

# 2022 Annual Report

## Bradfordville Public School



**Bradfordville  
Public School**



4406

# Introduction

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

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

## School contact details

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## School vision

The 'Braddy' vision is embedded within the schools motto, *'In Pursuit of Excellence'*. This shared vision between staff, students and the community ensures Bradfordville Public School empowers every student to be the best version of themselves, every day, through the focus on high expectations, celebrating individuality and providing equitable opportunities for all. The school is a positive, nurturing and safe environment for the whole school community. The values of *Respect, Responsibility and Excellence* are core to school life.

## School context

Bradfordville Public School is a medium sized school located in an outer suburb of Goulburn. The school enrolment area has an increasing population with a number of housing developments established in 2019/20 which will impact on the school's enrolment into future years. At present, the school has 13 classes with 4% of students coming from a Language Background Other than English and 12% identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The schools Family Occupation and Education (FOE) index of 124 which reflects the diverse makeup of the community but also indicates that a percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in its holistic focus to ensure that all students have every opportunity to succeed.

Through a thorough Situational Analysis, the school has identified three areas of focus that form the Strategic Directions for the school;

The first area is **Student Attainment & Growth** with an unrelenting focus on literacy and numeracy. The school aims to develop the capacity of all teachers to ensure they understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.

The second area is **Staff Learning & Development** with the focus being on developing the capacity of teachers to understand, develop and apply a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning), in determining directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. This will be done through a model of Co-Plan, Co-Teach and Co-Evaluate.

The third area is **Connect, Succeed & Thrive** with the focus on the development of a planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn in a positive, happy and safe environment.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, the school will further develop and refine evidence-based teaching practices that are responsive to the learning needs of all students. A commitment to a school-wide culture of high expectations and a shared sense of responsibility for student learning and success in literacy and numeracy will ensure every student and every teacher improves every year.

### Initiatives

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

- Best Practice Literacy Teaching & Learning
- Improving Numeracy through data informed teaching

### Resources allocated to this strategic direction

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**Socio-economic background:** \$27,000.00

**Literacy and numeracy:** \$2,122.74

**Literacy and numeracy intervention:** \$48,266.82

### Summary of progress

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#### Initiative 1: Best Practice Literacy Teaching and Learning

##### Evidence of Activity

K-2 embarked on their second year of teaching Initialit as best practice teaching. Additional professional learning was delivered to new and beginning staff. The K-2 classes have continued to use decodable readers to support their teaching and learning cycle. Minilit and Maclit intervention programs remain a targeted strategy to support the Initialit framework, by providing consistent and specific intervention to targeted students.

##### Evidence of Process Quality

The Initialit framework has provided teachers with a consistent, sequential and evidence based approach to literacy teaching, particularly phonics.

This year teachers have consolidated their practice and delivery of Initialit. Teachers collected data through using the set Initialit screeners, progress monitoring and cumulative reviews combined with work samples, Best Start and the DoE phonological awareness assessments. This provided baseline data and throughout the year data was collected. This process of streamlined data collection is being reviewed as we move into 2023 and the commencement of Assistant Principal Curriculum Instruction roles. Anecdotally it has been noted that the early acquisition of beginning sound/letter name and hearing and recording sounds has continued to show growth and improvement with that of previous years.

##### Evidence of Impact

We were expecting to see positive change in the area of phonic knowledge development and this was evident through the Initialit progress monitoring (hearing and recording sounds, tricky words, reading and writing regular words) that took place throughout the year. An increase in the average from 63.9% to 87.5% in Kindergarten was noted from the first progress monitoring in Term 1 through to the fourth progress monitoring at the end of Term 3. The stage one data is inconsistent and has been reviewed to provide a more comprehensive picture moving into 2022.

##### Future Directions

Next year in this Strategic Direction the Assistant Principal Curriculum Instruction role will continue to refine and implement the Initialit framework. We will work on a consistent approach to the collection of data for each stage to carefully track the students level of understanding and those who need further intervention to achieve the outcomes. We expect to see an improvement in NAPLAN data as the students who have been taught using the Initialit framework.

