

2022 Annual Report

Anzac Park Public School



ANZAC PARK PUBLIC SCHOOL

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Introduction

The Annual Report for 2022 is provided to the community of Anzac Park 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

Anzac Park Public School

2 Anzac Avenue

CAMMERAY, 2062

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

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

9922 3288



School vision

At Anzac Park Public School, we actualise our vision using a student-centred, data-driven and evidence-based approach. Through rigorous programs, students develop the foundational skills in literacy and numeracy essential to life-long learning, in alignment with department priorities. We recognise that for students to be effective change-makers in a 21st Century society, they must be equipped with deep conceptual understandings and apply these as critical, creative, and collaborative individuals. We instil a sense of belonging, engagement and purpose to ensure all students have a sense of self-worth, self-awareness and personal identity that enables them to confidently participate as members of the community. These visions for learning are enabled through clarity of purpose, partnerships with our community, and a fusion of established and emerging pedagogical practices.

School context

Anzac Park Public School is a newly established school on the Lower North Shore. Our school aspires to be outstanding through the purposeful creation of innovative learning environments that promote the development of critical, creative and collaborative life-long learners.

The school has an enrolment of 815 students. Of these, 51% of students come from a language background other than English, and 27% are monitored on the EAL/D Learning Progression (Beginning to Consolidating). We have a diverse, multicultural community with 25% of students born in a country other than Australia, and 0.6% of students identify as Aboriginal or Torres Strait Islander. Our two multi-categorical support classes provide a specialised setting for 14 students with moderate to high learning and support needs. Our average FOEI (Family Occupation and Education Index), which measures level of parent education, parental occupational status and family wealth, in 2020 was 0. A comprehensive situational analysis has been conducted which led to development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents & the local AECG.

Through our 2020 situational analysis, we have identified strategic visions for the future in which we prioritise:

- ensuring our students reach growth targets in literacy and numeracy,
- enacting a purposeful curriculum that enables our students to become critical, creative and collaborative individuals, and
- building student sense of belonging and engagement.

Our community has high aspirations for their children to be successful 21st Century global citizens. We are a welcoming school that actively builds relationships with families and the wider community, with parents involved in their child's learning.



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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students have the essential knowledge, skills and understanding in literacy and numeracy which form the basis for life-long learning. This will be enabled through embedded whole school processes in which teachers will evaluate and refine their pedagogies through the use of targeted professional learning and data-driven practice.

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.

- Accelerating Reading
- Accelerating Numeracy
- Foundations: Analysing Impact

Resources allocated to this strategic direction

New Arrivals Program: \$114,000.00
Aboriginal background: \$3,640.11
Integration funding support: \$144,702.00
Low level adjustment for disability: \$100,506.40
English language proficiency: \$143,122.10
COVID ILSP: \$19,273.00
Socio-economic background: \$6,412.10
Refugee Student Support: \$687.68
Literacy and numeracy: \$25,412.16
Literacy and numeracy intervention: \$45,968.40
Professional learning: \$46,877.20
School support allocation (principal support): \$41,149.00

Summary of progress

At Anzac Park, our Strategic Direction 1 - Student growth and attainment supported the school to progress its commitment to developing students' foundational skills in literacy and numeracy. In 2022, we implemented three key initiatives to support achievement of our improvement measures linked to this strategic direction.

To support Accelerating Reading, our focus on identifying, understanding and implementing the most effective and evidence-based teaching methods in reading, the APPS Leadership Team prepared and presented differentiated and targeted professional learning that focused on the five components of reading; phonics, phonemic awareness, vocabulary and comprehension. This professional learning utilised the high impact professional learning Professional Learning Community (PLC) model. A variety of data sources were used to coordinate targeted instructional leadership to improve teacher practice in reading. The approach used reading data to identify specific areas of need in each learning hub and Deputy Principals worked in classrooms to model, guide and support improved practice for every teacher. To measure process quality, a staff survey was implemented at the conclusion of the Professional Learning sessions, in which teachers rated their agreement with different statements. For the question, 'To what extent did the sessions provide opportunities for you to engage in professional discussions with your colleagues?' teachers gave an average rating of 4.9/5. For the question, 'To what extent did the sessions provide opportunities for you to reflect on your own planning and instruction?' teachers gave an average rating of 4.8/5. This shows the success of the differentiated PLC model in supporting collaborative reflection and planning in reading.

