

2022 Annual Report

Irrawang Public School



4372

Introduction

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

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

School contact details

Irrawang Public School

Geer St

Raymond Terrace, 2324

<https://irrawang-p.schools.nsw.gov.au>

irrawang-p.school@det.nsw.edu.au

4987 2403

School vision

Our school ensures an inclusive culture of continuous improvement with high expectations for all. We promote a positive growth mindset to develop confidence, respect and success in our deeply connected school community.

We acknowledge the Worimi people who are the Traditional Custodians of the lands on which we teach and learn and pay respect to Elders past, present & emerging and extend that respect to other Aboriginal people.

School context

Irrawang Public School, located in Raymond Terrace, is classified as a P3 school. In 2023 the school's enrolment is 370, 33% of these students identified as being of Aboriginal or Torres Strait Islander descent. The school has a non-teaching Principal and four Assistant Principals. Our Family Occupation and Education Index (FOEI) currently sits at a value of approx. 165. All staff meet the professional requirements for teaching in NSW public schools. The school supports a Department of Education Preschool, Special Education Unit (3 classes - IO/IM/ED) and Schools as Community Centres (SaCC) program (Thou Walla).

Our school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Personalised Learning Plans, Individual Education Plans and Behaviour Management Plans. Students are able to access additional academic, sporting and performing arts programs and our strong focus on programs to support Aboriginal Students is always paramount. At Irrawang Public School our mission is to 'Play our Part' from Preschool to Year Six for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

At IPS, all students benefit from data driven, high quality and research informed teaching and learning experiences that ensure every student reaches their full potential.

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
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$10,000.00

AP Curriculum & Instruction: \$210,799.40

Socio-economic background: \$450,164.00

QTSS release: \$73,641.00

Integration funding support: \$152,449.86

Low level adjustment for disability: \$218,349.00

Per capita: \$91,936.00

Summary of progress

Reading

Our focus for 2022 was the implementation of consistent whole school, highly effective teaching practices to improve reading. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school including the use of decodable texts and using both formative and diagnostic assessments (e.g. PAT - reading) to identify the point of need with student learning.

Professional dialogue on the effective teaching of reading was a focus in stage, intervention and executive meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across stage groups, in the form of collegial discussions and mentoring, has been provided for staff at their point of need, however further support is required, in the form of quality teaching rounds and collegial coaching and mentoring.

Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish effective data-tracking in line with 'Science of Reading' research to incorporate the tracking of phonics, phonological awareness, decodable level, reading fluency and comprehension K-6. The executive team will work towards a process to provide staff with opportunities to use the 'learn, do, reflect' cycle to provide feedback on the implementation of professional learning to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school. Further professional learning and support will also be provided to staff in the areas of reading fluency, vocabulary and the important link between reading and writing. Support will also be provided in relation to curriculum reform and the implementation of the new K-2 Syllabus.

Numeracy

The IPS numeracy focus for 2022 was the implementation of consistent assessment collection and data analysis to ensure reliable and informative student progress measures are collected, centrally stored and inform teaching and learning programs. The executive team worked closely with stage groups to create a consistent Mathematics Scope and Sequence that enabled opportunities for teachers to pre- and post-assess, as well as opportunities to revise topics based on pre- and post-assessments. In addition to this assessment tasks were refined to better match syllabus outcomes and link similar content to ensure deep student knowledge and understanding. Data analysis was incorporated into stage,

intervention and whole school staff meetings to maintain a whole school focus on numeracy. Whilst initially staff created google forms 3-6 to assess student achievement, it had a significant impact on teacher workload, therefore to reduce staff workload, ensure consistent teacher judgement and to provide students with individual numeracy goals the school purchased, Essential Assessment-Numeracy for Yr 2-6. 100% of staff indicate that they prefer essential assessment to track student data and find the reports helpful to analyse student data at an individual, class and school level. K-6 staff have acknowledged the value of participating in professional learning on collecting, tracking and monitoring student progress data, however, need more professional learning and collegial support in how to use this data effectively to inform planning.

Focusing on High Impact Professional Learning, school teams were guided through the NSW DoE numeracy guides and in particular the 'tools' and 'talk' components. Staff self-identified further Maths PL and a selection of 'pedagogy experts' designed and delivered professional learning around the topics of talk moves / number talks, CUBES and TEN. This included quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. Teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons and analysed numeracy data.

