiated targets in literacy and numeracy. These extremely pleasing results, along with the improvement and development teachers see daily, are all indicative of the commitment and hard work students, teachers and parents/carers have displayed.

Two teachers accomplished accreditation at proficiency and four staff members were awarded a Metropolitan South Principal's Network Award for their dedication and achievements. Congratulations to Stefanie Cutri, Natalie Grego-Knust, Coralie Hulley and Cheltzie Hall on being selected for this well-earned recognition.

During 2022, our sheltered yarning circle was introduced to utilise as an outdoor learning space, our CALM Club commenced at lunch times, student bathroom areas were renovated and new water fountains and drinking bubblers installed. The Dipali Jani Memorial Bench and garden were established, interactive whiteboards were purchased and this along with student Ipads, allowed every student to have their own individual device. Aboriginal Culture Club and STEM sessions were also introduced this year, which have seen many positive impacts on learning, confidence and engagement in school.

Our presence in the wider community was greatly felt. Our partnership with Foodbank for breakfast club strengthened as did our partnerships with Parramatta Council, Reconciliation Australia, FEDA College, Koori Kinnections, C3 Church, University of Western Sydney, Bunnings, Office Works, Parramatta Eels, The Giants, Hillsong Church, Anglicare and the Chaplaincy Program. I would like to thank these organisations for their collaboration and generosity throughout 2022.

I would like to acknowledge the teachers and support staff who brought their enthusiasm and knowledge to the classroom, promoting excellence and supporting students to improve and develop. I would like to thank the administrative and executive staff who work in the background to support the operations of the school and play a crucial role in supporting students, teachers, and families.

Thank you to parents and families for your partnership in the education of your children. I have valued your support in building upon our nurturing school community. This year we have again proven that when we work together, we can achieve greatness.

I would like to acknowledge the P&C Committee who all generously gave up their time to provide students with the best resources, exciting activities and assisted us to make our school one that everyone can enjoy and be proud of. The P&C continued to be dedicated and innovative in their work to benefit our students and school. An impressive amount of

fundraising and accomplishments took place this year that would not have been possible without our hard-working P&C. Thank you for all that you do!

Finally, the reason we are all here, the heart and soul of the school - our students, who have worked so incredibly hard this year. They should all be commended for their many accomplishments throughout 2022. There is a story of bravery, dedication and resilience behind every student achievement, no matter how small or large it may seem. When you read their achievements through such a lens, you will be reminded of just how incredible TEPS students are.

It is an absolute honour to be the principal of Toongabbie East Public School and I look forward to seeing further accomplishments in 2023.

Kristy Haggett

Message from the school community

2022 TEPS P&C President Report

I would like to take this opportunity to thank the P&C members over the past year and I would additionally like to extend a huge thank you to all the parents & carers and wider community for supporting our P&C initiatives throughout the year.

As President in 2022, I have enjoyed being a part of the Toongabbie East Public School community, getting to build relationships with staff, families, and our stakeholders, with the overall goal:

1. **To promote the interests of the school by bringing parents, citizens, students, and teaching staff into close co-operation.** We have successfully organised, run and been a part of:

- Easter Raffle 'Ready, Set, Raffle'.
- 'Raffle Bonanza' in August.
- Mother's Day Shop.
- Father's Day Shop.
- Hot Dog Day.
- Education Week themed lunch day.
- Halloween themed lunch day.
- Represented at TEPS ANZAC DAY service & assisted in securing ADF guest, and facilitated invites, leading to the attendance of Mr Mark Taylor, Member for Seven Hills, City of Parramatta Deputy Lord Mayor, and Parramatta Ward Councillors.

1. **To assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school.**

- Doggy hamper to 'Hudson' our school's therapy dog.
- Successful application to ClubGRANTS NSW of \$10,000 from Parramatta Leagues Club for the purchase of sheltered seating to be installed soon.
- \$2,000 for the purchase of a defibrillator.
- School Chess inter-schools competition - snack expenses.
- Year 6 shirts.
- Oranges for students during Cross Country.

In addition to that I know some of our members (and other parents/carers) have also been a big part of the school's canteen being able to remain open by volunteering. We are thankful for all who have been able to assist, so the students can enjoy. We have had some fun creating a 'selfie-frame' and handing it around on special days to the students, teachers and families present to help create a little more fun and memories.