In Accelerating Numeracy, our focus on identifying, understanding and implementing the most effective and evidence-based teaching methods in Mathematics, the APPS Leadership Team continued to build a deep understanding of the Relational Mathematics program. Relational Mathematics places emphasis on the correlation of mathematics concepts, relational understandings, and the teaching of mathematical reasoning and meta-language. The pedagogies of this approach include clear explicit instruction, ongoing formative assessment to support quality differentiation, and embedded problem solving. To support pedagogical implementation of the Accelerating Numeracy initiative Instructional Leaders worked to support grade or stage teams in understanding and applying the Relational Mathematics approach. Instructional Leader practices such as observing and gathering data on the K-6 teaching of mathematics and developing an observational schedule and feedback loop to support teacher reflection. Across the Instructional Leadership initiative, the school also continued to implement holistic Learning and Support structures with a clear focus on our responsiveness in meeting the needs of all students. Impact reports, created by Deputy Principals using internal and external data sources, demonstrated significant growth in student performance in Mathematics, particularly in core

numeracy topics.

APPS' final initiative in Student Growth & Attainment was Analysing Impact. This initiative emphasised sustainable whole school processes for collecting and analysing short and long cycle formative assessment data in Reading and Numeracy. Crucially, this data was used to inform teaching strategies in relation to student needs, evaluate the impact of these strategies on student learning, and inform teacher professional learning and school resourcing. The whole school assessment timeline for collecting and monitoring student performance data in Literacy & Numeracy supported the tracking of student cohort data. The APPS Leadership Team worked with staff to upskill them in using assessment tools and collaborated with and across teams to facilitate Collective Teacher Judgement (CTJ) sessions to ensure consistency. From this data, ILs then created termly Impact Reports by conducting K-6 data analysis to analyse trends across stage/grade levels and to inform future teaching and learning priorities. At a grade and stage level, staff teams analysed assessment data with a student-level focus in the APPS Analysing Impact Formative Assessment Cycle. Grade and stage teams engaged in cycles to respond to student needs based on formative assessment data, led by Grade Coordinators and Assistant Principals. By having this allocated professional learning time to input and collaboratively analyse student data, teachers responded to trends in data to modify teaching and learning practices to meet student needs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 5.4%.	73% of students achieved in the top two bands in NAPLAN reading, achieving above the annual trajectory school-based target. This indicates progress towards the system-negotiated lower-bound target of 74.4%.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 7.4%.	61% of students achieved in the top two bands in NAPLAN numeracy, indicating progress towards the lower-bound target of 63.2%.
Increase the percentage of students (K-2) achieving above grade expectations in PM benchmark levels trending upwards tracked and monitored towards 85%.	Review of student progress against the PM Reading Benchmarks indicates 80% of Kindergarten, 73% of Year 1 and 72% of Year 2 students were reading at or above expectation. With the new K-2 English syllabus being implemented in 2023, APPS is focused on reviewing assessment tools to reflect these changes and review our improvement measure.
Increase the percentage of students (K/1) achieving above grade expectations in additive strategies and quantifying numbers trending upwards tracked and monitored using PLAN 2 towards 85%.	A review of student progress against the Interview for Student Reasoning assessment indicated that 99% of Kindergarten students and 80% of Year 1 students were achieving at or above grade expectations in additive strategies. A review of Year 2 student progress against Essential Assessment in additive strategies indicated 40% of the cohort were achieving at or above expectation.
Increase the proportion of students reporting Expectations of Success to be trending upwards toward the SSSG positive percentage.	Tell Them From Me data (Yrs 4-6) indicates 91% of students report a positive sense of wellbeing (Expectations for Success) in 2022. This is 3% lower in comparison to SSSG and trending slightly downwards by 3%.

Strategic Direction 2: Synergy

Purpose

Our purpose is to ensure that all students develop deep knowledge, skills and understandings so they can become change agents in a 21st Century society. By enacting a purposeful curriculum, teachers enable students to develop global competencies to become creative, critical and collaborative individuals who can adapt and feel fulfilled in a changing world.

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.

