

# 2022 Annual Report

## Bardwell Park Infants School



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# Introduction

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

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

## School contact details

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## School vision

Bardwell Park Infants School caters specifically for the needs of students from Kindergarten to Year 2. Every student is known and valued, fostering a strong sense of belonging and inclusion. Our students are engaged and challenged to learn through differentiated literacy and numeracy programs. Our teachers provide quality learning environments and future focused learning strategies to inspire confident, creative and self-regulatory learners. We believe our students will 'Grow in Knowledge' together with the wider school community.

## School context

### Small school context

Bardwell Park Infants School is a small well-established TP2 Infants School near Sydney airport. The school caters for the individualised needs of students from Kindergarten to Year 2, with a strong focus on differentiated literacy and numeracy programs. It is well resourced and set in an attractive and well-maintained environment.

There are currently 22 families with a total enrolment of 24 students, at the end of the year. There are two classes; a Kindergarten and a Stage One class of students in Years 1 and 2. Students come from a wide range of cultural backgrounds with 46% from a Language Background Other Than English (LBOTE). Ten different languages are represented. The predominant language background is Mandarin. The school's Family Occupation and Education Index (FOEI) is 32. There are currently no students who identify as Aboriginal within our school community.

Consultation with the community, students and staff has informed the situational analysis and in turn shaped the school's strategic improvement plan. Through our situational analysis, we have identified the need to enhance our data driven practices in literacy and numeracy, to maximise the individual growth of each and every student. A whole school approach to the regular collection and analysis of data will inform evidence-based practices and responsive curriculum programming and delivery.

The engagement and wellbeing of our students and learning community remains a priority. The Tell Them From Me Survey for both parents and teachers provides an ongoing data set as to the community's perceptions and sense of belonging to, and connecting with, the school. There will be a whole school approach to ensure all members of our learning community have an increased sense of belonging and connectedness.

## 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	Sustaining and Growing
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the individual growth of each and every student in reading and numeracy. We will do this through a whole school approach in evidence-based, data driven practices, responsive to the individual needs of all 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.

- Data driven practices
- Individualised personal growth

### Resources allocated to this strategic direction

Integration funding support: \$13,288.00

### Summary of progress

Students benefited from face-to-face learning in small class sizes in 2022. Teachers utilised the Little Learners Love Literacy decodable texts, with an increased focus on the explicit instruction of phonics, in preparation for the implementation of the K-2 English Syllabus in 2023. In semester 2 of 2022, the school partnered with the Collaborative Support Unique Settings (CSUS) team which proved to be a key driver to track and monitor student progress via PLAN2, in the area of phonics, the school's identified area of need. The CSUS team continue to partner with the school in term 1, next year.

### 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 % from 2021 results of K-2 students meeting grade based PM benchmarks.	In 2022: <ul style="list-style-type: none"><li>• 90% of Kindergarten students met the grade based PM benchmarks in reading.</li><li>• 77% of Stage One students met the grade based PM benchmarks in reading.</li><li>• Overall, 83.% of K-2 students met the grade based PM benchmark in reading.</li></ul> This demonstrates a 30% increase from the annual progress measure in 2021.
Increased % from 2021 results of students achieving individual consistent expected growth in reading.	In 2022, a baseline for individual consistent expected growth in reading was established at the beginning of the year. At the end of the year: <ul style="list-style-type: none"><li>• 84% of Stage One students met or exceeded their individual expected growth in reading.</li><li>• 91% of Kindergarten students met or exceeded their individual expected growth in reading.</li><li>• Overall, 87% of K-2 students met or exceeded their individual expected growth in reading.</li></ul>
Increase % from 2021 results of <i>Stage One</i> students meeting benchmark in phonics.	In 2022: <ul style="list-style-type: none"><li>• 76% of K-2 students met benchmarks in phonics.</li></ul> This demonstrates a 26% increase from the annual progress measure in 2021.
Increase % of K-2 students from 2021 achieving expected end of year benchmarks in additive strategies in numeracy.	In 2022: <ul style="list-style-type: none"><li>• 91.% of K-2 students met the expected end of year benchmarks in additive strategies in numeracy.</li></ul> This demonstrates an 8% increase from the annual progress measure in 2021.

