

# 2022 Annual Report

## Kurri Kurri Public School



7422

# Introduction

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

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

## School contact details

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## Message from the principal

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2022 has been a challenging year for many schools due to a wide range of issues. Significant levels of illness, other than COVID-19, have caused significant disruptions to school programs and impacted the continuity of teaching and learning programs. Our school has also dealt with high levels of disruption caused by extensive renovation works impacting our Administration services and operations out of the library building. Fortunately, these renovations have been completed and our school is benefiting from a much more effective and professional work environment which is benefitting our students, staff and wider community.

The reduction in restrictions due to COVID-19 has also led to increased levels of family and community involvement within the school. Being able to welcome adults back into our school for special events has been very warmly received by our community. It is heartening to see and hear the positive interactions that occurred at such events as Mothers' Day, Fathers' Day, Grandparents' Day and the Spring Fair. The highlight in many ways was the impressive crowds that attended the community Carols by Candlelight event that KKPS hosted.

It was very pleasing to see our school recognised in the media as a school achieving significant growth in student achievement over the past five years. According to data collated by the media source, KKPS was ranked in the top 30 schools in the Hunter Region for student growth since 2018.

Reading continues to be a major focus for our school with all students encouraged to participate in home reading. Whilst the number of students completing only 10 nights reading remains at about 50%, the number of these students then moving on and reading for more than 200 nights has been extremely pleasing. In 2022, Booky the Kookaburra was launched as Kurri Kurri Public School joined the "Paint the Town Read" program. This program aims to instill reading as a worthwhile activity in all homes across the community and we have been able to build stronger connections with our local pre-schools and day care centres due to this activity.

With approximately 20% of our students identifying as being either Aboriginal or Torres Strait Islander, it is wonderful to reflect on the growth made by the school in supporting both the academic progress of these students but also, the ways in which we have worked to enhance cultural awareness and engagement. Our students have weekly opportunities to engage with our Aboriginal Educational Officer and support staff from Youth Express to explore and build greater knowledge and understanding of culture. Our senior students stepped up to lead activities including dance groups, playground activities and leading the school in the Acknowledgement of Country delivered both in English and in Auslan.

It is difficult to capture all of the great achievements of our school in written words alone. Our community should be proud of the progress that has been achieved by our school and we are well placed to achieve even more in the future.

## School vision

Our school is about our children. The efforts of all adults within and associated with the school is to help improve the outcomes for these children each and every day.

We will help our children improve by knowing each child as an individual and working together to deliver well researched and well informed programs. At Kurri Kurri Public School we:

- aim high
- work together, and
- make informed decisions.

## School context

Kurri Kurri Public School is located in the traditional Coalfields area of the Hunter Valley. We have had a decreasing student population over the past three years; in 2021 the actual commencement enrolment was 566 students inclusive of our three support unit classes. Approximately 20% of our students are Aboriginal. The overall FOEI has been climbing - currently 152.

Our school is a historic feature of the wider community with many generations of families having close ties to the school. Even though we have a large population, the school is loosely broken into distinct playground areas for each Stage grouping which allows all students to access resources and play spaces; significant improvements to the school grounds are planned for 2021.

Given our high FOEI, the school attracts significant funding through the Resource Allocation Model (RAM). This funding has enabled the school to employ additional staff to keep class sizes smaller than average as well as implement a number of intervention and support strategies. The development of Aboriginal culture is enhanced through a solid program of ongoing activities and special days which are led by our wonderful student leaders. We engage with the local AECG on a regular basis as well as other local community groups such as the Kurri Kurri Community Centre and local service and sporting groups.

Our situational analysis involved reflection on school based and external data, consideration of findings through the SEF and External Validation conducted in Term 3, 2020 as well as extensive consultation throughout Term 4, 2020 and Term 1, 2021. Students, staff and families were given opportunities to provide feedback to the school through various surveys, interviews and workshops. The Cessnock local AECG were consulted in March 2021 to ensure that perspectives and plans for enhancing the outcomes for Aboriginal students and families had been well considered. From these interactions a number of key points were identified including:

- The need for staff to use data to inform practice and ensure that school based data aligns with external data
- That students need to work towards achieving High Expectations
- There is a need for consistency across the school in relation to well-being practices, behaviour management and academic programming
- That school needs to be fun and students want to attend school.