It has certainly been a couple of years of '*doing things differently*' and a huge learning curve. We continue to adapt and grow as the environment around us does.

We have proudly cheered on students with sporting carnivals, NAPLAN achievements and educational events. We have enjoyed seeing and meeting many new faces - students, families, visitors, and staff who we welcome warmly. We continue to watch TEPS grow and adapt and become a better version of itself each day.

Toongabbie East PS community has continued to show their support and engagement, buying tickets to raffles, items in 'shops', 'liking' and sharing our posts and generally just getting behind each activity we do. Our new Facebook page to communicate directly with the community @Toongabbie East Public School P&C has been established, which will continue to grow with ongoing promotion and use.

Our students have thoroughly enjoyed visiting our Mother's Day and Father's Day 'shops' where we have aimed to promote a real 'shopping' experience for the children.

Orders for special lunch days also continue to be a huge hit with the children, enjoying the ideas and different options on offer.

Mr Taylor's continued support of TEPS will long benefit our school and community and I hope the P&C continues to foster and build on that for many years to come. Our P&C has been specifically mentioned in NSW Parliament, by Mr Mark Taylor Member for Seven Hills and he also gave a fantastic clip saying some wonderful words in the schools P&C Day video in 2022.

There is still the issue of generating membership. This seems by all reports to be a common puzzle in School P&C's. The P&C will need to continue to promote to new and existing families and consider additional methods of approach in 2023.

I would like to sincerely pass my thank you to our Principal, Mrs Kristy Haggett for her continued leadership and her ongoing support of the P&C. Having stable, strong, continued leadership at TEPS, showing dedication to our school and community has been integral to the school's growth.

Take care.

Sarah Irani

2022 TEPS P&C President



School vision

At Toongabbie East Public School, we believe every child should be continually improving in a high expectation environment that encompasses a collaborative, holistic, multi-dimensional approach to implementing evidence-based change that both challenges and supports individual student growth. Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute positively to society. Every student in our school is known, valued and cared for and achieves with pride.

School context

Toongabbie East Public School is a small metropolitan school. Although situated geographically close to the hub of Parramatta City, Toongabbie East Public School is set back from main highways and bordered by the Toongabbie Creek, which provides a rural-like feel to the school.

From 2019, the school has steadily grown from 70 students to 105 in 2022. There is a wonderfully diverse student cohort with 30% from an Aboriginal or Torres Strait Islander background and 65% from a background where English is an additional language or dialect. The most prominent languages are Aboriginal-English, Tamil, Gejurati, Dinka, Mandarin, Telugu, Cantonese and Samoan.

Our school is expected to grow as the broader community experiences growth in the development of high and medium density housing.

In 2020, Toongabbie East Public School in consultation with the community, participated in a comprehensive situational analysis. Three strategic directions were identified for our 2021-2024 School Improvement Plan.

Strategic Direction 1: Student Growth and Attainment aims to ensure that a consistent, effective level of differentiated and individualised learning is available for all students in literacy and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

Strategic direction 2: Strong Assessment and Evaluative Practices will include the introduction of a wider range of assessment methods as a major focus supported by ensuring the availability and accessibility of a robust, centralised data evaluation and collection system. Effective collaborative practices will be embedded across the school to enhance teaching and improve student outcomes.

Strategic Direction 3: High Expectations for all Learning Partners includes a diverse range of wellbeing programs that will be embedded that encompasses a holistic, multi-dimensional approach that both challenges and supports individual student growth. The CALMS positive behaviour management system will enable staff to be upskilled and adjust practice by ensuring that the emotion regulation program 'Zones of Regulation' is implemented across the school.

Toongabbie East Public School is focused on the continued improvement of teaching and learning. Our School Plan will improve the quality of outcomes for all students from Kindergarten to Year Six; in literacy, numeracy and the skills, knowledge and values necessary for them to become engaged citizens in a dynamic society.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To create strong foundations in literacy and numeracy to maximise the learning outcomes for every student. Whole school processes that are underpinned by explicit teaching using research based pedagogies, thus ensuring the implementation of appropriate curriculum provision for every student.

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.