- Deep Learning
- Synergy: Analysing Impact

Resources allocated to this strategic direction

Professional learning: \$4,250.00

Summary of progress

At Anzac Park, Synergy is our commitment to ensuring that our students are prepared for the opportunities and challenges of the 21st Century through learning programs that build students' deep knowledge, skills and understandings. In 2022, we continued three key initiatives to support our achievement of our improvement measures linked to this strategic direction.

Our first initiative, Deep Learning, centres on the development and implementation of quality teaching and learning programs that specifically build students conceptual understanding as well as purposeful and explicit teaching of the global competencies. Professional learning was delivered in Term 2 to all staff based on the four elements of learning design and all teaching staff were provided with time to engage in collaborative program design to ensure that curriculum expertise was developed across the school. In Term 4, all teachers participated in Observational Rounds providing specific and targeted feedback based on the Anzac Park Innovative Learning Framework. A continued focus on STEAM (Science, Technology, Arts, Engineering & Mathematics) pedagogies resulted in the implementation of a STEAM scope and sequence that ensured that STEAM programs were embedded within our quality teaching and learning experiences in a sequenced and purposeful manner. These programs were shared with the school community at our Semester 1 Mountain Top event.

Our second initiative, Analysing Impact, focuses on the tracking of student progress along the six global competency progressions. Teachers collaborated to create, implement and assess each student along the global competency progressions and reported these achievements to parents in Semester 1 and Semester 2 reports. In 2022, grade teams focused on student self-assessment and reflection as part of the whole school assessment process.

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 proportion of students achieving in the top two levels of the collaboration (managing team dynamics; and working independently in a team), creativity (asking the right inquiry question; and pursuing and expressing novel ideas and solutions) and critical thinking (evaluating information and arguments; meaningful knowledge construction; and experimenting, reflecting and taking action on ideas in the real-world) proficiencies of the deep learning	Review of student progress indicates 32% of students have exceeded learning goals against the global competencies indicators.

progressions using the 2021 baseline data.	
Increase the proportion of students achieving beyond grade expectations in indicators demonstrating transferable understandings in science, history and geography using 2021 baseline data.	Review of student progress indicates 24% of students have exceeded learning goals against the conceptual understanding indicators.
Increase the proportion of students reporting Drivers of Student Engagement to be trending upwards toward the SSSG positive percentage.	Tell Them From Me data shows varied results across the four domains of student engagement. This includes maintenance in quality instruction, maintenance in teacher-student relations, 0.4 decrease in classroom learning climate, and 0.4 decrease in expectations of success.
Increase the average score of teachers for the identified deep learning elements including; How We Learn (Student-Led Learning, Learning Through Tech, and Spatial Affordances), What We Learn (Conceptual Understanding, Critical and Creative Thinking, Collaboration and Leadership, and Applied Learning), and Why We Learn (Societal Knowledge, and Personal Knowledge) using the 2021 baseline data.	Teacher confidence survey reporting Always/Usually in the specified Deep Learning elements has identified an upwards trend in comparison to 2021 baseline data in the following elements: Student-Led Learning (15% increase from baseline data), Critical & Creative Thinking (21% increase from baseline data), Applied Learning (increase of 9% from baseline data) and Societal Knowledge (increase of 17% from baseline data) . The following elements have been identified as stagnant; Learning Through Technology, Spatial Affordances, Conceptual Understanding, Collaboration & Leadership & Personal Knowledge and will be a focus for 2023.

Strategic Direction 3: Belonging

Purpose

Our purpose is to ensure students have a sense of connectedness, purpose and meaning that enables them to thrive at school. We foster strong community partnerships, positive student-teacher relationships, and engagement by knowing the whole child. Students understand the world around them and the potential within them, so they can be fulfilled individuals and active, compassionate citizens.

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.

- Embedding Systems
- Partnerships
- Belonging: Analysing Impact

Resources allocated to this strategic direction

Summary of progress

In supporting our Strategic Direction of Belonging at Anzac Park PS in 2022, a number of activities were developed and implemented across the school. Whole school approaches to student wellbeing and engagement were prioritised through teacher professional learning, where there was a collective responsibility for students to connect, succeed, thrive and learn. Professional learning was delivered in Term 3 to all staff based on building positive connections with students. As a result of this professional learning, teachers indicated having a better understanding of evidence-based wellbeing practices and demonstrated an improved ability to foster a sense of belonging in their classroom and across the school.