Kurri Kurri Public School is a member of the Kurri Kurri Learning Community as well as the Cessnock Network Professional Learning Community. These groups work to enhance transition practices at both ends of the primary continuum, build effective well-being practices, provide focus for district Aboriginal Education programs and allow for collaboration and development of improved teaching practices across all schools.

## 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	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Our focus is on improving the outcomes for each and every student regardless of their background. Maximising student growth is predicated on staff knowing each and every student, and the consistent use of data to drive effective teaching and learning.

### 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.

- Personalised Learning drives student growth
- Data Driven Practices inform Teaching and Learning decisions
- Strategic Resource Allocations enhance our school programs
- The Importance of Reading is promoted as a life-long skill
- Fluency and accuracy in Numeracy for all students

### Resources allocated to this strategic direction

**Per capita:** \$47,000.00

**Professional learning:** \$31,319.11

**QTSS release:** \$116,070.21

**English language proficiency:** \$5,806.07

**Low level adjustment for disability:** \$477,366.70

**Socio-economic background:** \$887,627.41

**Integration funding support:** \$375,987.00

**Literacy and numeracy:** \$91,670.30

### Summary of progress

Significant investment in strategic staffing allocations have been made which has contributed to improvements in the key area of literacy across the school. Staff are regularly engaged in professional conversations directly related to classroom practice, student assessment and results, and delivery of curriculum. Our Assistant Principals, Curriculum and Instruction have been highly visible in classrooms guiding and supporting professional practice. They are also key leaders in weekly collaboration sessions which promote professional growth and exploration of ideas to improve practice and ultimately student outcomes.

Changes at a State and Commonwealth level have seen changes occurring in both the curriculum and being delivered and the type of assessments being used by the school. This has impacted our ability to report against initial targets set in the SIP and now necessitates changes to reflect this system driven alterations.

The importance of reading has been promoted both within and beyond the school with the launch of 'Booky' the Kookaburra; our mascot for the Paint the Town Read program. Internal data has shown a clear uptake in the number and frequency of children reading each night. Our 'at home' reading program is gaining greater levels of engagement with more students participating and reading for greater periods of time.

Given the level of disruptions throughout the year due to the lingering impact of COVID and other illness, a deliberate maintenance of focus upon literacy was made. This has resulted in less focus on numeracy in 2022 but should be more balanced in 2023, which should also be aided by the introduction of new National Curriculum in Literacy and Numeracy.

### 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
The % of students achieving top 2 bands in reading increases from <b>18.5% (baseline)</b> to <b>26%</b> by 2022.	In Year 3, 31.33% of students at KKPS achieved in the Top 2 Bands. In Year 5, 21.21% of students at KKPS achieved in the Top 2 Bands.
The % of students achieving the top 2	In Year 3, 17.50% of students achieved Top 2 Bands; however, this