#### Initiative 2: Improving Numeracy through data informed teaching

##### Evidence of Activity

The Essential Assessment Program has continued to provide standardised assessments across classes and stages to target point in time learning for individual student needs. The data collected and analysed informed teaching and learning sequences and identified points of differentiation for students. During data days stage teachers engaged in vigorous conversation around teaching and learning strategies used in the classroom.

Implementation of TEN and TOWN across the school to improve 'Whole Number' outcomes. TEN and TOWN is an intervention program designed to improve students understanding of numbers and place value. The benefit of students moving across from TEN to TOWN has created a smooth transition from stage 1 into stage 2.

### Evidence of Process Quality

The use of whole days off class planning and reviewing data as stage teams was highly beneficial. This allowed for vigorous discussions and planning of future directions. The curriculum reform coordinator worked alongside teachers as a mentor to develop effective teaching strategies.

Having a staff member training teachers in TEN has provided consistent teaching and learning across infants classrooms and help to transition primary teachers into using the program for students who do not yet understand place value.

### Evidence of Impact

Teachers across the school well developed formative and summative assessment practices to monitor student results and progress.

Limited staff and the loss of the Instructional Leader across Primary made data and planning days difficult to organise.

### Future Directions

Next year in this Strategic Direction we will work with staff to improve their understanding of the My Numeracy feature of Essential Assessment because this is the section of the program that is based around students working towards their learning goals and improving in their areas of weakness.

### 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
<b>Systems Negotiated Target</b> % of students achieving in <b>top two bands</b> in <i>reading</i> increases from 29% (baseline) to 35.7% (lower bound) - 40.7% (upper bound) by 2022	2022 NAPLAN data indicates 35% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target of 35.7%. Focus on this target has resulted in above average SSSG Score for both Year 3 and Year 5 cohorts, however achievement progressed beyond the baseline by 6%.
<b>Systems Negotiated Target</b> % of students achieving in <b>top two bands</b> in <i>numeracy</i> increases from 14.7% (baseline) to 22.5% (lower bound) - 27.5% (upper bound) by 2022	2022 NAPLAN data indicates 13% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Year 3 cohort achieved 22% in top two bands in numeracy. Focus on this target has resulted in a renewed focus on the <i>Measurement and Geometry</i> strand in Mathematics, resulting in a 3% growth across Year 3 and Year 5 cohorts, with 7% growth within Year 5.
% of students achieving expected growth in reading falls between the lower bound & upper bound system negotiated target (with a minimum of 62%)	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measure (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
% of students achieving expected growth in numeracy falls between the lower bound & upper bound system negotiated target (with a minimum of 56%)	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measure (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.

