

2023 Annual Report

Karuah Public School



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Introduction

The Annual Report for 2023 is provided to the community of Karuah 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.

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Message from the principal

Karuah Public School students are the heart and soul of our school, and, 2023 proved to be a year to be recognised for all their hard work, dedication, and commitment to excellence. From the classrooms to the sports fields, from artistic endeavours to community service, this year their accomplishments have been nothing short of remarkable.

Academically, our school has reached new heights in 2023, with our recently released 2023 Value added NAPLAN results giving much to celebrate. Our value added results are for school purposes only and are important to us. All of our students in years 3, 5 and 7 placed us well above the state and national averages for individual student growth and achievement. This was a wonderful result and demonstrated the commitment of our educators to nurturing the potential within each child, no matter what their ability in learning may be. The impressive Value Add Data was also reflective for our year 7 students who went on to attend Hunter River High School. Our Year 7 Value Add result showed us that our Year 6 students leave us equipped with the tools and the strong foundations they need to go on to achieve their dreams and succeed.

Celebrations and incredible recognition of our whole school success reached regional and state level offices in 2023. For us, at times it has felt like a revolving door of visitors and guests. We opened our doors to various teams from the NSW Department of Education, looking at our systems, processes and coming and observing us in best practice. A particular special visit was from the Literacy and Numeracy team from Sydney. The purpose of their visit was to learn about the practices contributing to our literacy and numeracy excellence and overall improvement of our school. The team visited classrooms, spoke to children and staff and were completely amazed at engagement, enthusiasm and student self reflection and feedback on their own learning.

I would also like to express our gratitude to Rebecca Willott, Executive Director of Infrastructure Planning, for also visiting our school. Karuah Public School was one of 5 schools selected for the visit, with Rebecca following up her observations by writing to the NSW Department of Education Security Murat Dizdar explaining that visiting Karuah Public School brought tears to her eyes - Seeing the students so invested and respectful of one another and seeing the students show how proud they are of their school, each other and their teachers is something she had not witnessed before and is a memory she will forever hold close. That is an achievement far more important and more valuable than any trophy or data harvest for all of us here at Karuah public school. Moments like these are hard to measure. It is called school culture and we have one of the best.

Another proud moment for our school was the recognition received as part of a case study by Aboriginal Education Operational Directorate for Public Schools NSW. We thank Aunty Michelle Perry for her time and for co-ordinating the community involvement, our students perspectives from student voices, staff voices, Aboriginal Elders, community members, and wider community representatives. This inclusive approach ensured a comprehensive understanding of the unique strengths and challenges of our school.

I am thrilled to share that the insights gathered will be compiled into a reflective case study, scheduled for publication mid-next year. This case study will serve as a valuable resource for schools across the state, offering insights into best practices for school turnarounds and community engagement. We eagerly await the publication of this case study mid

2024, which will undoubtedly serve as an inspiration for schools across the state.

Karuah Public School was also recognised by the Centre for Education Statistics and Evaluation, with a mention in the Sydney Sunday Telegraph as one of the top 5 public schools in the state demonstrating outstanding growth and improvement based on the Year 1 phonics screening tests. In fact, Karuah Public School was not only in the top 5, but also had the highest result in the state with over 90% of our Year 1 cohorts being on track with phonics .

With enormous pride, 2023 also marked a significant new chapter in the pages of our school's long history with the commencement, completion and handover this year of our brand new administration building project. The fruition of this project was made possible through the unwavering advocacy of our staff and community members, who have for the last four years, worked tirelessly in the background to engage the Department of Education to support our Reconciliation Action Plan and journey. The project's purpose has always been dedicated to our Elders, for our Elders, as many of you will remember from our NAIDOC Day event and final consultation process.

From our classrooms to the sports fields, our students' sporting achievements have also shone brightly. Karuah Public School sent many student groups who qualified to trial or compete in many Port Stephens Zone PSSA events. In particular, netball, athletics and swimming saw us achieve at local, regional and even state level. Maalaa McLennan (High Jump and netball), Millie-Lee Sass (swimming) and our Karuah girls netball team, to list some high level achievements.

Finally, I would like to take a moment to reflect on the impact all of our staff, including our administration, cleaning and general assistants - and the impact they have had on the lives of our students and the growth of Karuah Public School. Their dedication every day leaves an incredible mark, and for that, I extend my sincerest gratitude and look forward to another year of success and growth together.



School vision

At Karuah Public School, we create teaching and learning environments that enable students to be engaged and successful in learning. With a planned approach to caring for students and community, we strategically activate school resources to plan for a connected community and thriving future.

School context

Nyiirun marrunggu wiyayn Warrimayguba guribiyn, duumulgal yiiguba barrayguba. We acknowledge Worimi people, keepers of this Country.