bands in numeracy increases from <b>12.3% (baseline)</b> to <b>19.5%</b> by 2022.	dropped to only 6.15% of Year 5 students. It is evident that the school did not achieve this year's progress measure.
The % of A&TSI students achieving top 3 bands in reading increases from <b>16.7% (baseline)</b> to <b>25.9%</b> by 2022.	In Year 3 results, 49% of A&STI students achieved in the Top 3 Bands for reading (16% were in the Top 2 Bands).  In Year 5 results, 42% of A&STI students achieved in the Top 3 Bands for reading (21% were in the Top 2 Bands).
The % of A&TSI students achieving top 3 bands in numeracy increases from <b>28.4% (baseline)</b> to <b>34.2%</b> by 2022.	In Year 3 results, 41% of A&STI students achieved in the Top 3 Bands for reading (16% were in the Top 2 Bands).  In Year 5 results, 20% of A&STI students achieved in the Top 3 Bands for reading (7% were in the Top 2 Bands).
The % of students achieving expected growth in reading increases from <b>42.9% (baseline)</b> to <b>50.6%</b> by 2022. If targets are already met the school shall aim to increase previous year by 5%.	For 2022, the system negotiated target for reading was set at 54.5%. It should be noted however, that in 2021, data showed that 70.49% of students achieved expected growth in reading. Therefore, the target for 2022 should be adjusted to 74% of students achieving expected growth in reading.  Growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020.
The % of students achieving expected growth in numeracy increases from <b>44.7% (baseline)</b> to <b>51.3%</b> by 2022. If targets are already met the school shall aim to increase previous year by 5%.	For 2022, the system negotiated target for reading was set at 54.4%. It should be noted however, that in 2021, data showed that 62.07% of students achieved expected growth in numeracy. Therefore, the target for 2022 should be adjusted to 62% of students achieving expected growth in numeracy.  Growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020.
% of students achieving Level 4 in understanding texts sub-element to be halved between baseline and 2024 target.	Due to changes in curriculum and the fact that KKPS was an 'early adopter' of the new K-2 English curriculum, data related to this particular target was not collected and will be removed.
% of students in Year 2-6 achieving a 0.4 growth across the year will be halved between baseline and 2024 target.	Data collected for our student cohorts is unreliable due to changes in the type of assessment utilised to inform teaching and learning programs. Amendments for the SIP will need to be considered for 2023 to better reflect the way in which the school collects data to measure student progress. The use of 'Check-in Assessments' for both Reading and numeracy showed that students showed growth throughout the year.
% of students in Year 2-6 achieving a 0.4 growth across the year will be halved between baseline and 2024 target.	Data collected for our student cohorts is unreliable due to changes in the type of assessment utilised to inform teaching and learning programs. Amendments for the SIP will need to be considered for 2023 to better reflect the way in which the school collects data to measure student progress. The use of 'Check-in Assessments' for both Reading and numeracy showed that students showed growth throughout the year.
% of students achieving at or above expected growth in determined literacy and numeracy school-determined targets across the year will be halved between baseline and 2024 target.	Growth cannot be calculated in 2022 as the NAPLAN test was not run in 2020.
All staff are engaged in regular dialogue with peers to analyse and reflect on data collated from class based assessments.	All teaching staff were provided structured collaboration time to work with colleagues and their Stage Assistant Principal, and Assistant Principal, Curriculum & Instruction. These meetings were conducted on a weekly basis throughout the school year.

## Strategic Direction 2: Staff Professional Growth

### Purpose

All staff within the school contribute to the improvement of our students. It is paramount that all staff are engaged in meaningful professional growth with underpinning elements of collaboration, high expectations and effective feedback.

### Initiatives

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

- Staff continually develop their Excellence in Pedagogy
- Data drives our Cyclic Focus on Literacy & Numeracy
- Performance & Development drives Personal and Professional Growth
- Non-Teaching Staff are valued and their capacity enhanced

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**AP Curriculum & Instruction:** \$240,913.60

**Literacy and numeracy:** \$40,000.00

### Summary of progress

Professional learning and staff growth have been assisted greatly through the implementation of programs led by the Assistant Principals, Curriculum and Instruction, as well as structured collaborative sessions led by Assistant principals at a Stage level. At KKPS, all teaching staff are provided additional professional learning and preparation time above the norm.

Our focus on reading is having considerable impact with students achieving better results and developing greater skills in the mechanics and comprehension of literature. An initial shift, especially for our K-2 staff, saw a greater level of understanding and application of content aligned to the new National Curriculum for K-2 literacy and numeracy.

