

2022 Annual Report

Mount Terry Public School



4610

Introduction

The Annual Report for 2022 is provided to the community of Mount Terry 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

Mount Terry Public School

175 Ashburton Drive

Albion Park, 2527

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

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

4257 4370

School vision

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. Our purpose is to provide opportunities that support the development of confident and creative individuals and active and informed citizens, who become lifelong learners.

School context

Mount Terry Public School was established in 1995 and is located in the relatively new south-western residential area of Albion Park. The land on which the school is built was a former dairy farm and the southern boundary of the school leads to the rural land between Albion Park and Jamberoo.

At the heart of the school site stands a magnificent heritage listed Figtree. This tree is a visual link to the school ethos, 'Growing Strong, Reaching Far', with the roots of the tree spreading deep and far, above and below the ground, reflecting the impact of the school on young lives, as the education offered at Mt Terry builds a strong foundation for our students far into the future.

Mount Terry Public School has an enrolment of 665 students of which 6% identify as Aboriginal and/or Torres Strait Islander. In 2022, there were 29 classes, including three support classes. The school works in close collaboration with the Albion Park Community of Schools.

Following a comprehensive school self-evaluation process and situational analysis conducted in 2020, the school has identified three main areas of focus in the new Strategic Improvement Plan. These include performance and achievement in literacy and numeracy, assessment practices and student wellbeing.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are committed to teamwork, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student. Quality assessment practices will be embedded to ensure the delivery of high impact and differentiated teaching and learning in literacy and numeracy.

There is a dynamic mix of early career and experienced educators, all of whom show genuine care for the whole school community and provide a myriad of targeted programs and extra-curricular opportunities to support the development of students. These include programs in the areas of environmental education, sport, the arts, high performance and gifted education and technology. By providing a holistic approach to learning, students establish a sense of self and a place in the global community. The development of school-wide wellbeing processes and practices will contribute to positive wellbeing and enable students to be healthy, happy, engaged and successful.

The staff and parents of Mount Terry Public School enjoy a positive relationship, working shoulder to shoulder to actively promote our shared vision. Our hard working and supportive P&C regularly organise numerous events that support our school and develop a strong sense of community. Each year the whole school community contributes to a rigorous process of self-evaluation focused on a commitment to continuous school improvement. This process has been instrumental in the development of the 2021-2024 Strategic Improvement Plan.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success through the delivery of a student-centred curriculum. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

QTSS release: \$135,606.78

Low level adjustment for disability: \$209,436.50

Integration funding support: \$232,493.00

Professional learning: \$33,548.59

Literacy and numeracy intervention: \$120,667.05

Summary of progress

In 2022, there has been a focus on continuing to develop high quality literacy practices in K-2, following the transition from L3 to a blended approach of phonics and whole language. This was supported through professional learning, lesson observations and feedback sessions with a dedicated literacy mentor within the school. A focus on preparing teachers for the full implementation of both the new K-2 mathematics and English syllabuses was a priority in 2022. This involved a series of professional learning sessions with a focus on familiarising teachers with the structure and content of the new syllabus documents. It also included collaboration sessions where teachers planned contextually relevant scope and sequences, as well as a series of lessons and programs to implement in 2023. Twice each term, teachers were released to collaborate around student data in literacy and numeracy. As a result of this work and according to the data investigated for each stage, five-weekly teaching and learning sprints for writing or mathematics were designed, implemented, assessed and evaluated.

Next year, the focus will be on preparing for the implementation of the English and mathematics syllabus for Yrs 3-6 in 2024, and supporting K-2 teachers as they fully implement the new K-2 syllabus documents in 2023. The new Assistant Principal Curriculum & Instruction leaders will support teachers in the use of decodable texts to embed sound practices around the teaching and learning of phonological awareness and phonics. They will also support the sustained use of number talks K-6 and provide professional learning and in-class support for all teachers to improve the teaching and learning of literacy and numeracy. Targeted literacy and numeracy intervention will continue through the Level Up Team for students identified as requiring additional support.