In Term 1, our updated Student Wellbeing Policy and new Student Behaviour Procedure was launched with all staff participating in professional learning to support the implementation of these new policies and procedures. The new approach was informed by a functional approach to understanding behaviour and parents were invited to participate in meetings with teachers and the APPS Leadership team to co-design personalised behaviour response plans.

Parent engagement was an important area of focus in 2022 with teachers regularly engaging with parents to improve understanding of student learning and strengthen student outcomes. This included the reestablishment of our Mountain Top community evenings in which students were able to share and celebrate their learning with their family. The APPS Leadership Team presented parent information sessions at P&C Meetings in order to create a shared understanding of school programs in the areas of Literacy & Numeracy, Student Wellbeing and STEAM programs.

The Leadership Team also developed a whole school process for collecting and monitoring student wellbeing data through cycles to track student data across Sentral Wellbeing data and F-3 Student Perception Survey / TTFM through Analysing Impact sessions. This supported grade/stage teams in collaboratively analysing student data and responding to trends to meet student wellbeing needs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students reporting Students' Sense of Belonging / School Advocacy to be trending upwards toward the SSSG positive percentage.	<p>Tell Them From Me data (Yrs 4-6) indicates 86% of students report a positive sense of wellbeing (School Advocacy) in 2022. This is 2% above SSSG and 1% above 2021 data trending upwards.</p> <p>Tell Them From Me data (Yrs 4-6) indicates 69% of students report a positive sense of wellbeing (Sense of Belonging) in 2022. This is 2% lower compared to SSSG and 5% lower than 2021 data.</p>
Increase the proportion of parents reporting • school supports positive behaviour	Tell Them From Me data shows a decrease in most areas of the parent survey, including a 0.2% decrease in school supports positive behaviour, 0.4% in school supports learning, 0.6% increase in safety at school and

<ul style="list-style-type: none"> • school supports learning • safety at school • parents are informed to be trending upwards toward the NSW government norms.	0.3% decrease in parents are informed.
Students, staff and parents understanding and satisfaction of the school's student wellbeing strategy, practices and supporting programs trending upwards using 2021 progress measure baseline data.	In 2022, all teaching staff participated in training in preparation for the implementation of the NSW Department of Education's Inclusive, Engaging and Respectful Schools Policy in 2022-2023. The date of this policy release has been delayed by the NSW Department of Education. The school's executive team worked to develop and implement revised Student Behaviour procedures to reflect the policy update. The policy will be implemented in full in 2023 and data will be collected in 2023 as students, staff and parents begin to build their understanding of the school's student well-being strategy.
Increase the school average score of K-3 students reporting their teacher 'knows students and how they learn' and 'create and maintain safe and supportive learning environments) using the Pivot F-3 Student Perception Survey on Teaching and Learning using the 2021 progress measure baseline data.	All students K-3 participated in the Pivot F-3 Student Perception Survey and survey data analysed and monitored in the areas of 'Create and maintain supportive and safe learning environments', 'Assess, provide feedback and report on student learning' and 'Plan for and implement effective teaching and learning'. Data demonstrates a school strength in 'Create and maintain supportive and safe learning environments' with students reporting that their teacher cares about their wellbeing and there are clear class and school expectations on how students should behave. Students across K-3 also reported highly in 'Plan for and implement effective teaching and learning'. Students reported that teachers provide feedback that helps them improve. An area of focus for the school is ensuring all students feel their voice is heard and valued during learning experiences.
Increase the percentage of students attending school more than 90% of the time by 3%.	The number of students attending greater than 90% of the time or more has decreased by 25%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

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"> • Accelerating Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intervention and student support has been embedded in whole school practices to meet the needs of students. <p>The allocation of this funding has resulted in the following impact: Whole school systems have been developed to support individual needs as part of the Learning and Support Team processes.</p> <p>After evaluation, the next steps to support our students will be: Continued focused on Learning and Support Team processes to ensure consolidation and coherence of student support.</p>
<p>Integration funding support</p> <p>\$144,702.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Anzac Park 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"> • Accelerating Reading • Accelerating Numeracy <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 • consultation with external providers for the implementation of the school's literacy and numeracy strategies • 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: After evaluation, the next steps to support our students with this funding will be to provide professional learning and coaching to support SLSO staff to implement PLSPs by developing a deeper understanding of learning support needs using evidence based teaching and instruction. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$6,412.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Anzac Park 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"> • Accelerating Reading