### 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
One staff member continuing with HALT accreditation.  Two staff supported to commence / undertake HALT accreditation.  Executive staff will have had discussions with at least 3 identified staff to demonstrate how they would be supported to complete the HALT training.	Due to significant disruptions through illness and the changes in national curriculum, staff have not been invested in obtaining higher levels of accreditation.  Three staff were successful in completing their Teacher Accreditation certification.
At the conclusion of the year, staff can make the on-judgement call that the school is functioning at least at Sustaining & Growing in three of the 5 elements and Excelling in at least 2 elements.	The school continues to make incremental growth across the elements of the SEF. Staff professional judgement that the school is functioning at Sustaining & Growing in at least four of the five elements targeted with Delivering selected for one element. It is worth noting, that is some sub-topics with elements, staff agreed that we were excelling.
90% of staff can clearly articulate and recognise professional development that has enhanced their professional performance in the preceding 12	Achieved



months	
<p>A systematic process of regular PL is offered to all SLSOs to enhance skills, knowledge and understanding of key concepts.</p> <p>90% of non-teaching staff can clearly articulate and recognise professional development that has enhanced their professional performance in the preceding 12 months</p>	<p>All SLSO staff completed mandatory training requirements as prescribed by the NSW Department of Education. These included CPR, Child Protection and Code of Conduct awareness training. Additional, targeted support was provided to enhance knowledge and understanding in early years Literacy and using the pre-formative curriculum.</p> <p>A number of SLSO engaged in high level Diabetes training to support an existing student as well as an incoming student ready for 2023.</p>
<p>An initial cohort (2-4 staff) are identified to receive enhanced professional learning to build there pedagogy in either Literacy or Numeracy,as well as enhance their capacity to lead and influence other staff.</p>	<p>In 2022, Kurri Kurri Public School were an early adopter of the new national curriculum. To aid staff, all permanent and long-term temporary staff were provided targeted Literacy based training to enhance their knowledge and skills to work with this new material.</p> <p>Additionally, our middle executive (Assistant Principals) were provided the opportunity to participate in the LEED project which explicitly investigated the use of data in the teaching &amp; learning cycle.</p>

## Strategic Direction 3: School Culture

### Purpose

All members of our school community should want to be engaged and contribute to our school. This includes developing effective communication between all parties and ensuring that our students are at the core of what we do.

### 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.

- Connecting our Students with School
- Staff know our Community and Value our workplace
- Families choose to come to Our School
- Our Community are proud and engaged with Our School

### Resources allocated to this strategic direction

**Professional learning:** \$3,050.00

**Per capita:** \$98,488.00

**Low level adjustment for disability:** \$1,000.00

**Socio-economic background:** \$170,000.00

**Aboriginal background:** \$150,253.00

### Summary of progress

Significant efforts have been undertaken to provide greater opportunities for students to become involved in extracurricular activities across the year. Culture Group activities, choir, dance, music, chess and Lego activities have been led by staff and well attended by students. Approximately 36 students participated in Star Struck in 2022 and a number of our primary students were selected for display in the Westmead Hospital Operation Art program.

A major change introduced in 2022 has been the rollout of our new school uniform. A new design of our polo shirt has been extremely well received by our school community and students. In excess of 90% of students have adopted this new uniform in the first year, with an expectation that uptake will increase in 2023 as new uniforms are purchased by families.

Community engagement in our school increased significantly as regulations around COVID-19 relaxed allowing community events such as grandparents' Day, Mothers' and Fathers' Day, and Carols by Candlelight to resume after a hiatus of a number of years. Of importance to many families, our school was again able to conduct the popular Little Learners program to ready children for Kindergarten in the following year. The KKLC asset of the early Years Coordinator is a great benefit in assisting the school and parents involved become connected as children transition to this 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
Percentage of students attending school 90% of the time or more will increase from a baseline 65.2% (2018) to in excess of 76.3%.	At Kurri Kurri Public School, we continue to strive to have high expectations for student attendance. Using Scout Data, it was evident that School Procedures to follow up on student attendance had a positive impact to the overall rate of percentage. In Semester 1, 2022, our rate was 59.7% of students attending more or equal to 90% of the time. Although there was a decrease from 64% in 2021, we aim to continue an incline with new incentives and consistencies in 2023.
At least 85% of A&TSI students have at least one family member attends the school to participate in 3-way conversations to prepare and/or review PLPs.	All A&TSI families were provided opportunities to participate in 3-way conversations to develop Personalised Learning Pathways. At least 93% of students had a Personalised Learning Pathway plan prepared and implemented through the year.