As part of reviewing numeracy in 2022, staff also identified a lack of 'tools' (manipulatives) in classrooms to teach mathematical concepts and to support students' mathematical development. As a result, IPS staff completed an audit and from that audit it was identified that each class would receive a 'Math Resource Kit'. As part of receiving the kit, teachers participated in PL on the effective use of tools in the classroom, in particular Mike Askew's research (2016). Staff feedback from the PL indicated that 100% of participants found it helpful and each participant was able to identify ways the 'tools' could be differentiated in the classroom to support student achievement.

Whilst our external data reflects we are below expected outcomes, we are beginning to see a slight shift in internal assessment data in relation to growth from a pre- to a post assessment.

Next year we will have a strong focus on this initiative, beginning with executive staff completing the NSW DoE PL - Becoming Mathematicians: BigIdeas to Start Strong across K-6. The executive team will work towards a process to provide staff with opportunities to use the 'learn, do, reflect' cycle to provide feedback on the implementation of professional learning to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school. Further professional learning and support will also be provided to staff in the areas of using assessment data to inform planning and planning high quality teaching and learning programs that engage students through inquiry-based, challenging tasks. Support will also be provided in relation to curriculum reform and the implementation of the new K-2 Syllabus.

Attendance

The 2022 focus for attendance was to increase the engagement of students in attendance incentives, create a culture through education (school and community) that values attendance and understands the impact non-attendance has academically, socially, mentally and on future career options, and to refine systems and processes used to identify, track and support students to improve attendance.

Regular recognition of student attendance became a weekly part of whole-school assemblies. The class with the highest attendance in both infants and primary received awards, as well as classes in both infants and primary for being the most punctual class. An overall class winner was acknowledged, who would select a song of their choice to play the following week as the recess bell. Observations during assemblies indicated students and their teachers were excited and proud when their class won, and awards were visibly displayed in classroom windows across the school. Awards were also given for improved attendance to individual students, particularly students who had been on intervention programs and achieved success. Photos of these classes and students were put on social media, showing their success to families and the wider community. This also highlighted the importance Irrawang Public School places on attendance.

New attendance communication documents were designed to replace a paper form that was previously implemented school-wide. This digital document enabled classroom teachers, Assistant Principals, the Principal and the Attendance Coordinator to all have access to student information and parent communication regarding non-attendance. Whilst the ideas of the document were an improvement, the document created to record all communication had some limitations and was not user-friendly. As a result, collaboration between staff enabled a new document to be created that is easier to use, takes less time to complete, is easier to read, and contains more relevant information. The attendance co-ordinator will replace all existing communication tracking documents for each student, ready for implementation in 2023.

Data tracking was a big focus for 2022. Fortnightly data was emailed to all staff, showing whole-school data, stage data, and ATSI data. This was represented by percentages and using a tiered system (Tier 1 : at or above 90%, Tier 2: 85-

89.9%, and Tier 3: less than 85%). All Tier 2 students received intervention in their classrooms to assist them to return to Tier 1. Class teachers and SLSOs developed Attendance Incentive Plans; individualised and differentiated goals and reward systems to encourage students to attend school. These were successful in not only improving attendance, but also strengthening relationships with teachers, students and families. These successes were shared in staff weekly communication bulletins, social media, and through positive parent feedback calls. This process will continue in 2023 and efforts will be made to further improve these incentives.

To combat the difficulty faced in contacting parents of non-attendees, letters were sent to advise that their child's attendance was being monitored and required improvement, as well as meeting requests to attend and collaboratively develop in-school attendance improvement plans. Whilst not all parents responded, most students increased their attendance after parents had received these letters. These letters also included the DoE 'Compulsory School Attendance' brochure to educate parents and inform them of their responsibilities and legal requirements. The attendance improvement plans that were developed between the school and the family all showed improvements, demonstrating their success. As a result, a document has been created, streamlining the process. This document clearly shows the strategies used for each student and outlines the next step in the process needed by the school prior to requiring HSLO intervention. This document also contains student percentages throughout the year, replacing the need for the fortnightly data that was collected and emailed throughout 2022. The attendance co-ordinator will update this information in weeks 4 and 9, aligning with the rest of the school-wide data collected at these times. Attendance Monitoring Notifications and meeting requests for In-school Attendance Improvement Plans will now become business as usual, identified by the data analysed in Weeks 4 and 9 of each term.