<p>Socio-economic background</p> <p>\$6,412.10</p>	<ul style="list-style-type: none"> • Accelerating Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO support provided through flexible funding, access to accelerating reading and numeracy groups, student wellbeing groups run by school chaplain, financial support to attend excursion/incursions and additional programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 3 and Year 5 NAPLAN Reading above both state and SSSG. - Year 3 and Year 5 NAPLAN Numeracy above both state and SSSG. - Year 5 NAPLAN Writing is 27% above state and 7% above SSSG <p>Access to targeted literacy, numeracy and wellbeing support has been provided for identified students. All students have had access to all excursions, incursions and additional programs offered at Anzac Park.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued support provided to ensure all students access the full range of learning programs, including enrichment opportunities, at Anzac Park.</p>
<p>Aboriginal background</p> <p>\$3,640.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Anzac Park 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"> • Accelerating Reading • Accelerating Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Personalised Learning Pathways (PLPs) were developed for Aboriginal and Torres Strait Islander students, identifying Specific, Measurable, Achievable, Realistic and Time bound (SMART) goals aligned to each student's literacy and numeracy goals. These PLPs were developed in partnership with the student, classroom teacher and parents/carers to ensure a shared understanding of the student's learning pathway. <p>The allocation of this funding has resulted in the following impact:</p> <p>The development of PLPs has supported classroom teachers in providing personalised support in literacy and numeracy for Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The continued development and monitoring of Personalised Learning Pathways for Aboriginal and Torres Strait Islander students, in consultation with parents and carers, to support improved learning outcomes.</p>
<p>English language proficiency</p> <p>\$143,122.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Anzac Park 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"> • Accelerating Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Specialist EAL/D full time teacher plus 0.6 teacher to support new arrival students • Professional learning for EAL/D teachers and class teachers in EAL/D Learning Progression • Intensive programs for students in the beginning and emerging phases

<p>English language proficiency</p> <p>\$143,122.10</p>	<ul style="list-style-type: none"> • 1 School Learning Support Officer 4 days per week to provide initial, on-arrival intensive English support for newly arrived students at the beginning and emerging levels of English language proficiency <p>The allocation of this funding has resulted in the following impact: Data from the 2022 EAL/D Survey showed there were a smaller percentage of students in each phase compared to the 2021 Survey data. This indicates that a significant number of students in each phase demonstrated growth in their Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, resulting in a progression to the next phase. Although our total population of EAL/D students grew from 2021 to 2022, the percentage of students in the Beginning, Emerging and Developing phases decreased and the percentage of students in the Consolidating phase increased. This shows that more students have progressed through the EAL/D progressions, resulting in a greater number EAL/D students able to access their classes' Stage outcomes in English.</p> <p>After evaluation, the next steps to support our students will be: EAL/D teacher support in the form of personalised mentoring, co-teaching and co-planning with class teachers, following discussion around EAL/D assessments. Ongoing professional learning for teachers to identify language and cultural considerations across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$100,506.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Anzac Park 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"> • Accelerating Reading • Accelerating Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Low level adjustment for disability allocation was used to increase our staffing for a Learning & Support Teacher from 2.5 days to 6 days per week. The Learning & Support Teacher contributed to teacher professional learning to build staff capacity in understanding the diverse needs of students with a disability, ensuring evidence based best practice was embedded across classrooms. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs. Adjustments were made to teaching and learning programs to address classroom differentiation to meet diverse learning needs.</p> <p>After evaluation, the next steps to support our students will be: Incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed to consolidate and extend Learning and Support programs to provide specialist support for students in K-2 and Years 3-6.</p>
<p>Professional learning</p> <p>\$51,127.20</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 Anzac Park 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"> • Accelerating Reading • Accelerating Numeracy • Deep Learning <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$51,127.20</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Differentiated Professional Learning in the Components of Reading. • PL on Innovative Learning Environments and Co-Teaching. • Wellbeing Initiatives in Restorative Practice <p>The allocation of this funding has resulted in the following impact: Enhanced staff understanding of the components of reading K-6, and building of staff capacity to use innovative and quality teaching approaches to meet the academic, behavioural and social needs of students.</p> <p>After evaluation, the next steps to support our students will be: Maintenance of understanding with a changing staff cohort in 2023. Build a partnership with 'Real Schools' to strategically bring about a cultural change within the school to encourage restorative practices in addressing behaviour and supporting classroom management.</p>
<p>Literacy and numeracy</p> <p>\$25,412.16</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Anzac Park 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"> • Accelerating Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Resources supported the quality teaching of literacy and numeracy K-6 as evidenced by teaching and learning programs. New assessment processes were introduced in Years 3-6 to support reading programs.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to fund resources to targeted online programs. This budget will also be used in 2023 to fund the release of teachers from face-to-face teaching to support the establishment of enhanced reading assessments K-2 in 2023 to support the implementation of the new K-2 English syllabus.</p>
<p>QTSS release</p> <p>\$158,705.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Anzac Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Releasing each Assistant Principal one day per week to support teachers in working towards their Performance and Development Plan (PDP) goals aligned to the What Works Best (WWB) quality teaching practices. Assistant Principals have conducted lesson demonstrations, co-planned and co taught with teachers and provided release for classroom observations. The QTSS allocation also allowed Assistant Principals to support and mentor beginning and early career teachers through goal setting and reflective practices. <p>The allocation of this funding has resulted in the following impact: Targeted instructional leadership aligned to the WBB framework to strengthen quality teaching practices across the school An increase in teachers in achieving their PDP goals based on the WWB</p>