<p>Continue to implement improved management and administration processes as highlight in 2021 survey.</p>	<p>KKPS continues to move towards greater use of technology to connect effectively with families. Our newsletter is now delivered using the Swipe Program and academic reports were successfully distributed electronically in Semester 2.</p>
<p>As a minimum, data through TTFM shows growth in the Advocacy and Expectations domains equal to 2021 or increasing by at least 5% points whilst Belonging grows by at least 12.5%.</p>	<p>Data available is based on Semester 2 which shows comparable results to State averages in the following areas based on student results. Students:</p> <ul style="list-style-type: none"> <li>• believe that schooling is useful in their everyday life and will have strong bearing on their future.</li> <li>• feel that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.</li> <li>• feel they have someone at school who consistently provides encouragement and can be turned to for advice.</li> </ul> <p>Some areas of difference between our students' average results and State norms include;</p> <ul style="list-style-type: none"> <li>• There is a significant difference in the data related to student belonging i.e. feeling accepted and valued by their peers and others at school.</li> <li>• There is significant difference in the data related to student participation in extracurricular activities</li> </ul>
<p>Analysis of 2021 PMES shows considerable growth in staff satisfaction across the identified 3-5 key topics areas (aim to have 60+% positive responses). New 3-5 key topic areas identified as focus for 2023.</p>	<p>2022 PMES survey was completed by less than 40% of staff. The findings were significantly lower than in the previous two years with only the following categories rated positively above 60%:</p> <ul style="list-style-type: none"> <li>- Job purpose and enrichment, and</li> <li>- Customer service</li> </ul> <p>This compares starkly against the results of a similar survey conducted in 2021 where only three domains did not achieve an above 60% positivity rating.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$375,987.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kurri Kurri Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Strategic Resource Allocations enhance our school programs</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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Across the school, many students are being supported both within the classroom as well as in the playground. Often these students are supported within a cohort of peers to ensure that they are not singled out or made to feel differently from their cohort.  Throughout the year, a number of high needs students were actively supported during school excursions and events to ensure that they were able to access the educational programs provided to peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  There remains several students that on face value would likely attract integrated funding support; therefore in 2023, a more thorough assessment of these students will be conducted to ensure that all eligible students are being supported where their specific needs are not being fully assisted.</p>
<p>Socio-economic background</p> <p>\$1,057,627.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurri Kurri Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting our Students with School</li> <li>• Strategic Resource Allocations enhance our school programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in class and COVID tutoring program implementation.</li> <li>• professional development of staff through targeted collaboration sessions to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• engagement of key staff to support educational and social programs across the school including a second Deputy Principal and Community Liaison Officer.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Substantial support to students and families have occurred throughout 2023 due to the employment of key personnel in the DP and CLO roles. At the conclusion of 2022, with consultation with the DEL and KKPS P&amp;C, the role of Deputy Principal was moved from a temporary contract to a school funded permanent role.  The value of having two staff available to deliver literacy sessions each morning has contributed to student growth in this particular area.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$1,057,627.41</p>	<p>In 2023, additional funds availability will be significantly reduced. This will result in the school having to implement changes to adjust to the funding levels; the likely scenario will be removal of a number of programs that have operated in the past few years.</p> <p>Where feasible, significant allocation of resources will continue to be applied to activities that promote school inclusion and participation, as well as support the wider operational aspect of the school such as family support and transition programs.</p>
<p>Aboriginal background</p> <p>\$150,253.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurri Kurri Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting our Students with School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• involvement in cultural programs beyond the school grounds to enhance knowledge, understanding and recognition of culture.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  NAPLAN data shows that our Aboriginal &amp; Torres Strait Islander students are achieving at or above their non-A&amp;TSI cohort in reading.  Our AEO has been able to develop meaningful programs through our Culture Strong program which occurs each Monday with the support of Youth Express.  Another two staff have been able to access professional learning through the Connecting to Country program.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, we will be investigating ways to strengthen links with local Aboriginal people and groups within the Kurri Kurri area. It is hoped that regular visits to the school by local elders will help build stronger community cohesion and enhance student understanding and empathy.</p>
<p>English language proficiency</p> <p>\$5,806.07</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</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>• 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>  Given the small amount of targeted funding received, these funds contribute to additional COVID tutor funding. Students that have identified learning support needs due to the English proficiency were supported through the tutor program.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Due to limited funding, similar implementation of this program will occur in</p>