<p>School Self-Evaluation against the School Excellence Framework in the domain of <b>Effective Classroom Practice</b> is at Sustaining &amp; Growing</p>	<p>During 2022 the Initialit program underpinned the literacy teaching in K-2. This provided a structured and explicit approach to literacy learning and resulted in positive achievement and growth for students in K-2. The results reflected the benefits of the structured and explicit teaching approach with 70% of Kindergarten students achieving at or above expected level in the initialit cumulative review, this was a 14% increase on the previous year's results. 59.09% of Year 1 achieved at or aboved expected level. All students K-2 have access to the multilit decodable readers (including the e library for class and home use). This access provided opportunities for students to be systematically and regularly practise the concepts being taught during explicit teaching.</p> <p>The year 3-6 classes the Soundwaves program underpins the literacy learning. This approach carries on from the learning in K-2, providing consistent, systematic and explicit teaching in spelling. Staff have engaged in professional learning to further their knowledge of this approach to teaching. Staff have also evaluated the structure of the literacy block to ensure effective and differentiated approach to teach students of varying levels of learning. This approach has included the introduction of daily fluency paired reading to consistently consolidate the explicit concepts learnt.</p> <p>A whole school approach to visible learning continued to be adopted to ensure explicit and differentiated approach to teaching and learning. Learning intentions are used in all classes across the school, primarily for writing and the number strand of mathematics.</p>
<p>School Self-Evaluation against the School Excellence Framework in the domain of <b>Curriculum</b> identifies some indicators of assessment in the Excelling phase</p>	<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.</p> <p>The school monitors and reviews its curriculum provision to meet changing requirements of the students. Staff are working towards 'Sustaining and Growing' measures for school improvement in this area as all staff become familiar with the implementation of new Syllabus.</p> <p>Professional Learning and collaborative practices with APCI staff will support the attainment of 'Excelling' in the School Self-Evaluation for School Excellence over the next year.</p>
<p>School Self-Evaluation against the School Excellence Framework in the domain of <b>Student Performance Measures</b> identifies some elements of the Sustaining &amp; Growing phase are met</p>	<p>Bradfordville Public School continues at the 'Sustaining &amp; Growing' Phase as identified in the School Excellence Framework. All teaching and learning programs continue to be collaboratively designed and implemented across all stage groups. The Implementation of the new K-2 English and Mathematics syllabus will commence in 2023. All current assessment processes are consistent across K-2 with both internal and external student performance measures linking to the school plan. Student performance measures in infants include; InitiLit progress tracking, Year 1 Phonics check-in, work samples and class based assessments consistent across Early Stage One and Stage 1. Evidence based practices are implemented within Infants cohorts through best-practice literacy and numeracy instruction, and are further supported through consistent use of Learning Intentions and Success Criteria to direct explicit teaching and high expectations. Implementation of decodable readers through InitiLit, MiniLit and MacLit reflects an ongoing focus on effective phonemic and phonic based instruction in reading and spelling.</p> <p>Student performance measures are implemented through Stage 2 and 3 using Essential Assessment to track student progress in literacy and numeracy skills. External student performance measures include NAPLAN (Year 3 and 5) and 'Check-in' assessments (Years 3,4,5 and 6). The use of external data sources reflects growth in targeted areas outlined in the School Plan, specifically in the <i>Measurement and Geometry</i> strand in Mathematics. Class student performance measures are consistently implemented across primary cohorts following school assessment scope and sequences. Ongoing development of evidence-based practices and student performance measures will be reflected in whole school learning and assessment scope and sequences within both Infants and Primary</p>

<p>School Self-Evaluation against the School Excellence Framework in the domain of <b>Student Performance Measures</b> identifies some elements of the Sustaining &amp; Growing phase are met</p>	<p>classes as the new English and Mathematics curriculums are implemented in 2023 (K-2) and 2024 (3-6).</p> <p>Whole school approaches to student performance measures will be further supported by two Assistant Principal Curriculum and Instruction (APCI) roles in 2023 (FTE 1.2).</p>
<p><b>Aboriginal student data</b> against Essential Assessment (literacy &amp; numeracy) shows most students working at or above expected stage expectation</p>	<p>A detailed review of Essential Assessment data indicates that most Aboriginal and Torres Strait Islander students are achieving below stage appropriate outcomes.</p> <p>In literacy, 15% of students are achieving at or above expected stage outcomes. Across numeracy strands; 10% of students are achieving at or above stage appropriate outcomes in Number and Algebra; 5% in Measurement and Geometry; and 26% in Statistics and Probability.</p> <p>Consistent implementation of Personal Learning Pathways across the school reflects ongoing achievement of personal goals as identified by Aboriginal and Torres Strait Islander students.</p>



## Strategic Direction 2: Staff learning and development

### Purpose

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Staff at Bradfordville Public School will have high expectations and continually seek to improve themselves and their professional practice. This will be achieved through embedding a collaborative and evaluative mindset where a community of practice will be established. Staff will analyse data to check and understand where their students are in their learning and to plan what to do next.

### Initiatives

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

- Data Skills & Use
- Collaborative Practice & Feedback

### Resources allocated to this strategic direction

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**Professional learning:** \$4,000.00

**Socio-economic background:** \$48,200.00

### Summary of progress

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#### Initiatives: Data Skills and Use and Collaborative Practice and Feedback

#### Evidence of Activity

The Co-Plan, Co-Teach, Co-Evaluate Project has been a continued collaborative practice to support the development of high quality and impactful teachers. Continued staff challenges has hindered the effectiveness of the model resulting in teachers missing opportunities to teach side by side, modelling best practice to build capacity of staff. Data Discussions have continued as part of stage collaborative planning with a renewed focus on differentiated learning to increase student engagement. Assistant Principals in Stage 2 and Stage 3 lead the implementation of Essential Assessment across classes to target and track student growth in literacy and numeracy. During Collaborative Planning afternoons Assistant Principals led data analysis discussions to identify students who required targeted support through a differentiated curriculum.