- Differentiated Teaching To Meet The Needs Of Students In Numeracy and Literacy
- Effective Classroom Practice

Resources allocated to this strategic direction

English language proficiency: \$115,653.00

AP Curriculum & Instruction: \$120,457.00

QTSS release: \$26,546.75

Low level adjustment for disability: \$18,898.07

Professional learning: \$10,000.00

Socio-economic background: \$21,492.10

Summary of progress

The focus for 2022 was improving and increasing the value of differentiation as a means to support student learning, engagement and access to curriculum. We continued our challenging learning initiative, further enhancing our understanding of effective feedback, reflective practices, challenge and learning goals.

High impact professional learning on trauma-informed practices was completed by all teaching staff with a focus on responsive planning and proactive adjustments. Most students participated in Zones of Regulation lessons to support student wellbeing, improved learning and to enhance student engagement through developing a shared common language around self-regulation and responsive strategies.

Professional learning on curriculum reform was provided to deepen working knowledge of foundational literacy and numeracy development. Teachers unpacked new syllabus, learning sequences and expectations across stages to ensure all staff had developed a strong understanding of content. Teams also worked collaboratively to design effective literacy and numeracy programs ready for implementation next year.

Student learning data has successfully been used to identify and target learning intervention through the learning support team. This includes identifying high potential students, identifying students requiring additional support and EAL/D students. Further ongoing professional learning will be undertaken around research-based effective teaching practices and interventions to improve and support student learning outcomes.

Next year, we will focus on upskilling teaching staff to deliver high quality reading and numeracy instruction and programs, continue to develop and implement effective practices aligned to the new syllabuses, as well as strengthening our differentiated teaching practices to meet literacy and numeracy needs.

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
NAPLAN • Increase of students achieving the top 2 NAPLAN numeracy bands by 8.4% .	The percentage of students achieving the top two bands for numeracy was 31.25% indicating an increase against baseline data of above 8.4% well exceeding our annual progress measure.
NAPLAN • Increase percentage of students	Data indicates that 43.75% of students achieved in the top two skill bands for reading, indicating an increase against baseline data of 24.7% which

achieving the top 2 NAPLAN reading bands by 6.8% .	well exceeds our annual progress measure target.
At least 70% of students in K-6 have achieved within the stage range the learning indicators of understanding text in the sub-element of the literacy progressions and in the sub-element of additive strategies in the numeracy progressions.	73% of students in K-6 have achieved the learning indicators within the Understanding Text sub-element of the Literacy Progressions with 66.1% of students achieving within the sub-element of Additive Strategies in the Numeracy Progressions.
An improvement in the themes of 'Lesson planning' and 'Explicit teaching' to the level of Sustaining and Growing as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the themes of Lesson Planning and Explicit Teaching, demonstrating improvement.

Strategic Direction 2: Strong Assessment and Evaluative Practices for School Improvement

Purpose

To embed consistent school wide practices for collecting and analysing data, while strengthening teacher capacity in data informed evaluative practices and evidence-based strategies to improve all student learning 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.

- Data Driven Practices
- Effective Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Professional learning: \$7,057.87

Low level adjustment for disability: \$47,968.40

Summary of progress

The focus for 2022 was to review and improve upon our highly effective learning and support processes and data collection systems to refine and embed processes deeper to enhance teaching and improve student learning outcomes.

Team meetings have transitioned to support professional development through collaborative practices. Teachers engaged, supported and shared collective expertise in regular moderation activities and participated in learning sprints reflecting and improving their practice in a culture of high expectations. Due to difficulties securing casuals, team learning walks were unable to be completed in their entirety this year and will be implemented next year.

SLSO staff participated in ongoing high impact professional learning to support and further develop their understanding of autism and improve their skills and expertise when working with students on the spectrum. Teachers were also upskilled in best practice, evidence based strategies to support EAL/D students.

In 2023, there will be a greater focus on developing a shared understanding and ownership of learning and support. Data analysis will continue to feature prominently in stage and whole school staff meetings. Teams will engage in regular data talks to provide support in analysing data and developing consistency. Learning sprints and learning walks will reflect our whole school focus on our challenging learning initiative to further strengthen our whole school learning culture while reflecting on effective teaching practices to improve reading and numeracy.