<p>English language proficiency</p> <p>\$5,806.07</p>	<p>2023.</p>
<p>Low level adjustment for disability</p> <p>\$478,366.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Kurri Kurri Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</li> <li>• Connecting our Students with School</li> <li>• Strategic Resource Allocations enhance our school programs</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All Kindergarten classes were supported by at least a 0.5FTE allocation of additional SLSO support to ensure students were supported in their learning.  All students in Kindergarten participated in the school-based Speech Program which operates three days per week which assesses students and delivers tailored programs to support them throughout the year.  Additional LaST/COVID tutors were employed to a level where Yr 1 to Yr 5 had 1.0FTE allocation and Kindergarten and Yr 6 at least 0.5FTE allocation.  All SLSO staff have been trained in Sound Scouts program to provide preliminary support in assessing and monitoring student hearing.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The school will continue to support students with low level disabilities to the best of our ability given the available funding.</p>
<p>Professional learning</p> <p>\$49,369.11</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 Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</li> <li>• Staff continually develop their Excellence in Pedagogy</li> <li>• Connecting our Students with School</li> <li>• Staff know our Community and Value our workplace</li> <li>• The Importance of Reading is promoted as a life-long skill</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Executive staff completed participation in the CESE led program LEED which focused on staff knowledge and use of data to inform practice.</li> <li>• School specific focus areas and Department mandatory training completed.</li> <li>• All teaching staff are able to access quality professional learning through effective collaboration with peer colleagues and the AP,C&amp;I (school funded</li> </ul>

<p>Professional learning</p> <p>\$49,369.11</p>	<p>0.4FTE)</p> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022, teaching staff were provided ninety minutes per week collaboration time to work closely with Stage colleagues and an Assistant Principal, Curriculum &amp; Instruction to enhance their practice. It is evident from verbal feedback and observations from supervisors that most staff embraced the new learning being provided and improved classroom practices were occurring on a regular basis.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  With the National Curriculum rollout occurring significant time and empathise will be placed on solid learning of this new material.</p>
<p>Literacy and numeracy</p> <p>\$131,670.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kurri Kurri Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data drives our Cyclic Focus on Literacy &amp; Numeracy</li> <li>• The Importance of Reading is promoted as a life-long skill</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• targeted whole school focus on reading as a core essential for learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Led by our wonderful AP,C&amp;Is the focus for KKPS has remained reading with quality resources and instruction in each classroom being supported with professional guidance and support. Data shows htat the number of students actively engaged in reading as a positive leisure activity has increased over the past three years.  Early adoption of the K-2 curriculum has led to staff reviewing teaching practices and the school investing in decodable texts and resources to support the new material. Professional support for staff has occurred both within school and through engaging in external professional learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued implementation of the new curriculum (K-2) and preparedness for implementation (3-6) will be a focus for the school. The school has maintained that reading would be the focus for the first two years of our SIP; we now move towards providing a greater focus on aspect of numeracy.</p>
<p>QTSS release</p> <p>\$116,070.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kurri Kurri Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An additional teacher was employed to reduce class sizes across a specific Stage cohort.</p>