## Strategic Direction 2: Engaging our learning community

### Purpose

To ensure all members of our learning community have an increased sense of belonging and connectedness. We will do this through a whole school approach to increase community engagement and wellbeing.

### 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.

- Belonging
- Connecting

### Resources allocated to this strategic direction

### Summary of progress

2022 saw our school community welcomed back onto our school site, with increased opportunities for our learning community to engage with the school, in a COVID safe manner. The whole school book parade, athletics carnival and a disco represent some of the events held on site in 2022. Opportunities were provided to the families of the Kindergarten 2023 cohort to attend open air events in 2022 to build connections with their community and strengthen our transition to school practices.

As the wider school community lives with COVID-19 and its impacts, student attendance will remain a focus for the school in 2023. Well being, belonging and connecting is paramount in a small school setting.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance</b>  Increase the percentage of students attending >90% of the time to be at or above 93.50%.	In 2022:  74.1% of students attended > 90% of the time, indicating progress towards achievement of the school determined target baseline.  This demonstrates a 14% increase from the percentage of students attending >90% of the time in 2021.  The 2022 uplift in attendance demonstrates progress towards achievement of the school determined annual progress measure/baseline data.
An increase percentage of the community reporting enhanced connections to the school community, from 2021 results.	In 2022:  11 out of 22 families or 50% of the school community responded to the Tell Them From Me TTFM survey, representing the school's highest community engagement.  100% of respondents from the TTTFM survey indicated they have a positive sense of belonging and connection to the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,288.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bardwell Park Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised personal growth</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> implementation of specific personalised learning and support and programs to increase engagement and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue our strong learning and support processes to build the capacity of staff to identify and meet the specific, personalised needs of our students.</p>
<p>Socio-economic background</p> <p>\$1,004.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bardwell Park Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> allowing students equal opportunity and access to a wide range of learning opportunities, materials, excursions and incursions, irrespective of socio-economic background.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continually supported by this funding to increase equity and access so no student is disadvantaged due to their socio-economic background.</p>
<p>English language proficiency</p> <p>\$19,577.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bardwell Park Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$19,577.00</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individual personalised growth in the acquisition of English language skills and increased implementation of teaching and learning programs to support both vocabulary and language development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise funds to employ a temporary teacher to support students in their English language skills and to collaborate with classroom teachers to address the needs of students in classrooms. As a result of the collaboration, all classroom teachers support the vocabulary and language development of students.</p>
<p>Low level adjustment for disability</p> <p>\$28,558.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bardwell Park Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted support in place for students with additional learning needs in phonics and reading, to maximise student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to increase teachers' practice in identifying students' point of need, to apply targeted, explicit instruction and evidenced based interventions.</p>
<p>Professional learning</p> <p>\$5,792.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bardwell Park Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• undertaking professional learning regarding the English and Mathematics K-2 Syllabus reform.</li> <li>• unpacking evidence-based approaches to phonics and reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity to embed effective practices in the explicit instruction of phonics and the analysis of data to inform teaching and learning, to maximise student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> enhance teacher practice to implement effective evidence based practices to meet the needs of students.</p>
<p>QTSS release</p> <p>\$5,401.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bardwell Park Infants School.</p>



<p>QTSS release</p> <p>\$5,401.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A temporary teacher was employed and supported smaller class sizes, affording increased opportunities for explicit instruction. Teachers had the opportunity to observe each others' teaching practice, engaging in the Performance and Development Plan, linking to the School's Improvement Plan. Doing so built teachers' collective efficacy, collaborative practice and leadership opportunities. One teacher attained Accreditation in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build a culture of collective responsibility for improvement in teacher practice and student learning outcomes at a time of curriculum reform in English and Mathematics K-2.</p>
<p>COVID ILSP</p> <p>\$10,764.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in phonics and reading</li> <li>• leading/providing professional learning for COVID educators</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> supporting the school's overall results of 83% of K-2 students meeting the grade based PM benchmark in reading, which represented a 30% increase from the previous year. 76% of K-2 students in the school met the phonics benchmark, which represented a 26% increase from the previous year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of small group tuition in the area of students' needs, as evidenced in data. The COVID ILSP will continue to be tracked regularly in weeks 3 and 8 of each term and monitored via the school's Learning and Support Teams. Parents as partners in learning will continue to be informed of progress.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	23	23	16	12
Girls	7	9	8	10