Designated professional learning sessions to build staff knowledge and deepen understanding towards curriculum reform commenced at the start of the year. Teachers and SLSO's were supported through the delivery of high impact professional learning within the Literacy and Numeracy Hub.

The School leadership team continued with LEED professional learning to build capacity and understanding of data analysis.

#### Evidence of Process Quality

The Curriculum Reform Coordinator role has made a positive impact on teaching and learning programs to support the needs of students. Staff reported that they felt supported by the Instructional Leader and felt the experience was valuable in upskilling their capacity to implement quality teaching experiences based on analysis of student data.

The LEED project was challenging to sustain throughout the year due to staffing constraints.

#### Evidence of Impact

To support improvement within this strategic direction the school was expecting to see all staff engaging with Essential Assessment to drive teaching directions, monitor student progress and achievement and reflect upon teaching effectiveness. To achieve this whole school approach it was essential for teachers to participate within the Co-Plan, Co-Teach and Co-Evaluate Project. The impact of staff leave and vacancies prevented this from happening and teachers were independently navigating their way through a new assessment tool and data analysis. This in turn had little impact on teaching modifications for student achievement. Teachers reported that while they had analysed student data their seemed to be no purpose to the outcome.

## Future Directions

The Curriculum Reform Coordinator alongside the school executive team will develop and refine consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum so that teachers use evidence of learning to inform their teaching, adapt their practice and meet the needs of students. This will ensure that learning goals for students are informed by analysis of internal and external student progress and achievement data.

Next year in this Strategic Direction we will also work with staff to embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the opportunity for productive feedback between teachers. This will ensure that effective teaching methods are identified, promoted and modelled to optimise student learning and growth.

The executive team will also explore the 3Rivers4Learning development program to help support a supportive and trusting school culture of change.

## 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 can engage proficiently with the Essential Assessment suite and can confidently use the platform to determine targeted teaching (whole class) sprints	All teachers in Yr 3-6 have engaged with Essential Assessment to plot, track and monitor student progress. 100% of Year 2 teachers have engaged with additional professional learning to support an evidence informed approach to data collection and implementation. Year 1 and Kindy teachers have moved away from Essential Assessment due to curriculum reform and development of a new schedule for collecting and analysing data.
Staff reflective evaluation (WWB and survey) indicates that all staff identify that a 'Community of Practice' is becoming embedded at BPS	Teacher reflection on the What Works Best Toolkit in the focus area of 'Collaboration' indicates that teachers have developed a strong sense of belonging and community in our staff culture.
School Self-Evaluation against the School Excellence Framework in the domain of <b>Data Skills &amp; Use</b> identifies all elements of Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of <b>Data Skills &amp; Use</b> identifies the theme of Data use in Teaching is Sustaining & Growing. Data literacy and Data Analysis are beginning to shift from Delivering to Sustaining and Growing.
School Self-Evaluation against the School Excellence Framework in the domain of <b>Professional Standards</b> identifies all elements of the Sustaining & Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of <b>Professional Standards</b> identifies the theme Literacy and Numeracy Focus to have the greatest shift towards Sustaining and Growing.
School Self-Evaluation against the School Excellence Framework in the domain of <b>Learning &amp; Development</b> identifies that all element of the Sustaining and Growing phase are met	School Self-Evaluation against the School Excellence Framework in the domain of <b>Learning &amp; Development</b> identifies that the theme Collaborative Practice and Feedback is in the Sustaining and Growing phase.

## Strategic Direction 3: Connect, Succeed and Thrive

### Purpose

The school will continue to foster a healthy, happy, positive and productive environment where every student is known, valued and cared for. The school will create a collective approach that encourages our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school. Through embedded practices, there will be a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

### 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.

- Braddy Promoting Success (BPS)
- Wellbeing Processes

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,500.00

: \$6,000.00

**Professional learning:** \$4,900.00

### Summary of progress

'What progress have we made, and what impact have we seen, as a result of the implementation of our initiatives in our Strategic Improvement Plan?'