<p>QTSS release</p> <p>\$116,070.21</p>	<p><b>After evaluation, the next steps to support our students will be:</b> A similar approach will be implemented in 2023.</p>
<p>COVID ILSP</p> <p>\$471,958.00</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 literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whilst solid progress was made throughout the year, the program was impacted by the desperate shortage of teachers resulting in COVID tutors having to be used for casual coverage. This disrupted the continuity of programs and will have impact student results. The school supplemented the allocated funding to support the equivalent of six LaST/COVID tutors across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With the reduction in COVID ILSP funding in 2023, tutors are being allocated on Stage basis rather than per year cohort. Executive determined to place highly experienced class teachers into these roles (rather than early career teachers) in the hope thta their added expertise and experience will enable them to provide higher quality interventions.</p>
<p>Per capita</p> <p>\$145,488.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kurri Kurri Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices inform Teaching and Learning decisions</li> <li>• Connecting our Students with School</li> <li>• The Importance of Reading is promoted as a life-long skill</li> <li>• Families choose to come to Our School</li> <li>• Our Community are proud and engaged with Our School</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Library renovations and revamp</li> <li>• Acquisition of quality teaching resources to support learning programs across the school.</li> <li>• Professional learning time allocation to enable executive to prepare for projected policy changes in 2023.</li> <li>• Investment in providing a safer and more appealing school environment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A new set of equipment and shade sails exist in our Kindergarten playground; a focal point for community driving past the school. Due to extensive works being conducted by Assets Management, the school redirected some funds to supplement the scope of works to ensure the high quality provision of resources for students, staff and our community; this is very evident in the upgraded Administration facility and school signage. With COVID restrictions reducing, the level of community interaction within the school has increased. This has provided avenues for forming closer community links in the future to support various school programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>



<p>Per capita</p> <p>\$145,488.00</p>	<p>Engagement of a Business Manager to assist with the timely delivery of WHS and infrastructure plans across the school. This role will also assist in providing better long-term management of school resources such as technology and school budgets. Targeting specific community groups to assist our students develop skills in special interest areas such as dance and music.</p> <p>Working closely with the P&amp;C to develop a strategic plan to improve areas around the school for student use and also improved aesthetics.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$240,913.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Staff continually develop their Excellence in Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• weekly collaboration sessions with Stage cohorts to improve teacher skills in using assessment and data to guide teaching and learning practices.</li> <li>• regular targeted support, guidance and modelling of best practice for all staff</li> <li>• school funded supplementation to engage 2.0 FTE staff into these roles</li> <li>• exploration and leadership of best practices in teaching and learning which is driven by research and Department programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We are fortunate to have two highly effective and impactful teachers in the roles of Assistant Principal, Curriculum and Instruction. Their leadership and willingness to provide guidance and support to all staff across the school has been highly valuable and is impacting on the caliber of lessons being delivered at Kurri Kurri Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our AP,C&amp;I will be allocated workspaces at each end of the school so that they are able to provide rapid support and be more available to all staff. They will be playing a vital role as the rollout of national curriculum continues in 2023 and beyond.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	316	284	266	268
Girls	317	296	290	293

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	90.4	91.5	86.0
1	91.4	91.5	90.6	85.3
2	90.6	87.0	91.9	83.2
3	90.5	86.0	90.4	87.9
4	89.2	87.2	87.0	83.9
5	88.5	88.4	88.4	80.2
6	89.2	84.9	88.0	81.0
All Years	90.2	87.8	89.6	84.0
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
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	23.09
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.06

\*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

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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

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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.

The school utilises funding provided through the SBAR to supplement our allocated staffing levels. These positions include temporary roles and positions that have been identified as being above centrally identified positions (ACIP). Additionally staffing at KKPS includes:

- Aboriginal Education Officer
- Deputy Principal
- additional Learning & Support Teachers
- supplementation to the Assistant principal, Curriculum & Instruction allocation (0.4 FTE)
- additional School Administration and Support staff
- additional School Learning Support Officers
- at least two additional teaching positions

# 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>	498,793
<b>Revenue</b>	8,287,342
Appropriation	8,158,929
Sale of Goods and Services	-1,969
Grants and contributions	128,979
Investment income	1,403
<b>Expenses</b>	-8,222,609
Employee related	-7,371,908
Operating expenses	-850,701
<b>Surplus / deficit for the year</b>	64,733
<b>Closing Balance</b>	563,525