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
• Maintain the level of Sustaining and Growing in the themes of 'Collaborative practice and feedback' and 'Data literacy' as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and growing in the elements of collaborative practice and feedback and data literacy, demonstrating that we have maintained and embedded these practices.
• Increase the percentage of teachers achieving Proficient status in accreditation from 46% to 62% by the end of the year.	Baseline data indicated 46% of classroom teachers had achieved Proficient status. By the end of 2022, 69% of teaching staff had achieved Proficient status, exceeding our target of 62%.
50% of teaching staff participate in effective collaborative practices such as writing moderation activities, including alignment to EAL/D phrases with 100% of those attending gaining confidence in	62.5% of teachers participated in collaborative moderation activities demonstrating increased participation. 100% of participating teachers surveyed reported gained confidence in grading and deeper understanding of alignment to EAL/D phrases.

consistent teacher judgement.

Strategic Direction 3: High Expectations for all Learning Partners

Purpose

From the Situational Analysis it was identified that a continued focus needs to be on whole school community connectedness. All learning partners will work together to ensure students are emotionally, socially and intellectually engaged in point of need learning that both challenges and supports individual student growth. Sustained improvement happens when all learning partners have high expectations.

Initiatives

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

- Engagement
- Inclusive Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$41,454.00

Aboriginal background: \$34,900.00

School support allocation (principal support): \$13,945.00

Summary of progress

Our focus for 2022 was to develop a strong sense of belonging for all learning partners through embedding processes and practices to strengthen whole school community connections, with our aim to ensure parents continue to be strong partners and share a high expectation in supporting attendance, learning and development.

There were many partnerships initiated or strengthened this year. Our school chaplain continued to focus on embedding strong wellbeing practices and supporting individual students and their families holistically. The AP Wellbeing focused on supporting students, staff and the community in the domains of Aboriginal Education, English as An Additional Language or Dialect (EAL/D) and wellbeing. Our Culture Club started in 2022, and Aboriginal students engaged in cultural learnings. Student feedback indicated a huge increase in cultural knowledge, confidence and a sense of belonging. Charlie from Koori Kinnections, along with Aboriginal staff members presented cultural learning and supported whole school activities for students across the school K-6.

Staff engaged in quality professional learning and processes were defined around behaviour, engagement and attendance monitoring across the school. As a result, we have seen positive gains in student engagement and an increase in positive behaviour and stronger inclusive partnerships.

New attendance processes such as the introduction of attendance awards, weekly attendance assembly where students are recognised and rewarded for attendance improvement. In-line by 9 tokens were given to every student who was at school on time and all tokens go into a weekly class draw. Individualised student attendance cards and practices to support cultural perspectives were also introduced to our extensive attendance procedures. The success of our school shop 'The Burrow on Darug Land' continued to excite and contribute to improving behaviour, engagement and increasing attendance.

Learning and Support Team streamlined meetings and processes and saw an increase of students receiving funding and in-class support to cater for their individual needs.

Next year, in this strategic direction, we will further embed processes with the high expectation for improvement of attendance to support new staff to ensure consistency in practice to support engagement and inclusive partnerships. We will implement further review and data collection processes to support student wellbeing and learning to ensure they are progressively used across the school.

Sentral messaging system will be implemented to assist families in responding and justifying absences to decrease the number of unjustified absences. Establishment of a school attendance committee with the support of the working party representative to collaborate and enhance school processes. Gaining greater feedback from all community partners, students and staff will be a focus to further refine processes and respond to the wellbeing needs of all students and their families.

In 2023, there will be a greater focus on developing a shared understanding and ownership of learning and support. Especially, with increasing the value of differentiation as a means to support individual student engagement and progression of learning. A large aspect of this will involve implementing streamlined approaches to support needs and