The school has been making good progress towards wellbeing goals and targets. The Braddy Promoting Success (BPS) initiative has been well supported by staff, students and the community, demonstrated through parent and staff survey responses and evaluation. Student understanding of classroom and playground behaviour expectations are supported by explicit signage in all learning and playground areas. Flowcharts that demonstrate the continuum of behaviours (major and minor) and strategies for responding have been developed with staff and are visible in every learning area. Staff have engaged in PL to support their understanding and strengths in implementing BPS consistently across the school.

Our school wellbeing processes continue to develop and evolve, being responsive to an ever changing world. Five staff members completed the 3C Choice Theory, Reality Therapy and Lead Management PL during the year. This was followed by staff PL and all classes trialling strategies of total behaviour and a consistent questioning approach to support students in reflecting on their behaviour. Further PL and implementation of this strategy will continue in 2023. The school Librarian completed the Smiling Minds Champion PL and implemented/taught students the benefits and strategies during their RFF and library lessons.

Planned and targeted attendance strategies have been firmly implemented through an Attendance Task Force initiative. Sentral data shows that most student absences are justified, and identified attendance concerns have improved. Whole school attendance data demonstrates improvement in whole school, cohort and most individual attendance data. Continual outbreaks of COVID show dips in whole school and cohort data.

### 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
<b>Wellbeing System Negotiated Target</b> % of students reporting positive wellbeing increases from 82.8% (baseline) to 87.3% (lower bound) - 92.3% (upper bound) by 2022	79.51% of students indicate a positive sense of wellbeing, increasing from 76.41% 2021, demonstrating movement towards this school-based progress measure.
88% of students identify that they have a positive <i>Sense of Belonging</i> (as	Tell Them From Me data indicates 63% of students report a positive sense of belonging.

identified through TTFM)	
TTFM Student Trend report in the area of <i>Advocacy at School</i> continues an upward trend, increasing in 2021 to mean score of 8.5	Tell Them From Me data indicates an upward trend of students reporting in the area of Advocacy at School, from a mean score of 7.7 in 2021 to 7.8 in September 2022.
Students with <i>High Expectations for Success</i> mean score (as identified through TTFM) is at minimum 8.7	Tell Them From Me data indicates students with <i>High Expectations for Success</i> mean score of 7.7 is demonstrating an upward trend from 7.4 in 2021.
<p><b>Attendance Systems Negotiated Target</b></p> <p>% of students attending school 90% of the time or more increases from 79.1% (baseline) to 82.30% (lower bound) - 87.30% (upper bound) by 2022</p>	The number of students attending greater than 90% of the time or more has decreased by 38.57%, however this figure was significantly affected by the DET guidelines for students showing signs and symptoms of COVID-19 and the impact this had on families, especially those with multiple students attending BPS.
School Self-Evaluation against the School Excellence Framework in the domain of <b>Wellbeing</b> identifies some elements of the Excelling phase are met	Self-assessment against the School Excellence framework shows the element of Wellbeing to be sustaining and growing, with some elements in excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$209,457.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bradfordville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning Educators supporting the learning of students at Bradfordville Public School and the ability for classroom teachers to differentiate the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the employment of Wellbeing officers to support students academically, socially and physically at school. Target the employment of an Aboriginal Officer to further develop Aboriginal Perspectives across the school and build strong connections with our Aboriginal families. Target Early Intervention with Kindergarten classes by targeting funding to employ additional SLSO's .</p>
<p>Socio-economic background</p> <p>\$307,800.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bradfordville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice Literacy Teaching &amp; Learning</li> <li>• Collaborative Practice &amp; Feedback</li> <li>• Braddy Promoting Success (BPS)</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Curriculum Reform Role to support student learning</li> <li>• professional development of staff through Initialit Training to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to create an above establishment class.</li> <li>• PBL professional development for staff to support student learning and behaviour.</li> <li>• employment of Learning and Wellbeing Assistant Principal to support staff capacity to cater for individual student needs.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning Educators supporting the learning of students at BPS and the ability for classroom teachers to differentiate the curriculum and target activities to support individual needs. The Assistant Principal for Learning and Wellbeing has further developed staff capacity to successfully cater for the learning needs of students in their class and to identify students who fall within the Disability Standards. There has also been a significant increase in staff understanding about trauma informed practices and the emotion regulation. The employment of an additional classroom teacher has reduced class sizes in primary and further supported the academic and social wellbeing of</p>