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>	375,987
<b>Equity Total</b>	1,692,053
Equity - Aboriginal	150,253
Equity - Socio-economic	1,057,627
Equity - Language	5,806
Equity - Disability	478,366
<b>Base Total</b>	4,747,678
Base - Per Capita	145,488
Base - Location	0
Base - Other	4,602,190
<b>Other Total</b>	684,887
<b>Grand Total</b>	7,500,605

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

## School performance - NAPLAN

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

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



# Parent/caregiver, student, teacher satisfaction

## Students

Students in years four, five and six complete surveys through the Tell Them For Me (TTFM) program. A number of system wide questions are asked with students providing feedback on a five-point scale. General findings indicated that;

- KKPS students participated less in school sports and extracurricular activities as compared to the State average. There is a need for the school to continue to look at strategies to improve participation in these two areas.
- KKPS students believe that schooling is useful in their everyday life and will have a strong bearing on their future (KKPS mean 92% compared to State 96%).
- 85% of our Year 4 cohort believe that they do not get in trouble at school for disruptive or inappropriate behaviour. This percentage rate drops in Stage 3.
- There is a need for ensuring that students understand there are clear rules and expectations for classroom behaviour as mean scores for Stage 3 are significant below State averages.

## Parents

A sample group of parents/carers were interviewed to obtain sample feedback of their thoughts/beliefs about our school performance in 2022. The key findings included;

- Positive feedback about the move towards academic reports being provided electronically. Parents also noted that they felt reports were more personalised and provided an insight of areas of strength and weakness for their child.
- Very positive feedback was received regarding the renovations completed within the school in 2022; especially the expansion of Customer Service areas within the Administration building and improvements to the Kindergarten playground.
- There was concern that the delivery of literacy and numeracy programs within the school were not balanced.
- Behaviour management and the response of the school/department for repeated poor behaviour was raised as a concern.

## Staff

In mid Term 3, all Department staff are invited to complete the People Matter Employee Survey (PMES). In 2022, only 26 staff out of 69 completed the survey at KKPS representing a 39% response rate. Key issues identified from the report include:

- 95.7% of staff felt that personal background is not a barrier to participation in the organisation.
- 75% of staff responded that their manager involves my workgroup in decision about our work.
- 68% identified that in the last 12 months, they had received feedback to help improve my work.
- only 13% of staff were satisfied with their ability to access and use flexible working arrangements; a decrease by 35.6%.
- only 31.6% of staff felt that there were effective resources in my organisation to support employee wellbeing.

# 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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Aboriginal Education is embedded in our daily operation at Kurri Kurri Public School. Quality texts and purposeful learning activities are utilised on a regular basis by staff to ensure that all students have a deeper and meaningful understanding of Aboriginal culture and history. Our Aboriginal and Torres Strait Islander students have opportunities on a weekly basis to participate in a program designed to enhance their knowledge and understanding of culture. This program is led by Aunty Judy West with assistance for the Youth Express.

Our dance group comprising of students from Kindergarten to year 6 has performed at several school and community events. The executive team of the Mighty Burras participated in the leadership days conducted each term throughout the Cessnock network. A highlight at our end of year assembly was the signing of our version of the Acknowledgment of Country by a small number of our Year 6 students.

It is pleasing to note that many of our Aboriginal and Torres Strait Islander students have equaled or exceed the educational outcomes of their non-A&TSI peers.

Looking forward to 2023, we hope to reintroduce both Sista-Speak and Bro-Speak as regular programs within the school. We are planning for our dance group to audition for Star Struck. We are also hoping to develop programs that will invite greater numbers of our local elders to come into and participate in our school.

## 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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Overall, our student cohort are very accepting and do not judge others on the cultural background. There was a case raised with our ARCO which was managed successfully using the principles of restorative justice.

The school embraces days such as Harmony Day to springboard ideas and activities that actively promote cohesion and social acceptance of others.

## 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.