disabilities as an extension of best practice and an everyday inclusion into learning. Greater learning will be undertaken around research-based interventions and support to maximise impact on student learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students attending > 90% of the time to be at or above the system negotiated lower bound target. 	<p>Attendance has steadily improved throughout the year, with an increase each term in students' attendance rate, particularly students attending 90% or more of the time and a drop in students attending below 85%.</p> <p>The percentage of students >90% of the time was below the system negotiated progress measure, indicating progress yet to be seen toward the annual progress measure.</p>
Decrease in negative behaviours recorded on Sentral determined by baseline data of average recorded incidents over the previous year.	<p>The number of students recording negative behaviour decreased by between 33.7 - 52% each Sentral category. Pleasingly we exceeded our identified progress measure.</p> <p>In 2022, 4 additional access requests were completed and successful, with 25% accessing specialised placements and 75% receiving Integration Funding.</p>
Uplift of 5% of students reporting engagement in their learning from previous year's Tell Them From Me data.	<p>Tell Them From Me data shows an uplift of 15% of students reporting engagement in their learning, indicating we have well exceeded our progress measure.</p> <p>In addition to this, Tell Them From Me data shows an improvement of 26% of students reported having positive relationships, including a 10% increase in advocacy at school and a 20% increase in sense of belonging.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,600.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toongabbie East 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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> <p>Greater support and intervention taking place for identified students. Employment of staff (SLSOs) to provide additional support for IFS funded students, resulting in progress in personalised academic, behavioural, social and emotional goals.</p> <p>Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's Personalised Learning and Support Plans (PLSP).</p> <p>100% of identified students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Students will continue to be supported with point of need learning activities that stem from a detailed Individual Learning Plan (IEP) or Personalised Learning and Support Plan. This support will be in the form of extra SLSOs and/or teachers to work with individual students to meet their goals. The learning and support team will continue to collaborate and support teachers to ensure consistent monitoring and adjusting of plans. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's individual learning needs.</p>
<p>Socio-economic background</p> <p>\$92,946.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toongabbie East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Driven Practices • Effective Collaborative Practice • Engagement • Inclusive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • higher duties allowance for Assistant Principal Wellbeing • additional teaching staff to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$92,946.10</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> • professional development of staff through Zones of Regulations to support student engagement in learning • additional student learning support officers to cater for individualised student learning needs • resourcing to increase equitability of resources • Implementation of a STEM Program • development of a lunchtime CALMS Club <p>The allocation of this funding has resulted in the following impact:</p> <p>A dramatic improvement in students results in NAPLAN across both years 3 and 5 in both literacy and numeracy. The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading was above the state and has exceeded the lower-bound system negotiated target. Numeracy NAPLAN results achieved above state and statistically similar school groups (SSSG).</p> <p>Additional staff employed to support student learning needs.</p> <p>Embedded whole school understanding of trauma informed practices and Zones of Regulations to improve learning and wellbeing of students in order to support explicit teaching of CALMS and enhance student engagement.</p> <p>Implementation of Behaviour Support Plans (BSP's) to support student behaviour and endurance for learning that included proactive/preventative and responsive strategies.</p> <p>Development of a strong contextual understanding of the Department of Education Behaviour Strategy to ensure effective, responsive classrooms and a whole school approach that supports wellbeing and lifts student performance, engagement and attendance at school.</p> <p>Purchased a class set of student laptops to equitably enable students to access quality technology.</p> <p>Developed a strong, collective understanding of incident notification responsibilities to provide a documented and responsive approach that ensure greater consideration of health and safety implications.</p> <p>The Burrow Shop was able to be implemented to compliment our CALMS behaviour management processes. Incentives were purchased for the shop and students gained skills in financial literacy and mathematics.</p> <p>Behaviours across the school have decreased from 2021. All students gained access to quality, research based resources to support their learning and emotional needs.</p> <p>Developed an attendance plan that is targeted and consistently implemented across the school, K-6 - MS and SU. This funding enable resourcing of the shop which allowed processes to be implemented that positively impacted on attendance, engagement in learning and student wellbeing.</p> <p>AP introduced targeted STEM groups that developed confidence in student's ability to design and engineer creative solutions and apply their understandings and engage collaboratively in a positive manner with a diverse range of students. Skill building was assessed and evident in: critical thinking, creativity, resilience/reflection, collaboration, communication, independent thinking, initiative, digital literacy and problem solving.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to support families financially so that they can engage in all activities. Continue to employ an AP Wellbeing (2022 was the EAL/D Teacher paid higher duties), however, in 2023 the role will be a 0.6 off-class position to further support the needs across the school and our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards focusing on improving our attendance rates. Continue implementation of initiatives across school with greater emphasis on consistency across all classes.</p> <p>Implement the Sentral messaging system to assist families in responding and justifying absences to decrease the number of unjustified absences.</p> <p>Establish a school attendance committee with the support of the working party representative to collaborate and enhance school processes. The shop will become click and collect as opposed to online now that restrictions have ceased and in a bid to gain more interest from the Stage 3 students. Moving forward, we will survey stage 3 students and have them more involved in the</p>
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<p>Socio-economic background</p> <p>\$92,946.10</p>	<p>purchasing of shop products/incentives for attendance and behaviour.</p>
<p>Aboriginal background</p> <p>\$34,900.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toongabbie East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Partnerships <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 specialist additional staff (SLSO) to support PLP goal attainment • creation of school literacy resources embedding local language • NAIDOC Week, Reconciliation Week and Sorry Day workshops and presenters to enhance the embedding of Aboriginal perspectives in the learning • purchasing Aboriginal resources to support students and their learning • Acknowledgment of Country and further Aboriginal signage • liaised with key stakeholders to create a new PLP document and processes. <p>The allocation of this funding has resulted in the following impact:</p> <p>Assistant Principal of Wellbeing introducing a number of whole school processes and programs to support First Nations children and their families. The TEPS Culture Club was introduced and 100% of Aboriginal and Torres Strait Islander students signed up to attend these fortnightly sessions. First Nation students built on their knowledge, sense of identity, connectedness and reported a greater sense of confidence.</p> <p>Additional Aboriginal SLSO employed to support First Nations students and PLP goal acquisition. Aboriginal Flag shelter was installed over the outdoor learning space which increased usability of this space whilst building a strong sense of pride. Purchasing of resources for events such as NAIDOC Week, Reconciliation Week and community events.</p> <p>100% of students engaged in Aboriginal workshops presented by Charlie from Koori Kirriculum.</p> <p>Developed a personalised school Acknowledgement of Country video that will be used at school events, website, Dojo and shared with neighboring schools on special events to showcase the great work TEPS staff and students are achieving in the Aboriginal Education domain.</p> <p>Introduced Aboriginal yarning circle into weekly learning activities and improved signage around the school to acknowledge traditional custodians and inclusivity.</p> <p>A new PLP format was created in consultation with families, staff and AECG. 100% of parents/carers attended meetings to discuss their child's academic and cultural and personal goals. Tell Them From Me (TTFM) survey indicated 90% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After the great success of Culture Club, we will work on embedding this program and have students engaged in quality, on-going cultural experiences and learning. The Aboriginal SLSO will be up-skilled to further deliver differentiated and personalised support in meeting PLP goals. Further time is required to embed new PLP process and document. A detailed review on the effectiveness will be completed mid year 2023. The Aboriginal Education Committee will increase in numbers to include AP Wellbeing, teacher, principal and Aboriginal SLSO. Teachers will receive targeted support in authentically implementing Aboriginal perspectives into</p>