<p>Socio-economic background</p> <p>\$307,800.00</p>	<p>students.</p> <p>The Co-Plan, Co-Teach, Co-Evaluate Project and Corporate Planning Program have been redefined over the year to reflect impact of staff leave, unfilled vacancy and Remote Learning. Teachers were released from class to analyse class data independently rather than collaboratively. This has allowed teachers to target individual learning needs and develop quality differentiated teaching programs.</p> <p>The school has developed a universal management program to explicitly teach positive behaviours (PBL). This has allowed a consistent approach and common language to be used by all members of the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to support these initiatives in 2023 to ensure the learning and wellbeing needs of our students continue to be met.</p>
<p>Aboriginal background</p> <p>\$46,926.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bradfordville 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students developing and reflecting upon PLPs throughout the year in consultation with their parents and teacher. Increase in cultural awareness across the school through NAIDOC activities, professional learning, community links and Wingaru. Increase in student engagement and attendance with Aboriginal students at school. Students developing a greater sense of identity and self through participating with Literacy and Numeracy Language Camps as well as Aboriginal Dance Workshops</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to employ an Aboriginal Learning and Support Officer in 2023 to build strong school and home links with Aboriginal families with a focus on attendance, PLP's, cultural identity and student growth in literacy and numeracy. Staff will focus on Aboriginal Education as part of their professional learning throughout the year.</p>
<p>English language proficiency</p> <p>\$3,731.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bradfordville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in literacy and numeracy intervention to support the identified needs of EAL/D students and build staff capacity to effectively plot students</p>

<p>English language proficiency</p> <p>\$3,731.28</p>	<p>along the EALD Progressions. This has also resulted in an increase in staff understanding of EALD Phases to ensure maximum funding and support is identified for our EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This initiative will continue in 2023 to support students with this funding</p>
<p>Low level adjustment for disability</p> <p>\$165,766.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Bradfordville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning Educators supporting the learning of students at BPS and the ability for classroom teachers to differentiate the curriculum and target activities to support individual needs based on Essential Assessment data. The Assistant Principal for Learning and Wellbeing has further developed staff capacity to successfully cater for the learning needs of students in their class and to identify students who fall within the Disability Standards. There has also been a significant increase in staff understanding about trauma informed practices and the emotion regulation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Essential Assessment will continue to be used as a data analysis platform to target literacy and numeracy intervention for students. This platform will be used across K-6 beginning 2023. Further Professional Learning for new staff will need to be incorporated into the Induction Process and linked to Performance and Development Plans. Continuing the employment of a Learning and Wellbeing Assistant Principal to lead differentiated learning groups and build staff capacity to support individual student needs.</p>
<p>Location</p> <p>\$2,270.18</p>	<p>The location funding allocation is provided to Bradfordville Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in student participation for extracurricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing this additional funding to support our diverse community needs.</p>
<p>Professional learning</p> <p>\$23,392.00</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 Bradfordville Public School.</p>

<p>Professional learning</p> <p>\$23,392.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills &amp; Use</li> <li>• Wellbeing Processes</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Executive staff release for participation in LEED Project.</li> <li>• Employment of additional staff to support the release of classroom teachers to participate in Basic Intensive Training in Choice Theory.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching spelling in Yr 3-6 and explore modelled, interactive, guided and independent learning opportunities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff understanding of trauma informed practices and the correlation between the brain and behaviour responses. Building capacity with beginning teachers by participation in school based programs and professional learning. Effective delivery of intervention programs to support COVID ISLP and student growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Realigning funding to target curriculum reform and professional learning.</p>
<p>Literacy and numeracy</p> <p>\$12,122.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bradfordville Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice Literacy Teaching &amp; Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers differentiating curriculum delivery to meet the needs of students at different levels of achievement, including adjustment to support learning or increase challenge. Upskilling of staff to deliver high impact teaching programs to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> There was a significant focus on literacy and numeracy professional learning throughout the year to improve student outcomes and prepare teachers for implementation of a new curriculum. To continue to support our students we will continue with this focus.</p>
<p>QTSS release</p> <p>\$56,311.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bradfordville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul>