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
• Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the lower bound system negotiated target of 61.90%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the lower bound system negotiated target of 65.50%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Achievement of system negotiated targets for students achieving in the top 2 bands in NAPLAN.</p> <ul style="list-style-type: none"> • A minimum 7% uplift in the number of Yr 3 and Yr 5 students achieving in the top 2 bands in NAPLAN Numeracy 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 13.97% of students in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in Yr 3 and Yr 5 students being on par with statistically similar schools and state average for statistics and probability. Internal data shows that 100% of targeted Yr 3 students, 93% of targeted Yr 4 students and 100% of targeted Yr 5 students showed positive growth across numeracy progression markers in number patterns and algebraic thinking.
<p>Achievement of system negotiated targets for students achieving in the top 2 bands in NAPLAN.</p> <ul style="list-style-type: none"> • A minimum 6.9% uplift in the number of Yr 3 and Yr 5 students achieving in the top 2 bands in NAPLAN Reading 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 29.57% of students in the top two skill bands for Reading indicating the school did not achieve the system negotiated target, however our results are higher than in statistically similar schools. Focus on this target has resulted in significant improvements in Yr 4 and Yr 5 comprehension data with an average 40% improvement (Yr 4) and 38% improvement (Yr 5) across all areas of comprehension. A focus on vocabulary in Yr 6 has led to an average 33% improvement in all aspects of vocabulary use. Internal data shows that 91% of targeted Yr 3 students, 100% of targeted Yr 4 students, 92% of targeted Yr 5 students and 98% of targeted Yr 6 students showed positive growth across understanding texts (vocabulary) markers in the Literacy Progressions.
<ul style="list-style-type: none"> • More than 90% of students completing Kindergarten will have achieved an exit reading level of 5 with more than 70% achieving or exceeding level 9 • More than 90% of students completing Yr 1 will have achieved an exit reading level of 14 with more than 60% achieving or exceeding level 19 • More than 90% of students completing Yr 2 will have achieved an exit reading level of 18 with more than 65% achieving or exceeding level 25 	<ul style="list-style-type: none"> • In preparation for transition to the new K-2 English Syllabus, there was a focus in Kindergarten on decodable texts in place of levelled readers, therefore comparative exit reading levels are unavailable. • 90% of students completing Yr 1 have achieved an exit reading level of 14 with 50% achieving or exceeding level 19. • 93% of students completing Yr 2 have achieved an exit reading level of 18 with 74% achieving or exceeding level 25.
<ul style="list-style-type: none"> • Lesson observation and feedback sessions for teachers around their use of number talks 	<ul style="list-style-type: none"> • Internal data indicates 100% of teachers participated in lesson observation and feedback sessions around their use of number talks. 93% of teachers indicated that they are using number talks at least once each week with 56% using number talks at least 2-3 times each week.
<ul style="list-style-type: none"> • Begin implementation of the updated syllabuses in English and Mathematics for K-2 	<ul style="list-style-type: none"> • The school commenced professional learning in the new K-2 English and Mathematics syllabuses with all teachers participating in ongoing learning throughout the year in readiness for syllabus implementation in 2023.
<ul style="list-style-type: none"> • Self assessment against the School Excellence Framework in the element of data skills and use indicates improvement from Sustaining and Growing with some themes towards Excelling. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Sustaining and Growing, with the school now self-assessed as excelling in the area of 'Data use in planning'.

Strategic Direction 2: Systematic, school-wide assessment to inform practice

Purpose

In order to improve student learning outcomes, we will develop and sustain whole school processes for assessing, collecting and analysing data to ensure the effective implementation of appropriate curriculum provision for every student.