<p>QTSS release</p> <p>\$158,705.90</p>	<p>framework.</p> <p>After evaluation, the next steps to support our students will be: The QTSS allocation will continue to be used to release Assistant Principals one day per week in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Anzac Park 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"> • Accelerating Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding was used to provide an Instructional Leadership program. This program supported teachers in addressing literacy and numeracy needs in their classes, by providing teachers with observational feedback, targeted professional learning, and modelled lessons. During the year, the school's two Instructional Leaders were able to spend allocated time in every classroom throughout the school in both reading and numeracy. <p>The allocation of this funding has resulted in the following impact: During 2021, the school's two Instructional Leaders were able to spend allocated time in every classroom throughout the school in both reading and numeracy. Impact could be seen in grade-based teaching and learning programs, where the school's Relational Mathematics and Reading Strategy were supported.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Anzac Park Public School will introduce two Assistant Principal Curriculum & Instruction positions. The role of the APCI will be to provide targeted instruction leadership for teachers K-6 to improved literacy and numeracy instruction.</p>
<p>COVID ILSP</p> <p>\$19,273.00</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"> • Accelerating Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Students in the COVID ILSP Intervention groups consistently showed improvement against the targeted indicators in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the COVID ILSP funding will be used to provide targeted intervention programs through the Learning and Support Team identification process.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	300	370	399	408
Girls	319	377	394	407

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	94.5	94.9	93.6
1	94.6	94.6	95.7	90.7
2	95.6	94.6	95.0	92.3
3	94.9	95.8	95.4	91.8
4	92.5	94.2	95.3	92.0
5	95.4	93.8	94.8	91.9
6	96.1	93.6	91.9	88.6
All Years	95.2	94.6	95.1	91.8
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)	4
Classroom Teacher(s)	33.28
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.87

*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 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.

Anzac Park Public School prides itself on delivering quality professional learning opportunities. An integral aspect of the Anzac Park Public School's culture is our commitment to professional learning, as well as a responsibility to be involved in performance and development processes that facilitate professional growth and the provision of quality teaching and learning. These processes are consistent with the NSW Department of Education policies, aims and strategic directions and Anzac Park's Strategic Improvement Plan. Each week staff engaged in differentiated and targeted professional learning opportunities based on our school plan and strategic directions, as well as mandatory training requirements. Staff participated in professional learning initiatives focused on effective pedagogical practice, literacy, numeracy, wellbeing, child protection, anaphylaxis, emergency care, student wellbeing and leadership.