<p>QTSS release</p> <p>\$56,311.29</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Reduced class sizes to target individual student support as we grow in enrolment numbers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an additional teacher to hold an above establishment classroom in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bradfordville Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Best Practice Literacy Teaching &amp; Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The literacy and numeracy intervention staffing allocation has supported early literacy and numeracy intervention to students in Kindergarten providing a strong foundation for growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This allocation will continue to support intervention in Kindergarten to target early literacy and numeracy skill development.</p>
<p>COVID ILSP</p> <p>\$163,626.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• releasing staff to participate in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school focused on student groups for intervention in 2022 with a focus on Yr 1,3 5 Semester 1 and Yr 2,4,6 Semester 2. To ensure maximum growth and effect of the program 'off the boil' students will be targeted as student groups Increasing the percentage of students who demonstrated growth within identified strands of literacy and numeracy. Increase in student engagement and attendance at school for student who were targeted in the program. Professional Learning for staff to implement MacLit, Minilit and TEN/TOWN activities has built professional knowledge of staff across the school. Whole school systems being developed to analyse summative assessment data, identify learning needs and track individual growth of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support intervention work with students through LST if funding is ceased.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	151	146	155	174
Girls	140	143	147	159

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	94.2	92.7	86.6
1	93.0	94.5	91.1	85.8
2	92.6	95.1	91.9	84.3
3	89.6	93.1	91.5	85.6
4	91.8	92.6	90.7	83.6
5	92.7	94.5	89.4	83.6
6	89.9	95.0	91.8	84.3
All Years	91.6	94.2	91.4	84.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

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

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

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

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.54
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.84

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	262,885
<b>Revenue</b>	3,891,406
Appropriation	3,821,837
Sale of Goods and Services	3,268
Grants and contributions	64,301
Investment income	1,800
Other revenue	200
<b>Expenses</b>	-3,778,827
Employee related	-3,437,422
Operating expenses	-341,405
<b>Surplus / deficit for the year</b>	112,579
<b>Closing Balance</b>	375,464

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	209,457
<b>Equity Total</b>	524,229
Equity - Aboriginal	46,927
Equity - Socio-economic	307,804
Equity - Language	3,731
Equity - Disability	165,766
<b>Base Total</b>	2,468,681
Base - Per Capita	76,309
Base - Location	2,270
Base - Other	2,390,101
<b>Other Total</b>	215,482
<b>Grand Total</b>	3,417,849

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. During 2022 our parents and community did not engage with the Tell Them From Me Survey. Instead, the school developed internal systems for parents to reflect upon the positive relations between the school and the community. At Bradfordville Public School we continually aim to improve communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. Data from parent survey results has indicated that the school requires a shift towards an inclusive approach to acknowledging student behaviour and excellence that incorporates our new school values of Respect; Responsibility and Excellence. An overwhelming 77% of parents who provided feedback in school surveys indicated they would support a change being made to the traditional merit system within the school that included consistent teacher judgement and consideration given to students with additional learning and wellbeing needs.

## Perspectives of Students

At Bradfordville Public School students in Year 4 to Year 6 completed the Tell Them From Me Survey which included nine measures of student engagement alongside the five drivers of student outcomes. Current wellbeing programs implemented at Bradfordville Public indicate that students feel socially engaged and connected with positive relationships with the schools mean falling well below the state norm for Bullying. 83% of students have friends they can trust and who encourage them to make positive choices..

Over the past year the school has had significant lift in student advocacy with a mean of 7.8. Students at Bradfordville Public School feel they have someone at school who consistently provides encouragement and can be turned to for advice.

## Perspectives of Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools to use when analysing areas for Strategic School Improvement. Throughout Term 4, 8 Drivers of Student Learning were used for teachers to reflect upon in their practice and working environment.. These domains included: Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Analysis, Learning Culture and Collaboration. At Bradfordville Public School the staff school mean sat within the NSW Teaching Norm. In particular the staff surveyed felt they were given the opportunity to work with school leaders to create a safe school environment as well as the opportunity to discuss individual student needs with other teachers. Staff reflected that school leaders at Bradfordville Public School show strong support during stressful times with survey results sitting above the NSW school mean. The survey also highlighted the need for leaders to observe teaching practices more consistently across Kindergarten to Year 6.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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