Aboriginal background \$34,900.00	Key Learning Areas (KLAs). Scope and sequences will be reviewed and further Aboriginal perspectives embedded across all KLAs K-6.
English language proficiency \$115,653.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toongabbie East 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"> • Differentiated Teaching To Meet The Needs Of Students In Numeracy and Literacy • Effective Classroom Practice <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 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Two newly arrived students at the early phases of learning English made a successful transition to school. 100% of teachers completed Using the Learning Progression course with Kerry Cheeseman, EAL/D Network Facilitator. 85% feel confident to use the EAL/D Learning Progression to assess student's English Language Proficiency. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers participated in professional learning, where the EAL/D teacher and AP Curriculum and Instruction guided how to plan an integrated writing unit. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. 100% of EAL/D students had detailed assessments against the EAL/D progressions, which were reported to every family for the first time in 2022.</p> <p>After evaluation, the next steps to support our students will be: Recruiting an EAL/D teacher to lead EAL/D practices across the school. Planning ongoing workshops using the EAL/D Learning Progressions to strengthen consistent teacher judgement when assessing English language proficiency. Delivering professional learning to support teachers to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning by an EAL/D specialist teacher. Developing systems and practices to support effective EAL/D co-teaching. Working toward an improved level of school practice on the EAL/D School Evaluation Framework. Ensuring EAL/D specialist advice is considered when implementing new syllabuses. Using evidence-based practices in school planning for improved performance (link to EAL/D Effective School Practices) Strengthening EAL/D Effective school practices as outlined in the CESE research document https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators/eald-effective-school-practices-school-resource</p>
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Toongabbie East Public School in mainstream classes who have