Professional learning will be presented to all staff in the use of the newly developed documents for effective and immediate implementation at the beginning of 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
* Top 2 bands NAPLAN numeracy increase (uplift) of 3% (19)	2022 NAPLAN data indicates 7.94% of students are in the top two skill bands (NAPLAN) for numeracy, indicating a difference of 8.26% to meet the system-negotiated lower bound target.
* Top 2 bands NAPLAN reading increase (uplift) of 3%	2022 NAPLAN data indicates 32.35% of students are in the top two skill bands for reading, indicating the school exceeded the upper bound target by 3.55% and achievement of the system negotiated target.
* Top 3 bands NAPLAN numeracy increase (uplift) ATSI of 3%	2022 NAPLAN data indicates 30.34% of Aboriginal students are in the top three skill bands (NAPLAN) for numeracy, indicating a difference of 4.57% to meet the system-negotiated lower bound target.
* 64% of students attending 90% or more	2022 SCOUT data indicates 29.1% of students attended 90% or more. This is a decline of 18.14% from 2021 and a deficit of 34.9% from our 2022 target.
* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2% (53)	Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not completed in 2020, we do not have the data to calculate student growth scores for 2022.
* Top 3 bands NAPLAN reading increase (uplift) ATSI of 3%	2022 NAPLAN data indicates 40% of Aboriginal students are in the top three skill bands (NAPLAN) for reading, indicating an uplift of 8.18% from 2021 and progress toward the lower bound target of 42.20%.
* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5% (50)	Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not completed in 2020, we do not have the data to calculate student growth scores for 2022.

Purpose

At IPS, all staff are committed to building their capacity. We collaboratively develop and implement innovative teaching and learning programs for every student. Professional development is delivered and improved through reflection and feedback.

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.

- High Impact Teaching and Leading
- Future Focused Learning

Resources allocated to this strategic direction

Professional learning: \$36,522.00

Low level adjustment for disability: \$76,108.00

ITD's Metro Network Uplift project: \$0.00

Summary of progress

High Impact Teaching and Learning

Implementing the principles of What Works Best to drive teaching and learning and inform best practice for classroom teachers, intervention teachers and SLSOs

- High expectations and explicit teaching to be discussed and all staff to undertake professional learning and investigation into research to work to develop an agreed practice document to support the development, implementation and assessment of teaching and learning.
- PL: reading comprehension, Konzas Big 6
- Develop whole school systems for collection of comprehension skill development for students.

Future Focused Learning

Implementing the principles of Visible Learning across the school to support individualized learning for every student

- Deliver PL to all staff around the impact of visible learning practice.
- Develop systems and practices to support student individual goal setting K-6.
- Through agreed practice implement in all classes learning intentions and success criteria as well as student feedback.

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
All teaching staff (Classroom teachers, SLSO and Intervention Staff) utilising learning intentions and success criteria for each lesson.	<ul style="list-style-type: none">• Observations and staff surveys indicate that 100% of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students.• Students from K-6 are developing their skills to track goals across reading, writing and numeracy.
Pre-assessment routinely drives teaching and learning in every classroom. Student grouping or 'learning pods' are responsive to individual students learning needs. 100% of intervention and SLSO in class	<ul style="list-style-type: none">• Pre-assessment is used to drive teaching and learning in Maths, in which students are then grouped into learning pods. This also occurs across reading and is being developed in writing.• 100% of intervention and SLSO in class support provides rigorous differentiated programs to support students to achieve individual learning goals.

support provides rigorous differentiated programs to support students to achieve individual learning goals.	
100% of students setting learning goals in English, Mathematics and Attendance to support the achievement of targets identified in Strategic Direction 1.	<ul style="list-style-type: none"> • 100% of students have co-developed learning goals in place based on learning intentions, of which 95% have achieved or exceeded. • 89% of students report via Tell Them From Me that they are immersed in a positive learning climate, and have challenging and achievable learning goals.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

At IPS, we promote a positive growth mindset by embedding consistent evidence based well-being practices. We advocate and empower our whole school community to connect, succeed and thrive.

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.