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	93.8	96.1	94.3
1	93.8	94.6	90.8	93.8
2	92.7	92.9	91.4	89.6
All Years	93.2	93.7	93.0	93.0
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
All Years	92.9	92.1	92.7	87.7

## Attendance

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

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

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

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

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

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19

- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.8
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	68,387
<b>Revenue</b>	779,070
Appropriation	767,307
Sale of Goods and Services	2,019
Grants and contributions	8,905
Investment income	839
<b>Expenses</b>	-645,334
Employee related	-589,874
Operating expenses	-55,460
<b>Surplus / deficit for the year</b>	133,736
<b>Closing Balance</b>	202,123

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	13,288
<b>Equity Total</b>	49,139
Equity - Aboriginal	0
Equity - Socio-economic	1,004
Equity - Language	19,577
Equity - Disability	28,558
<b>Base Total</b>	420,064
Base - Per Capita	6,064
Base - Location	0
Base - Other	414,000
<b>Other Total</b>	51,360
<b>Grand Total</b>	533,852

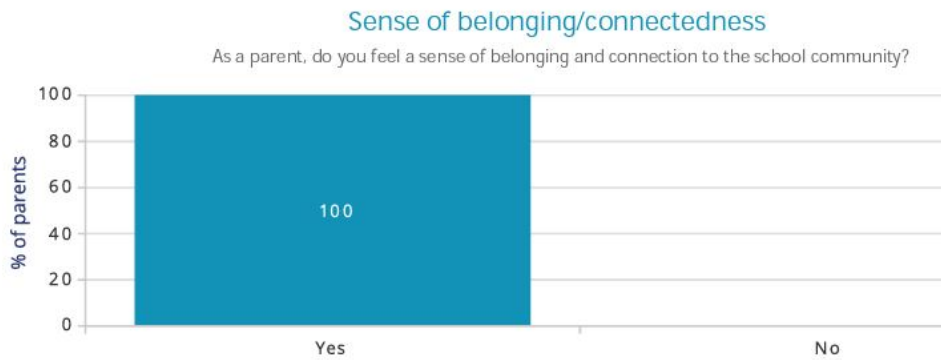
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Parent/caregiver, student, teacher satisfaction

In 2022 the Tell Them From Me Report provided results on data from 11 respondents in the school who completed the Parent survey. It was a high number representing 50% of our school community when enrolments were at 22 students.

The 2022 TTFM parent survey 100% of parents confirmed a sense of belonging and connectedness to the school community.

In 2022, a cluster of schools was formed to allow the school to generate a TTFM Teacher survey. As a result of the findings, the focus will focus upon our learning culture and data informed practice, at a time of curriculum reform. Technology was an area identified as below the NSW Govt. Norm. As a result, interactive technology for our students will be an area for school growth.



100% of parents confirmed a sense of belonging/connectedness to the school community, representing 50% of our school community.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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The school embeds Aboriginal perspectives, history and culture throughout teaching and learning programs, across the school. The school community and year 2 leaders deliver Acknowledgement of Country and all K-2 assemblies and community events.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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All staff are familiar with the Anti-Racism Policy and know the school's Anti- Racism Officer. Staff are aware of the school processes and support students and others in understanding racism and other forms of discrimination.

## Multicultural Education Policy

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

## Multicultural and anti-racism education - School Statement

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Teachers use a range of curriculum resources, literature and opportunities to promote an understanding of different cultures within their teaching and learning programs. The school has a culturally diverse community and celebrates our differences and diversity.

## Other School Programs (optional)

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Our active P&C supported a six week coding incursion in term 2, delivered by Robokids. Coding and STEM promote collaboration, communication, creativity and critical thinking skills. Robokids featured our school as a case study on their website. The school also utilised the Department's STEM SHARE tablet robotics kit in term 3.