<p>\$66,866.47</p>	<p>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"> • Differentiated Teaching To Meet The Needs Of Students In Numeracy and Literacy • Effective Classroom Practice • Effective Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • learning resources and subscriptions to enable greater access to the learning • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • whole school research based programs across implemented across the school to further engage students. <p>The allocation of this funding has resulted in the following impact: A large increase of students achieving at or above expected growth in NAPLAN as well as a large decrease of students in the bottom two bands. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. 100% staff identified the whole school CALMS and Zones of Regulations Program being useful and effective to support students' regulation. All teachers identified a strategy from the Trauma Informed Practices professional learning, that could work in collaboration with the CALMS and Zones of Regulation to enhances students' regulation or relational health.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with wrap around services to cater for high support needs students. Assistant Principal of Special Education will deliver research-based professional learning on disabilities and differentiating and catering for a diverse range of student needs. Further utilise the expertise within the learning and support team to up-skill staff through professional learning, teach shoulder to shoulder and complete demonstration lessons on effective teaching methods that cater for individual students. Further sensory resources will be purchased for each classroom to aide in the embedding of our CALMS, Trauma Informed Practices and Zones of Regulations programs.</p>
<p>Professional learning</p> <p>\$17,057.87</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 Toongabbie East 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"> • Effective Classroom Practice • Effective Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employed George Telford from Challenging Learning to present quality professional learning for all teaching staff. • Assistant Principal attended Middle Leaders Conference

<p>Professional learning</p> <p>\$17,057.87</p>	<ul style="list-style-type: none"> • Principal attended APPA and NATSUI conference • Teachers attended targeted PL directly linked to their PDP <p>The allocation of this funding has resulted in the following impact: The allocation of this funding resulted targeted professional learning aligned with the School Improvement Plan and point of need learning for teachers. Assistant Principal was given additional release time to support teachers and students in the classroom and was able to align professional learning to develop the capacity of staff. The allocation of this funding has resulted in improved confidence and teaching practice.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching. Embed lesson studies across the school to further consolidate a culture of feedback, learning and continual improvement. In 2023, George Telford from Challenging Learning will present high impact professional learning to all teaching staff and join in the lesson study rounds to enhance a deep understanding of best practice teaching.</p>
<p>QTSS release</p> <p>\$26,546.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toongabbie East 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"> • Differentiated Teaching To Meet The Needs Of Students In Numeracy and Literacy • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of lesson studies focused on a Problem of Practice (PoP) to strengthen quality teaching practices • 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: A more consistent whole school approach to high impact teaching strategies. Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice which has resulted in student growth and attainment.</p> <p>After evaluation, the next steps to support our students will be: Embed lesson studies across the school to further consolidate a culture of feedback and continual improvement. Assistant Principal will provide weekly mentoring opportunities to allow for staff to engage in individualised professional learning on literacy, numeracy and point of need teaching goals. Further identification of effective classroom practice to be used as models for collaborative learning sessions.</p>
<p>COVID ILSP</p> <p>\$66,080.00</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>\$66,080.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact:</p> <p>The hiring of two part-time teachers to facilitate the explicit support of identified targeted students. A key focus was placed on supporting students in Year 1 at the start of the program to develop student phonological knowledge and phonemic awareness through tiered intervention, explicit teaching and regular data analysis. Students in the program achieved significant progress towards their personal learning goals. In Semester 2, the key focus shifted to Years 2 and 4, supporting students to develop comprehension strategies in reading, number sense and additive strategies were targeted with a focus on understanding vocabulary and problems solving skills in numeracy. All students involved progressed significantly as seen in internal assessment and PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>We will continue to identify areas of highest need and gaps in student learning to plan targeted tiered intervention. Next year interventions will continue with some withdrawal focus groups and broaden to include an in-class SLSO intervention program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	38	47	62	67
Girls	37	32	38	38