- Collaborative Communities
- Aboriginal Education
- Irrawang Public School Preschool
- School As Community Centre (SaCC)

Resources allocated to this strategic direction

Socio-economic background: \$193,889.00

Aboriginal background: \$215,945.00

Summary of progress

Collaborative Communities -

Collaborative Communities - PBL

Embedding innovative PBL systems to ensure the safe and effective development of a positive school culture and support students to live rewarding lives. (staff)

Community PBL initiatives support ongoing involvement of local schools and businesses to support and promote the Community PBL Safety, Trust, Acting Responsibly, Respect, Success (STARS)

Refine and review whole school PBL systems and processes to ensure inclusive and responsive lesson development that is responsive to whole school data analysis.

PBL Refresher for new staff and students.

- SDD TPL - PBL intro for new staff.
- PBL refresher for all staff.
- Focus on restorative practices. and review of tier 2 interventions in align with playground/ social capabilities.
- Wellbeing AP off class to support staff and students.

Aboriginal Education

Irrawang Public Preschool

Our focus in 2022 was to extend the refinement of pedagogies, programs, policies, processes, and procedures in accordance with the regulations of the National Quality Framework to drive a nurturing culture of high expectations that would empower a child's sense of 'Belonging, Being and Becoming', through quality play based learning experiences reflective of the Early Years Learning Framework.

Driven by our Philosophy that embraces 'Our People, Our Place', the Preschool Team built on the strengths and feedback of the children, their families, the educators, school, and community to adapt, remodel and review current principles and practices to enhance their pedagogy and delivery of care and education within the preschool. The introduction of an Assistant Principal Pedagogical Leader, allowed for professional dialogue and guidance to support the development and review of policy, procedure and the cycle of curriculum planning, implementation and evaluation. This ensured educators were adopting a planned and reflective approach to designing and delivering the program, whilst taking into account the learning needs and interests of each child. The Preschool Team scheduled regular meetings to

discuss and unpack key themes in focus, and after adapting and trialing refined pedagogies, programs, policies and procedures, have embraced and embedded quality practices that strengthen children's outcomes. As such, the organisation, management and delivery of revised policies, programs and procedures has received positive feedback from staff and community and has been reflected conclusively in the consistent and settled routines and successful learning cycles of the children. This has been shared across the school P-6 and is reflected in the children's Learning Journey's gifted to families at the end of the year.

Next year, with the introduction of a revised Early Years Learning Framework, this initiative will focus specifically on the delivery of quality education and care through reflective planning and programming. In addition, with the Preschool's Assessment and Rating due, the Preschool will delve into devising strategies that will enhance the experience to sight, observe and discuss ways they are meeting the National Quality Standards and enhancing outcomes for children. The Preschool will continue to extend its reach across P-6 and into the community, and will be provided with opportunities for further learning and support in areas specifically focussed personally and/or professionally that will benefit the children and their development as quality educators.