Initiatives

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

- Assessment
- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$21,234.85

Summary of progress

The focus for Strategic Direction 2 during 2022, was to develop a school wide assessment schedule, with assessment practices that reflect the English and mathematics syllabus documents, school scope and sequences and new departmental assessments. We have been pleased with our progress in the development of a school wide assessment schedule that was reflective of this focus. Our evaluation cycles have indicated that a strengthened focus in staff professional learning on assessment and the use of data will need to be our school wide focus

The focus for this initiative involved the formation of an "Assessment Project Team" comprising of staff representatives from K-6, to drive the development and refinement of the assessment schedule. The team evaluated NSW DoE assessment tools and internal assessments to assess their usefulness and effectiveness. Regular meetings K-6 focusing on the reflect, refine and improve cycle, to ensure that the schedule for each grade was reflective of the needs and focuses of the scope and sequences and teaching programs being used. The team has identified professional learning needed to assist staff to effectively engage with the assessment schedule.

As a result an assessment schedule has been created and is ready for implementation in 2023. All teaching staff have participated in the beginning high impact professional learning to increase knowledge and understanding of updated assessment implementation and data collection and analysis practices.

Next year the focus will be staff professional learning focusing on data literacy, effective assessment strategies and the teaching and learning cycle.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• A Mount Terry Public School assessment and data collection and analysis schedule has been established and formalised.• All teaching staff have been involved in high impact professional learning to increase knowledge and understanding of updated assessment implementation and data collection and analysis practices.• All teaching staff have begun to align teaching and assessment practices with the updated assessment schedule.	<ul style="list-style-type: none">• A school Assessment Schedule has been developed K-6 with all teachers using this to inform ongoing assessment and data collection. The assessment schedule is ready for trial in 2023 and reflective of stage and grade focuses and priorities.• All teaching staff have participated in high impact professional learning to increase knowledge and understanding of updated assessment implementation and data collection and analysis practices.• Teaching and assessment practices have been aligned to the updated assessment schedule.
<ul style="list-style-type: none">• Teachers have begun to follow the	<ul style="list-style-type: none">• A range of internal and external assessments, data collection and

<p>Mount Terry Public School assessment and data collection and analysis schedule. incorporating a range of internal and external assessments.</p> <ul style="list-style-type: none"> • Teachers participate in regular data analysis opportunities in stage and grade teams. 	<p>analysis are used by teachers to determine student progress and achievement.</p> <ul style="list-style-type: none"> • Teachers participate in regular data analysis opportunities in stage and grade teams during Planning Days twice per term.
<ul style="list-style-type: none"> • Teachers clearly understand and apply the full range of assessment strategies. • Regular scheduled sessions have been provided for teachers to engage in consistent teacher judgement surrounding assessment implementation and moderation. 	<ul style="list-style-type: none"> • Teachers begin to plan to apply the full range of assessment strategies as outlined in the School Assessment Schedule. • Teachers engage in consistent teacher judgement with assessment implementation and moderation during planned stage collaboration days each term.
<ul style="list-style-type: none"> • The school prioritises high impact professional learning in student assessment and data concepts. • All teachers report that they have a sound understanding of student assessment and data concepts and use. 	<ul style="list-style-type: none"> • High impact professional learning in student assessment and data concepts has been planned to support the implementation of the new School Assessment Schedule. • All teachers report that they are developing a sound understanding of student assessment and data concepts and use and plan teaching and learning based on student achievement data.

Purpose

To support the wellbeing and engagement of all students, we will implement a whole school integrated approach to wellbeing, to enable students to be happy, healthy, engaged and successful.

Initiatives

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

- Wellbeing for all

Resources allocated to this strategic direction

Professional learning: \$12,000.00

Socio-economic background: \$274,690.69

Aboriginal background: \$53,937.61

English language proficiency: \$24,296.24

Refugee Student Support: \$687.68

Summary of progress

The focus for 2022 was to improve the welfare and well-being of students to increase their engagement and happiness at school. This involved releasing an Assistant Principal to focus on learning and support, provisions for students with additional needs and the implementation of Positive Behaviour for Success (PBL). It also involved the employment of allied services in speech therapy (ST) and exercise physiology (EP). As a result, a total of 45 students were involved in ST and 105 were involved in regular EP sessions. Feedback from students, staff and parents through the annual self-evaluation was extremely positive, reporting improved engagement and happiness at school. Learning and Support Team practices have been refined and improved, resulting in higher levels of staff and parent satisfaction rates as reported in the annual school self-evaluation survey. Measures to monitor and support improved attendance have been embedded. Improving attendance rates continues to be a focus, with 20% of parents viewing attendance below 90% as acceptable.