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.9	82.9	90.1	83.7
1	81.5	87.2	82.0	82.7
2	92.1	82.2	89.9	83.2
3	82.9	88.7	77.9	85.7
4	87.8	86.5	86.2	69.3
5	85.8	91.2	84.2	84.0
6	88.1	87.6	87.6	78.0
All Years	86.8	86.3	85.0	80.7
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)	1.8
Classroom Teacher(s)	6.99
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher ESL	0.6
School Counsellor	4
School Administration and Support Staff	4.71

*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	730,621
Revenue	3,123,172
Appropriation	3,006,212
Sale of Goods and Services	9,573
Grants and contributions	102,840
Investment income	4,447
Other revenue	100
Expenses	-3,032,576
Employee related	-2,351,903
Operating expenses	-680,674
Surplus / deficit for the year	90,596
Closing Balance	821,217

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	96,205
Equity Total	310,683
Equity - Aboriginal	34,900
Equity - Socio-economic	93,123
Equity - Language	115,794
Equity - Disability	66,866
Base Total	1,601,272
Base - Per Capita	29,831
Base - Location	0
Base - Other	1,571,441
Other Total	759,189
Grand Total	2,767,350

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

As the school captains of Toongabbie East Public School we have been able to lead whole school assemblies, help younger students through peer support and meet and greet with special guests. Being school leaders has given us the opportunity to build on student voice across the school and engage in public speaking in front of our school community.

Part of our leadership role was to run many events such as ANZAC Day, NAIDOC Week and Presentation Day. This was a great opportunity for us to showcase our leadership skills and inspire upcoming leaders.

As SRC members we attended regular meetings with Mrs Lowery to discuss ideas and school improvements. As a result of these meetings we were able to organise a range of fun school activities such as Halloween disco, pyjama day, movie days, Harmony Day, Clean up Australia, State of Origin Day and end of year parties.

Our greatest memory of the year was the Colour Run. This was such a fun day that we were able to share with our friends and family. Students ran through colour mist while getting a nice cool down from our local fire brigade who were onsite. Thank you to our P&C for introducing this fun day and to the school staff who allowed it to happen. The many excursions and visitors to the school were also favourites! We both made many wonderful memories in 2022.

This year, we attended Riverside Theatre to watch the Sydney Symphony of Music, Dream. We also attended the Lead Conference, where 5/6 students were able to learn about the power we hold as future leaders, a day out in the city where we walked the Harbour Bridge, spent some time at The Rocks and we even had dentists visit our school to check our teeth and explain how we can keep our teeth clean.

Our year was filled with great memories and laughter and this could not be done without Mrs Haggett and our caring and kind teachers. We thank them for always being there for us and helping us to learn.

We wish the new leaders of 2023 all the best.

From the 2022 School Captains,

Neha and Zac

Parent/Caregiver and Teacher Satisfaction

At Toongabbie East Public School we value strong connections with the community. We have extensive processes for gaining feedback from parents/ carers and highly value working in partnership with our school community

Feedback is sourced through surveys, forums and focus groups. Along with specific meetings where feedback is attained to drive programs and initiatives.

PLP and IEP parent meetings along with parent/teacher interviews were heavily attended in 2022.

The 2022 Tell Them From Me Survey indicated high satisfaction in most areas of school life. A number of areas that ranked above the NSW Government Norm are:

- Parents feel that the school is a culturally safe place for all students.
- Parents feel welcome and in partnership with the school.
- School staff take an active role in making sure all students are included in school activities.
- School Supports child's behaviour.
- Teachers help students to reach their full potential.
- School staff create opportunities for students who are learning at a slower pace.
- Teachers try to understand the learning needs of students.
- Teachers help students develop positive friendships.
- I am informed about my child's behaviour at school, whether positive or negative.

In 2022, teachers indicated an improved culture of collaboration and support at Toongabbie East Public School. They felt a greater level of inclusive decision-making being implemented within the school. Teachers felt they were provided with an adequate environment and resources to meet student learning needs. All staff are becoming increasingly confident in their practice and in implementing learning intentions, success criteria and feedback. There is a strong culture of continual learning amongst staff at Toongabbie East Public School.

In 2023, we will continue to create strong partnerships with students, parents and staff to enhance student learning outcomes in a supportive, collaborative school environment.

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.