School as Community Centre

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>78% of students report feeling a positive sense of belonging on TTFM</p> <p>86% of students report that they have positive behaviour at school.</p> <p>84% of students report having a positive learning culture.</p>	<p>88% of students report feeling a positive sense of belonging on TTFM</p> <p>98% of students report that they have positive behaviour at school.</p> <p>89% of students report having a positive learning culture.</p>
<p>80% of ATSI students K-6 attending 90% or more of the time.</p> <p>Over 80% of all ATSI families are represented at school community events.</p> <p>SBAT students on track with apprenticeship goals - liaising with High Schools/MEGT/International Child Care College</p>	<p>76.4% of ATSI students K-6 attending 90% or more of the time.</p> <p>Over 80% of all ATSI families are represented at school community events.</p> <p>SBAT students decided to withdraw from apprenticeship- liaising with High Schools/MEGT/International Child Care College</p>
<p>PBL triangle reflecting:</p> <p>Uplift of students K-6 in Tier 1 of 2% (92)</p> <p>Reduction of students K-6 in Tier 2 of 1% (7)</p> <p>Reduction of students K-5 in Tier 3 of 3% (1)</p> <p>Suspension data:</p> <p>Reduction in suspension data from previous years data.</p>	<p>End of year PBL Triangle Data 2022</p> <p>K-6 students inclusive of Support Classes:</p> <ul style="list-style-type: none"> • Tier 1 Universal - 91% • Tier 2 - 6% • Tier 3 - 4% <p>Tier 3 K-5 = 1%</p> <p>Suspension Data</p> <p>2021 - 46 suspensions</p> <ul style="list-style-type: none"> • 44 short suspensions • 2 long suspensions <p>2022 - 32 short suspensions</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$152,449.86</p>	<p>Integration funding support (IFS) allocations support eligible students at Irrawang 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"> • Reading <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 <p>The allocation of this funding has resulted in the following impact:</p> <p>25% of Early Stage 1 and Stage 1 teachers felt confident to implement decodables in their classroom in Term 1, 2022.</p> <p>50% of Early Stage 1 and Stage 1 teachers felt confident to implement a phonics teaching and learning sequence in their classroom in Term 1, 2022.</p> <p>During the Term 1 intervention meeting educators expressed their confusion in relation to who collects which data and the various purposes for collecting and using data to inform planning. It also became evident that different classes and interventionists were following different tracking sheets, high-frequency word sets and phonic sequences.</p> <p>100% of Stage 2 and Stage 3 teachers felt confident to implement strategies to improve comprehension in their classrooms in Term 1, 2022.</p> <p>During the Term 1 intervention meeting educators expressed their confusion in relation to reading data collection (e.g., do students need to be comprehending a certain level to be classed as an independent reader at that level). There were also concerns raised in relation to how to organise reading groups in the primary environment using a SLSO and intervention teacher effectively.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>An agreed practice document for English needs to be finalised and presented to staff.</p> <p>An assessment schedule K-6 needs to be finalised and presented to staff.</p> <p>There needs to be a consistent phonics scope and sequence K-6 implemented at the beginning of 2023 to ensure whole school consistency and a continuum of learning.</p> <p>There needs to be a consistent high-frequency word list across K-6 implemented at the beginning of 2023 to ensure whole school consistency and a continuum of learning.</p> <p>K-2 need to have explicit Decodable PL.</p> <p>Staff need continued support to implement decodables in the classroom, including being trained in the use of decodables.</p> <p>Staff need continued support to implement effective reading comprehension intervention in the classroom based on PAT assessment results.</p>
<p>Socio-economic background</p> <p>\$644,053.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Irrawang 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"> • Reading • Collaborative Communities • Irrawang Public School Preschool <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 [program] to support student learning • employment of additional staff to support intervention program

<p>Socio-economic background</p> <p>\$644,053.00</p>	<p>implementation.</p> <p>The allocation of this funding has resulted in the following impact: Staff feeling supported. Students receiving the intervention they require.</p> <p>After evaluation, the next steps to support our students will be: Continue resourcing additional SLSO and intervention staff for 2023.</p>
<p>Aboriginal background</p> <p>\$225,945.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Irrawang 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"> • Reading • Numeracy • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in the following impact: Analysis</p> <p>What we do, we do well. We utilise resources (teacher) to support all ATSI students through 1:1, small group, whole class learning opportunities. We also create culturally safe spaces through our Wakali, Ginyaang and Junior AECG groups for students. We are also fortunate enough to be able to implement Gathang language classes from P-6. Results from TTFM: Students - 80% feel good about their culture and 87% said teachers understand their culture. 100% of parents said the school is a culturally safe place for their children. NAPLAN: Year 3 ATSI students performed well above SSSG and State schools in Numeracy, Reading and Writing whilst Year 5 ATSI students performed lower than SSSG and State schools.</p> <p>After evaluation, the next steps to support our students will be: Implications</p> <p>Continuing to implement Ginyaang, Walkali, Deadly Streaming, gardening group, class name have all been deemed ok for Trent to teach students Gathang language. Junior AECG to continue and grow. Support for all students academically will continue.</p>
<p>Low level adjustment for disability</p> <p>\$294,457.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Irrawang 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 • Future Focused Learning <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 <p>The allocation of this funding has resulted in the following impact: Analysis:</p>