Next year the focus will be on embedding the speech therapy and exercise physiology interventions initiated in 2022, which will support further improvements in student engagement. In addition, occupational therapy (OT) will be added to the allied services already provided. The school will also undertake an external review of the Learning and Support Team with the support of the Learning and Wellbeing Team at Warilla Office to review the effectiveness of the school's practices and identify possible improvements. Additional measures will be implemented to reinforce with parents the importance of higher rates of student attendance. The use of individual attendance plans for students will be embedded as part of the school's approach to improve student attendance rates.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students reporting positive Wellbeing (Expectations for success, Advocacy and Sense of Belonging) at school to be at or above the system negotiated lower bound target of 90.90%. 	<ul style="list-style-type: none"> • Tell Them From Me data shows 85% of students identify as having positive Wellbeing (Expectations for success, Advocacy and Sense of Belonging) indicating progress is slowly tracking towards meeting base line targets. Internal student survey data indicates 83% of students feel safe and happy at school, representing an 8% improvement on 2021 data.
<ul style="list-style-type: none"> • All staff engages with professional learning and actively demonstrates this in their daily teaching practice. • PBL data is analysed to identify trends and areas of need 	<ul style="list-style-type: none"> • All teaching staff have participated in high impact professional learning to increase knowledge and understanding of teaching practices that encourage and support positive student behaviour and support school-wide implementation of PBL. • Regular analysis of PBL data has occurred which has refined and strengthened implementation of PBL. End of year survey data indicated 94.5% of students and 92% of parents know our school PBL values. 89% of

<ul style="list-style-type: none"> • All staff engages with professional learning and actively demonstrates this in their daily teaching practice. • PBL data is analysed to identify trends and areas of need 	<p>staff believe the PBL has been effective in encouraging positive student behaviour.</p>
<ul style="list-style-type: none"> • Increase the percentage of students attending 90% or more of the time to be at or above the system negotiated lower bound target of 81.60%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more is at 51%. We are confident with a continued focus on 'Attendance Matters' in 2023 we will see an increase of students attending school more regularly.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing for all <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Additional support for new arrivals to develop functional English.</p> <p>After evaluation, the next steps to support our students will be: Continued support through the EAL/D program.</p>
<p>Integration funding support</p> <p>\$232,493.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Terry 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"> • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To embed integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$274,690.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Terry 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"> • Wellbeing for all <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to enhance learning and support program implementation. • employment of external providers to support students with additional

<p>Socio-economic background</p> <p>\$274,690.69</p>	<p>learning needs</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Data-informed teaching in K-2 Literacy with 5-weekly cycles of data collection in reading phonics, vocab, hearing and recording sounds. Literacy assessment data analysis supported the work of the Literacy intervention teacher. The school continued to target and engage high performing students through the high potential and gifted initiatives. All Kindergarten students were screened for speech difficulties in Term 1. Forty-five students with speech therapy needs K-6 were supported in small groups by externally sourced speech pathology specialists. The Exercise Physiology Program supported 105 students with gross motor needs and/or challenging behaviours. Feedback from staff, students and parents was overwhelmingly positive in relation to the impact of these programs on the development of students and their academic performance. A large number of students and families were supported with financial support to engage with extra-curricular activities, excursions, camps and uniforms.</p> <p>After evaluation, the next steps to support our students will be: To track and record the academic growth of individual students as a result of allied health interventions and embed processes to evaluate the longitudinal impact of these interventions on student growth and attainment.</p>
<p>Aboriginal background</p> <p>\$53,937.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Terry 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"> • Wellbeing for all <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • Gumaraa Cultural Awareness Program • teacher release for PLP meetings and planning <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process and, more importantly, conversations have become more authentic. A new PLP template was developed in consultation with students, parents, the local Community and the AECG. Every Aboriginal student has a Personalised Learning Pathway (PLP) which is created in consultation with the parents and the student, and is reviewed at the end of the year with handover notes provided to the teacher for the following year. The SLSO employed to support Aboriginal students worked in classrooms and the playground to provide flexible and highly personalised mentoring and support, as well as being active in communicating with parents and community. This employee has established strong relationships with the students and the parents as well as staff across the school. Aboriginal students were supported financially where required to ensure their involvement in extra-curricular activities. Our significant events such as Sorry Day, Reconciliation Week and NAIDOC Week were well-attended by parents and community. In our annual school self-evaluation process, 100% of the parents of participating students were highly satisfied with the Gumaraa Cultural Awareness program. Student engagement and satisfaction with the program was also very high.</p>