Accelerating Reading: Differentiated Professional Learning

In alignment with our Strategic Improvement Plan, the Leadership Team developed a professional learning plan which would upskill teachers in planning and implementing data-driven reading programs based on current evidence of best-practice.

In Term 2, Deputy Principals presented fortnightly PL to the entire staff on the six elements of reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension. This built teacher knowledge of these different core components of a literacy block, and encouraged teacher reflection on how these were currently being addressed K-6. They aligned this learning to new assessment tools that had been incorporated into K-6 programs, and demonstrated how this data could enhance programs.

In Term 3, teachers had the opportunity to select a focus 'element' based on a personal area for development. They were allocated into Professional Learning Community (PLC) groups to collaboratively build understanding and skills. Professional learning sessions were then developed and delivered by executive staff, to build capabilities and source teachers with particular expertise to improve student learning. The PLC leaders modelled effective practice and facilitated professional dialogue through the creation of action plans and reflections.

Reimagining for Success

As part of our Strategic Improvement Plan, executive staff maintained a focus on the pedagogies and practices which enable innovative teaching and student learning.

Executive staff presented PL focused on the creation, management and maintenance of Innovative Learning Environments, and dynamic models of co-teaching. This supported teachers to reflect, evaluate and set goals to use the infrastructure of the school and collaborative nature of our staff to enhance teaching and learning.

Analysing Impact

APPS has established a culture of quality teaching and learning driven by evidence-based practices, including the use of data to inform teaching and learning programs. The leadership team promotes and demonstrates professional learning in data concepts through data focused professional learning and data analysis workshops. Each term during 2022, all stage teams carried out data analysis and responsive programming in the school's Strategic Directions (Student Growth & Attainment, Synergy and Belonging), to reflect on student progress and measure impact of their actions.

Restorative Practice

In 2022, APPS focused on using distributive leadership to support the building of staff understanding of Restorative Practices. Grade Coordinators were invited to attend a PL seminar by Real Schools, presented by Adam Voight. This had a focus on the cultural shift required to encourage staff to use restorative approaches in behaviour and classroom management. In pairs, grade coordinators, researched, planned and presented different components of Restorative Practice to begin building staff understanding, prior to a more intensive school partnership with Real Schools in 2023.

Mentoring and Coaching

In 2022, APPS continued to provide 'Leadership Pathways' which staff could undertake to build their skills in educational, organisational, interpersonal, strategic and personal leadership. This included providing teachers with the option to adopt roles as Grade Coordinators and/or Committee Leaders.

Each leadership role had a clear role description that helped guide aspiring leaders to establish a learning community

that is focused on continuous improvement of teaching and learning. Each aspiring leader was paired with a member of the executive team, allowing for robust formal coaching and mentoring practices based on different areas of the School Leadership Capability Framework. Aspiring leaders were also encouraged to pursue higher levels of accreditation, allowing for the ongoing development and improvement of all teachers, by expert teachers at the school.

Beginning teacher mentoring programs were established aligned to teachers professional learning goals as part of the Performance and Development Plan process. Through mentoring structures, beginning teachers were provided with opportunities to evaluate their practice, observe lesson demonstrations and receive effective feedback to work with an aspiring leader to improve the quality of their teaching.

Observation Rounds

In order to develop explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice and the provision of effective feedback between teachers, the Reimagining for Success (R4S) team evaluated current research to devise an APPS Teaching Framework based on What We Learn, How We Learn and Why We Learn. The framework played a key role in our professional learning each year. During Term 4, teachers were placed in teams of 4-5 and provided release to observe a lesson in practice, and use the coding scale devised by the R4S team to score each element of the framework on a scale of 1-5. Each week, teachers were given time to reflect on their notes individually before coming together to debrief on the different elements of the framework. This highly valued professional learning continues to drive ongoing, schoolwide improvement in teaching practice and student results across the school.

Accreditation

Our teachers continued to be supported in attaining their accreditation at proficient level through regular mentoring and co-teaching, while other teachers focused on maintaining their accreditation. Staff who expressed interest in pursuing Higher Levels of Teacher Accreditation, were supported in doing so, through professional learning and proformas provided by a school Deputy Principal.