<p>Low level adjustment for disability</p> <p>\$294,457.00</p>	<p>During the Term 2 intervention meeting educators expressed that intervention supports are working more effectively than Term 1. Staff have reported they understand their roles and accountability in relation to tracking and analysing reading data. Staff have expressed they would like to have PL in the various components of the Science of Reading and incorporate some writing into intervention sessions. In addition to this 3-6 teachers expressed that they would like to be part of Decodable training to support Tier 2 and Tier 3 students.</p> <p>Internal assessment data - Whole school reading data for Week 10 (end Term 1) indicates that we have 53.4% of students achieving beyond or at expected levels. We have 6.5% achieving at a Tier 2 level and 20.1% at Tier 3.</p> <p>Internal assessment data - Whole school reading data for Week 20 (end Term 2) indicates that we have 53.8% of students achieving beyond or at expected levels. We have 13.9% achieving at a Tier 2 level and 16.5% at Tier 3.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implications</p> <p>P-6 to have professional learning in the use of Decodables.</p> <p>P-6 staff to have professional learning in the Writing Process and The Writing Support Cycle and how this can be used to not only improve writing but reading.</p> <p>P-6 staff to have PL in reading fluency.</p> <p>We are currently running a range of interventions for students requiring support to develop automaticity level reading skills and develop comprehension and understanding of text. Stage 1 continues to be of particular focus with an over-representation of students achieving at a Tier 2 and Tier 3 level for their grade. Currently we have 46% of Stage 1 students whose running records indicate serious deficits in reading. We continue to work to develop knowledge of letter-sound correspondence, improve sight word knowledge and develop skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future. The Intervention Team have flagged several students in Stage 1 (particularly Year 1) who have shown no growth for 10 weeks or more. These students have been highlighted.</p>
<p>Professional learning</p> <p>\$36,522.00</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 Irrawang 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"> • High Impact Teaching and Leading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <p>Analysis: Following staff feedback and executive professional learning around the elements of the WWB documents, it was identified that the areas of Effective feedback and data informed practice were of a high priority for staff to build their capacity in.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implications: As a result, staff undertook PL during Term 1 around Effective feedback and staff implemented visible learning strategies encompassing effective feedback within their own classrooms at different levels. The next direction as seen by exec was to streamline these practices and create an effective, consistent, whole school approach to providing effective feedback to students.</p>

<p>QTSS release</p> <p>\$73,641.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Irrawang 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 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> <p>25% of Early Stage 1 and Stage 1 teachers felt confident to implement decodables in their classroom in Term 1, 2022.</p> <p>50% of Early Stage 1 and Stage 1 teachers felt confident to implement a phonics teaching and learning sequence in their classroom in Term 1, 2022.</p> <p>During the Term 1 intervention meeting educators expressed their confusion in relation to who collects which data and the various purposes for collecting and using data to inform planning. It also became evident that different classes and interventionists were following different tracking sheets, high-frequency word sets and phonic sequences.</p> <p>100% of Stage 2 and Stage 3 teachers felt confident to implement strategies to improve comprehension in their classrooms in Term 1, 2022.</p> <p>During the Term 1 intervention meeting educators expressed their confusion in relation to reading data collection (e.g., do students need to be comprehending a certain level to be classed as an independent reader at that level). There were also concerns raised in relation to how to organise reading groups in the primary environment using a SLSO and intervention teacher effectively.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>An agreed practice document for English needs to be finalised and presented to staff.</p> <p>An assessment schedule K-6 needs to be finalised and presented to staff.</p> <p>There needs to be a consistent phonics scope and sequence K-6 implemented at the beginning of 2023 to ensure whole school consistency and a continuum of learning.</p> <p>There needs to be a consistent high-frequency word list across K-6 implemented at the beginning of 2023 to ensure whole school consistency and a continuum of learning.</p> <p>K-2 need to have explicit Decodable PL.</p> <p>Staff need continued support to implement decodables in the classroom, including being trained in the use of decodables.</p> <p>Staff need continued support to implement effective reading comprehension intervention in the classroom based on PAT assessment results.</p>
<p>COVID ILSP</p> <p>\$275,809.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals based on the literacy progressions</p>