<p>Aboriginal background</p> <p>\$53,937.61</p>	<p>After evaluation, the next steps to support our students will be: Embedding the newly designed PLP's and improving the review points for PLP's to refine and revise goals more often throughout the year.</p>
<p>English language proficiency</p> <p>\$24,296.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Terry 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"> • Wellbeing for all <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: All EAL/D students were monitored and assessed for academic growth and achievement. 24 students received withdrawal group support each week to support their literacy growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Engagement in the EAL/D interventions in 2022 were much higher and this was reflected in the high levels of satisfaction obtained in the annual school self-evaluation survey. In particular, staff noted a big improvement in the way our EAL/D students were supported in 2022.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for students in beginning and emerging phases through highly differentiated programs within classrooms and through withdrawal group sessions.</p>
<p>Low level adjustment for disability</p> <p>\$209,436.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Terry 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"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of a Speech Therapist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of a LaST and interventionist teacher • employment of an Exercise Physiologist to develop student gross motor and behaviour management skills <p>The allocation of this funding has resulted in the following impact: The LaST and SLSO's were able to provide differentiated support to targeted students through intervention programs and in-class support. The engagement of a speech therapist provided individual support to 45 students and assisted classroom teachers with strategies for follow-up at a classroom level. The Exercise Physiologist was able to provide small group support for 105 students experiencing gross motor difficulties or classroom and playground behaviour difficulties. In combination with other SIP measures, incidents of negative behaviour recorded in Sentral for mainstream students decreased significantly.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$209,436.50</p>	<p>In 2023 we will continue the engagement of the speech therapist and excersise physiologist and add occupational therapy to the school's suite of school-funded allied health intervention.</p>
<p>Professional learning</p> <p>\$45,548.59</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 Mount Terry 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"> • Literacy • Wellbeing for all <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Five teachers completed the Art of Leadership course • Comprehensive professional learning in Literacy and Numeracy in preparation for the implementation of the new English and Mathematic Syllabus K-2 • Berry Street trauma informed practice training • PBL training for all teaching and non-teaching staff <p>The allocation of this funding has resulted in the following impact: Leadership capacity has continued to develop with the number of staff completing the Art of Leadership now extending to all members of the Executive Team and three additional members of the teaching staff. This has assisted in a consistent approach to supporting students and staff and has enhanced the school's capacity to employ mentoring and coaching practices across the school. Members of the PBL Team were trained in the Berry Street model to support high-level, research based student welfare practices that compliment our implementation of PBL. All staff K-6 completed training in the new K-2 syllabus for Mathematics and English and staff feedback reflects confidence in their ability to fully implement the syllabus in 2023 for K-2.</p> <p>After evaluation, the next steps to support our students will be: The whole staff will continue training in trauma informed practice throughout 2023 to support the ongoing implementation of PBL and high-quality student welfare practices. 3-6 teachers will engage in significant PL to prepare them for full implementation of the new 3-6 syllabus for Mathematics and English in 2024. Through PL, all staff will continue to develop their understanding of the new IER policy as it is implemented throughout 2023. The new APC&I team will lead 5-weekly professional learning with every grade and stage to focus on our ability to meet the literacy and numeracy needs of all students.</p>
<p>QTSS release</p> <p>\$135,606.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Terry 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: Twice each term, all teachers had the opportunity to collaborate with other members of their grade team and engage in professional learning for a full day that led to high quality literacy and numeracy pedagogy in each</p>