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	741,901
Revenue	7,915,308
Appropriation	7,230,858
Sale of Goods and Services	19,748
Grants and contributions	653,131
Investment income	8,571
Other revenue	3,000
Expenses	-8,220,598
Employee related	-7,051,723
Operating expenses	-1,168,875
Surplus / deficit for the year	-305,290
Closing Balance	436,611

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	107,613
Equity Total	257,504
Equity - Aboriginal	3,640
Equity - Socio-economic	6,412
Equity - Language	143,122
Equity - Disability	104,329
Base Total	6,064,969
Base - Per Capita	203,200
Base - Location	0
Base - Other	5,861,769
Other Total	523,837
Grand Total	6,953,922

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The Tell Them From Me (TTFM) Student Survey was implemented in Semester 2 2022 and provided data from students in Years 4-6. The TTFM Student survey captured our students' opinions about their learning at Anzac Park Public School, including their thoughts on social-emotional outcomes and drivers of student outcomes. Our analysis of this data highlights that students scored our school well above state norms within the areas of: Advocacy at school (86%), Sense of Belonging (69%) and Expectations for Success (91%).

The TTFM Teacher survey captured our staff's opinions about the culture of Anzac Park Public School, including thoughts based on the school context and classroom context. Our analysis of this data highlights that teachers scored our school well above government norms within the areas of inclusive school (8.5), parent involvement (7.4), leadership (7.9) and collaboration (8.2).

The TTFM 'Partners in Learning' Parent survey captured our community's opinions about the culture of Anzac Park Public School, including how welcoming and supportive the school is. Our analysis of this data highlights that we achieved above government norms within the area of inclusive school (6.8). To ensure we continue creating an inclusive school, we will be implementing the department's new reform policies for Inclusive, Engaging and Respectful schools. With this will be a whole school induction into supporting students' needs across the school. The data shows we achieved above government norms within this area with parents reporting they are informed (6.3) and are provided with opportunities to support student learning. The analysis of data highlighted areas of strength within our parent partnerships which will remain a focus in planning for our 2021-2025 School Improvement Plan and areas for improvement in developing whole school systems to support wellbeing including parents feeling well informed. We plan to support this with a new parent app (Compass) being used for school communication, from Term 4, 2022.



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

During 2022, Anzac Park Public School expanded its Aboriginal Education Strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal and Torres Strait Islander heritage and culture. In addition to this in-school focus, Anzac Park Public School focused on meeting actionable targets from Anzac Park Public School's Reconciliation Action Plan (RAP), that focuses on strengthening relationships, respect and opportunities in the classroom, around the school and with the community. During 2022, this involved celebrating Reconciliation Week, incorporation of cultural awareness into History, Geography, English and PDHPE teaching and learning units and establishing a system for the Aboriginal and Torres Strait Islander Flags to be raised and lowered each day. Anzac Park Public School has begun the process of incorporating a Yarning Circle in the centre of the school, liaising with Bush to Bowl to begin the design process. These initiatives will continue to be utilised in our school to enhance and deepen our approaches to Aboriginal Education by further meeting required actions and deliverables throughout 2023.

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.

Anti-Racism - School statement

In 2022, Anzac Park Public School had one trained Anti-Racism Contact Officer (ARCO). The ARCO developed community awareness of their role through whole school newsletter notifications. She supported teachers in delivering anti-racism education to all students through developing age-appropriate learning experiences. All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. All staff are responsible for reporting allegations of racism from the community and to monitor their own behaviour. This year, an additional Anti-Racism Contact Officer (ARCO) has completed training as of Term 4, 2022.

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.

Multicultural and anti-racism education - School Statement

In 2022, APPS celebrated cultural diversity on Harmony Day. This school community were passionate about spreading the message that racism is not accepted at our school because 'everybody belongs'. Another message the community were keen to celebrate was the 'diversity is a strength' of our multicultural school. Students engaged in activities across the school to develop an understanding of anti-racism and anti-discrimination, inclusion, tolerance, respect and belonging. The school involved staff, students and the community by encouraging everyone to wear a splash of orange, or cultural dress, to show support for cultural diversity. Students and families were able to be involved and feel connected to others at APPS by dressing up, seeking connections with others while having photos taken in the giant Instagram frame, writing messages of support to welcome others to our school (in English and other languages), and being filmed explaining their cultural heritage, or speaking in their preferred language.