<p>COVID ILSP</p> <p>\$275,809.00</p>	<p>however, 26% of students have made some progress but will continue to require further support.</p> <p>86% of students answered all questions in the learning progressions sub-elements of phonological awareness correctly and captured in PLAN2.</p> <p>62% of students are reading at or above year reading level. There is still a concerning amount of students that require Tier 3 support. Particularly in our Stage 2 cohort.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Going forward we will assess all students using the Phonics Assessment in PLAN2 to identify gaps in 3-6 students and incorporate phonological awareness activities to fill the gaps. We will also shift to a focus on mathematics in Term 2 to address the deficits identified in the IfSR, Check-in and NAPLAN.</p>
<p>Per capita</p> <p>\$91,936.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Irrawang 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 operational funding include:</p> <ul style="list-style-type: none"> • SLSO and Intervention staff to provide individualise and small group intensive support. <p>The allocation of this funding has resulted in the following impact:</p> <p>Analysis:</p> <p>It is evident through class programs that teachers are implementing a range of consistent practices in reading including the use of decodables(K-2), explicit teaching of decoding, phonemic and phonological awareness. Teachers are developing a stronger awareness of the importance of developing reading fluency, however this needs to be consolidated in the classroom in relation to the practical application.</p> <p>Whole school data analysis indicates that we have 70% of students achieving beyond or at expected levels. We have 13.9% achieving at a Tier 2 level and 16.5% at Tier 3. We have an increasing number of students in the Exceeding band. Kindergarten has a significant number of students in Tier 2, 49% of our kindergarten students are achieving below expected benchmark at the end of first term. However, they continue to make progress in their grapheme/phoneme recognition, high frequency words and their emerging segmenting and blending skills. Decodable texts are the predominant reader throughout the first year during reading acquisition. Throughout the next semester Classroom Teachers, Intervention and SLSO support will focus on building these foundational skills to improve reading and writing. Stage 1 continues to make improvements. Currently we have 33% of Stage 1 students whose running records indicate serious deficits in reading. This had decreased from 37% at the end of Term 1. A further 13% of the stage are working below stage expectations. Stage 2 and 3 results continue to improve with 82.1% of students at or above expected levels. Data has been collected from PAT and Essential Assessments, pre and post testing, as well as Check-in Assessment. The results have been analysed, interventions are being targeted to the specific needs of each student, then grouping students based on these needs.</p> <p>2022 NAPLAN data indicates 32.35% of students are in the top two skill bands for reading, indicating the school exceeded the upper bound target by 3.55% and achievement of the system negotiated target. 2022 NAPLAN data indicates 40% of Aboriginal students are in the top three skill bands (NAPLAN) for reading, indicating an uplift of 8.18% from 2021 and progress toward the lower bound target of 42.20%. Year 5 NAPLAN results indicate students need assistance to identify the purpose of language forms and features in a text whilst Year 3 need support to identify purpose, audience and subject matter of texts.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implications</p>

<p>Per capita</p> <p>\$91,936.00</p>	<p>NAPLAN data validates IPS's internal data indicating that through the implementation of consistent evidence based practices in reading we are increasing student outcomes. It also indicates for students to progress from the middle to the top bands there needs to be explicit teaching of the purpose of a text in addition to the purpose of language features and forms. The Science of Reading stresses that to become a skilled reader, a student must develop increasing speed and accuracy in decoding. We continue to work to develop knowledge of letter-sound correspondence, improving sight word knowledge and developing skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future through the use of decodable texts and then transferring these skills into PM readers. The intervention team will continue to work with classroom teachers to assess and analyse data to ensure the intervention is targeted to the students' needs.</p> <p>The executive team have identified that expertise and professional learning needs to be shared across the team so that all school leaders have a deep knowledge and understanding of research driven educational practice and the need for curriculum change. As a result in Term 4, the executive will identify and schedule PL for the leadership team and how and when this PL will filter to teachers and SLSOs.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Irrawang 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 1.4FTE APCI to lead data analysis, PL to all staff in the SIP led improvement measures. <p>The allocation of this funding has resulted in the following impact:</p> <p>Analysis:</p> <p>It is evident through class programs that teachers are implementing a range of consistent practices in reading including the use of decodables(K-2), explicit teaching of decoding, phonemic and phonological awareness. Teachers are developing a stronger awareness of the importance of developing reading fluency, however this needs to be consolidated in the classroom in relation to the practical application.</p> <p>Whole school data analysis indicates that we have 70% of students achieving beyond or at expected levels. We have 13.9% achieving at a Tier 2 level and 16.5% at Tier 3. We have an increasing number of students in the Exceeding band. Kindergarten has a significant number of students in Tier 2, 49% of our kindergarten students are achieving below expected benchmark at the end of first term. However, they continue to make progress in their grapheme/phoneme recognition, high frequency words and their emerging segmenting and blending skills. Decodable texts are the predominant reader throughout the first year during reading acquisition. Throughout the next semester Classroom Teachers, Intervention and SLSO support will focus on building these foundational skills to improve reading and writing. Stage 1 continues to make improvements. Currently we have 33% of Stage 1 students whose running records indicate serious deficits in reading. This had decreased from 37% at the end of Term 1. A further 13% of the stage are working below stage expectations. Stage 2 and 3 results continue to improve with 82.1% of students at or above expected levels. Data has been collected from PAT and Essential Assessments, pre and post testing, as well as Check-in Assessment. The results have been analysed, interventions are being targeted to the specific needs of each student, then grouping students based on these needs.</p> <p>2022 NAPLAN data indicates 32.35% of students are in the top two skill bands for reading, indicating the school exceeded the upper bound target by 3.55% and achievement of the system negotiated target. 2022 NAPLAN data indicates 40% of Aboriginal students are in the top three skill bands</p>