<p>QTSS release</p> <p>\$135,606.78</p>	<p>classroom across the school. Consistent teacher judgement was a feature of collaborative assessment practice and all teachers developed their capacity to use PLAN 2 to track and monitor the progress of their students to inform future teaching and learning. In the annual school self-evaluation process, 100% of staff found Planning Days highly beneficial and wanted them to continue in 2023. There was a dedicated effort to incorporate the explicit teaching of phonics into the already successful differentiated practices established in the teaching of early Literacy in K-2. Number talks are now occurring each week in classrooms across the school with students demonstrating improvements in their ability to articulate and demonstrate mathematical thinking. Assessment practices were improved with the introduction of IFSR diagnostic assessments, phonics screeners and improved consistent teacher judgement practices.</p> <p>After evaluation, the next steps to support our students will be: Planning Days will be maintained in 2023, however they will be structured differently to provide teachers with greater visibility about future learning. There will be a continued focus on improving literacy and numeracy teaching and assessment practices and this will occur across what will be termed 'Curriculum and Collaboration Days'. Curriculum Days will focus on professional learning with the APC&I Team, while Collaboration Days will focus more heavily on the application of PL in the context of the grade/stage the teacher is working within. All teachers will again be provided with time for Curriculum and Collaboration Days twice each term.</p>
<p>Literacy and numeracy intervention</p> <p>\$120,667.05</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount Terry Public School who may be at risk of not meeting minimum standards.</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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: A Learning and Support Teacher was employed full time to provide small group intervention to students who had been identified by the Learning Support Team as needing additional support. An additional interventionist teacher was employed one day per week to focus on the support of literacy practices within all K-2 classrooms. Staff feedback from the annual school self-evaluation indicated very high levels of satisfaction with the support intervention and every student who engaged with LaST intervention achieved positive growth.</p> <p>After evaluation, the next steps to support our students will be: The Literacy and Numeracy intervention staff will not continue in 2023 as they will be replaced by the APC&I Team. Successful literacy and numeracy interventions will be maintained in 2023 through the ongoing delivery of the COVID ILS Program (Level Up Program).</p>
<p>COVID ILSP</p> <p>\$301,397.00</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

COVID ILSP

\$301,397.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/Numeracy (Vocabulary, phonics, number, patterns and algebra, number and place value)
- providing intensive small group tuition for identified students who were below expected grade level.
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators
- releasing staff to participate in professional learning

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

During the 2022 CoILSP, 48% of students across the school received targeted small-group intervention. Students were pre- and post-assessed using various assessment techniques, including teacher observations, scout data and Department of Education assessments. The following analysis is a breakdown of student growth per grade. On average, over 95% of students targeted demonstrated positive growth in the area of focus.

Tuition cycle 1

Literacy - Vocabulary

Year 3 - 91% of students showed positive growth across progression markers.

Year 4 - 100% of students showed positive growth across progression markers.

Year 5 - 92% of students showed positive growth across progression markers.

Year 6 - 98% of students showed positive growth across progression markers.

Numeracy - Patterns and Algebra

Year 3 - 100% of students showed positive growth across progression markers.

Year 4 - 93% of students showed positive growth across progression markers.

Year 5 - 100% of students showed positive growth across progression markers.

Year 6 - 95% of students showed positive growth across progression markers.

Tuition cycle 2

Numeracy - Number

Year 3

Quantifying Numbers - 100% of students showed positive growth across progression markers.

Additive Strategies - 96% of students showed positive growth across progression markers.

Multiplicative Strategies - 98% of students showed positive growth across progression markers.

Year 4

Quantifying Numbers - 100% of students showed positive growth across progression markers.

Additive Strategies - 95% of students showed positive growth across progression markers.

Multiplicative Strategies - 100% of students showed positive growth across progression markers.

Year 5

Quantifying Numbers - 100% of students showed positive growth across progression markers.

Additive Strategies - 100% of students showed positive growth across progression markers.

Multiplicative Strategies - 94% of students showed positive growth across

<p>COVID ILSP</p> <p>\$301,397.00</p>	<p>progression markers.</p> <p>Year 6 Quantifying Numbers - 100% of students showed positive growth across progression markers. Additive Strategies - 99% of students showed positive growth across progression markers. Multiplicative Strategies - 100% of students showed positive growth across progression markers.</p> <p>Literacy - Understanding Texts - Vocabulary Year 5 - 100% of students showed positive growth across progression markers. Year 6 - 100% of students showed positive growth across progression markers.</p> <p>Tuition Cycle 3 Numeracy - Whole Number and Place Value Year 1 - 100% of students showed positive growth across progression markers. Year 2 - 100% of students showed positive growth across progression markers.</p> <p>Literacy - Phonics Year 1 - 100% of students showed positive growth across progression markers. Year 2 - 100% of students showed positive growth across progression markers. Year 3 (continued on from tuition cycle 2) - 100% of students showed positive growth across progression markers. Year 4 (continued on from tuition cycle 2) - 100% of students showed positive growth across progression markers.</p> <p>After evaluation, the next steps to support our students will be: Continued use of small intensive group teaching practices that are driven by assessment data and tracked using PLAN2. Phonological Awareness and Phonics will continue to be a whole school focus for 2023. With the addition of decodable texts in the classroom, Numeracy and Vocabulary will continue to be a focus for Stages 2 and 3 small group tuition. Staff capacity will be built in the use of small group strategies within the whole class environment and routines. We will utilise funding in 2023 to provide a mix of withdrawal and in-class small-group tuition support. This will be combined with other school-funded initiatives to create a whole of school, whole of child approach to learning in Literacy and Numeracy.</p>
<p>Literacy and numeracy</p> <p>\$21,234.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Terry Public School from Kindergarten to Year 6.</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"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy, to build their capacity to plan and implement differentiated teaching strategies with a focus on phonological awareness and phonics. • staff professional learning in the use of effective assessment practices to inform teaching and learning. <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy performance for all students engaged in intervention programs. Use of high quality assessment practices to inform teaching and learning has been enhanced and was reflected in the results of the annual school self-evaluation process.</p>

Literacy and numeracy

\$21,234.85

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

The Literacy and Numeracy funding stream will not continue in 2023 and will be replaced by the work of the APC&I Team and the COVID ILS Program (Level Up Team).

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	363	361	361	324
Girls	356	335	345	332

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	93.0	93.6	86.8
1	92.7	91.9	93.3	83.8
2	93.1	90.9	93.6	84.4
3	92.2	92.5	91.9	84.4
4	92.6	91.4	92.5	83.3
5	92.2	90.7	90.3	84.0
6	91.7	89.7	89.9	80.6
All Years	92.7	91.4	92.1	83.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	25.71
Literacy and Numeracy Intervent	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.26

*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	630,823
Revenue	7,408,860
Appropriation	7,196,347
Sale of Goods and Services	350
Grants and contributions	207,248
Investment income	4,915
Expenses	-7,543,763
Employee related	-6,719,584
Operating expenses	-824,179
Surplus / deficit for the year	-134,903
Closing Balance	495,921

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	233,181
Equity Total	562,361
Equity - Aboriginal	53,938
Equity - Socio-economic	274,691
Equity - Language	24,296
Equity - Disability	209,437
Base Total	5,306,949
Base - Per Capita	182,738
Base - Location	0
Base - Other	5,124,211
Other Total	566,731
Grand Total	6,669,221

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

The school undertook a comprehensive self-evaluation process in 2022 to reflect on progress towards our Strategic Improvement Plan and to once again gather satisfaction feedback from students, staff and parents/carers. This process of analysing evidence and data, gathering feedback, and engaging in deep self-reflection is now an embedded part of the annual school self-evaluation cycle each year at Mount Terry Public School. Data, evidence and feedback were collected through:

- a school-based annual survey for student, parents and staff;
- analysis of the Tell Them From Me survey;
- analysis of school-based data, check-in assessments, phonics screeners and NAPLAN data; and
- feedback from student and parent focus groups.