<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>(NAPLAN) for reading, indicating an uplift of 8.18% from 2021 and progress toward the lower bound target of 42.20%. Year 5 NAPLAN results indicate students need assistance to identify the purpose of language forms and features in a text whilst Year 3 need support to identify purpose, audience and subject matter of texts.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implications</p> <p>NAPLAN data validates IPS's internal data indicating that through the implementation of consistent evidence based practices in reading we are increasing student outcomes. It also indicates for students to progress from the middle to the top bands there needs to be explicit teaching of the purpose of a text in addition to the purpose of language features and forms. The Science of Reading stresses that to become a skilled reader, a student must develop increasing speed and accuracy in decoding. We continue to work to develop knowledge of letter-sound correspondence, improving sight word knowledge and developing skills in blending and segmenting. We have seen excellent growth in these programs and supports are having an impact. This impact and the newly acquired skills will translate to reading growth in the future through the use of decodable texts and then transferring these skills into PM readers. The intervention team will continue to work with classroom teachers to assess and analyse data to ensure the intervention is targeted to the students' needs.</p> <p>The executive team have identified that expertise and professional learning needs to be shared across the team so that all school leaders have a deep knowledge and understanding of research driven educational practice and the need for curriculum change. As a result in Term 4, the executive will identify and schedule PL for the leadership team and how and when this PL will filter to teachers and SLSOs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	185	190	188	179
Girls	161	160	159	163

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.1	89.0	88.7	82.7
1	89.1	90.1	85.0	84.2
2	90.2	91.0	87.1	83.3
3	88.6	91.2	85.4	83.2
4	91.9	89.4	86.7	81.4
5	89.3	91.7	83.9	82.7
6	90.2	91.3	86.8	77.8
All Years	89.4	90.5	86.3	82.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF

transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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)	16.51
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Administration and Support Staff	7.12

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	601,082
Revenue	6,385,614
Appropriation	6,309,848
Sale of Goods and Services	6,933
Grants and contributions	64,491
Investment income	4,243
Other revenue	100
Expenses	-6,175,699
Employee related	-5,348,468
Operating expenses	-827,231
Surplus / deficit for the year	209,915
Closing Balance	810,997

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	152,839
Equity Total	1,357,953
Equity - Aboriginal	228,450
Equity - Socio-economic	844,188
Equity - Language	0
Equity - Disability	285,315
Base Total	3,297,646
Base - Per Capita	95,948
Base - Location	0
Base - Other	3,201,699
Other Total	816,226
Grand Total	5,624,664

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

2022 Student Trend Report shows:

Sense of belonging, Positive Behaviour at School, Explicit Teaching Practices and Feedback, Advocacy at school, Positive Learning Climate and Expectations of Success are all higher than the school's 2021 percentage and well above NSW Govt Norm.

IPS student have also indicated only 10% have been a victim of bullying as opposed the NSW Govt Norm of 36%.

94% of our Aboriginal and Torres Strait Islander identified students believe Teachers understand their culture.

99% have school pride.

2022 Parent Trend Report shows:

Parents feel welcome, are informed, believe the school supports learning and positive behaviour. They also feel the school is a safe and inclusive environment. All well above NSW Govt. Norm.

100% of parents found social media as the preferred method of communication.

2022 Staff Trend Report shows:

Staff feel that IPS is an inclusive school with good parent involvement and high collaboration within the school. Learning culture, Teaching strategies, planned learning opportunities, Quality Feedback and Technology all trended high than the NSW Govt Norm.

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.