All feedback, data and evidence was analysed by the school's Leadership Team and the findings will inform the activities undertaken in the Strategic Improvement Plan in 2023.

All students in years 4-6 completed a school-created survey, as did all teaching and non-teaching staff. 229 parents/carers completed the survey which provides a very sound data-set from the whole parent/carer community. Feedback from all aspects of the school community about the school and its programs was overwhelmingly positive.

Some of the key aspects of the feedback are detailed below.

Feedback from the student body indicated:

- 97% of students believe teachers do a great job helping them with their literacy and numeracy learning;
- 80% of students involved in academic intervention programs felt that they assisted them with their learning challenges;
- 95% of students feel that teachers set high expectations for their learning;
- 84% of students are aware of where their learning is at and where they need to go next with their learning;
- 99% of students know what the new Positive Behaviour for Learning values are; and
- 83% of students feel safe and happy at school which represents an improvement of 8% on 2021 data;

Key areas identified by students for further improvement include better access to technology to support their learning and a continued focus on student welfare and wellbeing.

Feedback from the parent/carer body indicated:

- 96% of families are proud to be part of the Mount Terry Public School community, with 93% indicating they believe the quality of teaching is high;
- 90% of parents believe teachers do a great job helping their children with literacy and numeracy learning (only 4% disagreed with this and a further 6% didn't respond);
- Feedback from parents/carers whose children access intervention support was extremely positive, especially for those accessing speech therapy intervention or the FIERCE high performing and gifted student program;
- 77% of parents preferred the new report format introduced in 2022, indicating that the comments in English and Mathematics were the most informative aspects of the written reports;
- 93% of parents/carers believe the school's communication strategies are effective and keep them well informed, with many reporting that they really enjoy seeing the posts on the new school Facebook page; and
- Feedback about opportunities for students to be involved in extra-curricular activities was once again overwhelmingly positive.

Key areas identified by parents/carers for further improvement include a continued focus on student welfare and wellbeing, especially for students with mental health problems. In addition to this, 59% of parents/carers feel that it is ok for their children to have 5 days or more away from school each term which will require further attention if the school is to achieve targets around attendance.

Feedback from the staff body indicated:

- 92% of teaching staff believe the quality of literacy and numeracy learning is high;
- The English as a Second Language/Dialect (EAL/D) program was extremely well received in 2022 with 75% of teaching staff noting significant improvements in this area of student intervention;
- Feedback about the quality and impact of additional intervention programs like FIERCE and our allied health programs including speech therapy and exercise physiology was very positive;
- Value placed on student access to the Living Classroom Program was once again extremely high with teachers indicating excellence in the teaching and learning that takes place within that program;
- 92% of teachers indicated they have planned opportunities and dedicated time to collaborate with their colleagues and 94% of teachers indicated that Planning Days helped them to grow and improve as a teacher;
- 78% of staff indicated that Learning and Support Team processes were strengthened in 2022; and
- 85% of staff believe the new PBL practices have supported wellbeing for all.

Key areas identified by staff for further improvement include more stability in the school's library program, an ongoing focus on staff wellbeing and improvements to the staff Professional Development Process.

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.

Aboriginal Education - School statement

Aboriginal education has continued to be enhanced by the Cultural Awareness Program led by Gumaraa each fortnight throughout 2022. An evaluation of the program was conducted by surveying parents and students with 100% of all stakeholders highly valuing the program. Students, staff and parents/carers all want to see the program continue in 2023. The ongoing engagement of an Aboriginal SLSO contributed significantly to strengthening the links between school and community. In 2023, this position will be reclassified as an Aboriginal Education Officer (AEO) to more accurately reflect and acknowledge this important work within the school.

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.