Nyiirun marrung-wiyayn Ngarragal dangaygal, bimaygal. We pay respect to Elders past and present.

Yii Warrimay-guba barray, wanyimbuwanyimbu ganyila, Wanyimbuwanyimbu ganyiy. This is Worimi Country, always was, always will be.

Karuah Public School is situated adjacent to the beautiful Karuah River on Worimi Country. It is the home of the native plum tree, *Garuwa*, and the dolphin totem, *Guparr*. We acknowledge the Worimi people who were and are the Traditional Custodians of the Land and the diverse waterways of the Port Stephens area. We pay our respects to Elders past, present and emerging by acknowledging their past and celebrating their children's future. We value their knowledge, skills and wisdom as the caretakers of this Land and pledge to listen and learn from them each and every day.

Karuah Public School enrolment numbers have increased with some fluctuation over the past 10 years. We have an authentic and traditional Aboriginal population and pride ourselves in working closely with elders to improve community engagement and a sense of belonging in our school. In 2013, 6% of students identified as Aboriginal. Currently 39% of Karuah Public School students now identify. Our current FOEL score is 146 and School ICSEA value is 878, identifying us as a low socio-economic rural school. Typically, Karuah is a transient community with a diverse cultural background. In 2011 student enrolment numbers were at 79 and have increased to a current peak of 157 in 2023. We anticipate that this trend of growth will continue with the recent 156 new sub-division allotments near completion, and 563 being planned for in the next 3 years.

Our 2022-2026 school Strategic Improvement Plan will continue to support our improvements in student growth and attainment through inspirational expectations of learning progress and achievement for all students. Our plan is committed to the pursuit of excellence through high expectations and school-wide data analysis to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

In addition to this, Karuah Public School will continue to implement an evidence based and planned approach to caring for whole-school community well-being. By implementing the new Inclusive, Engaging and Respectful Schools Policy, improving engagement and attendance and working shoulder to shoulder with an on-site Well-being and Health in-reach Nurse, we hope to meet both physical and mental health needs of all students. Further to this, we will develop a concise and purposeful Karuah Public School **Reconciliation Action Plan** to help heal and reunite community from a trauma based past. We will continue to actively pursue community voice and strive to redefine our future as a safe and inclusive learning environment for everyone.

Finally, we need to plan strategically for a period of substantial change for both the community and school. With increases in enrolments and redevelopment to commence this year on our forward facing, culturally safe and inclusive administration block, strategic resourcing will need to be future focused to ensure we are able to preserve and protect continuous improvements in student outcomes as well as whole-school well-being throughout rapid change and growth.



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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

Karuah Public School students and staff will demonstrate high expectations for teaching and learning whilst striving for personal best. Student data will be used regularly school-wide to identify student achievements and progress, reflect on teaching effectiveness and inform future school directions.

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.

- Quality Data for Learners
- Quality Data for Teachers

Resources allocated to this strategic direction

Location

Per capita

English language proficiency

Professional learning

Summary of progress

Quality Data for Learners: This year 100% of classrooms have made use of high quality and relevant data to improve student learning and well-being. Systematic whole-school data was collected and used to ensure all teaching and learning programs were responsive to the needs of all students. Evidence of differentiation and adjustments are visible in every classroom through the use of data walls, in the form of Numeracy Ninjas (Number and Place Value, Additive Strategies and Multiplicative Strategies) and Writing Wizards continuously tracking students along the Literacy and Numeracy Learning Progressions. As a result of internal and external data analysis, in 2024 we will extend our data walls to include reading and comprehension and track students along the Reading and Understand Texts progressions. Students are owners and users of this data and utilise the walls to successfully track and monitor their own learning. Visible data in every classroom together with personalised learning goals allow students to know where they are and where they need to go next to achieve personal success. Early and ongoing intervention is a continued focus. Intervention is based on data and reviewed every five weeks to ensure it is responsive to the immediate learning needs of the students. The intervention is targeted and leads to measurable improvement.

Quality Data for Teachers: High quality data has also been used this year to support teacher capabilities and ensure high impact on student growth and attainment. APC&I regularly collected, monitored and maintained accurate, clear, coherent and accessible data for teaching and learning. The data was expertly used to develop, model and implement effective methods of pedagogy and best classroom practice. As a result of a deep dive into historical NAPLAN data a new numeracy focus of Number and Place Value was created. An assessment was created by the APC&I to place students on the progressions. targeted professional learning was created and undertaken by the teaching staff to ensure there was a clear understanding of why we were undertaking the focus on Place Value and how to successfully undertake the focus in the classroom. Professional learning for K-2 teachers also centered around the new syllabus. A whole school focus on reading comprehension has emerged through data analysis, whole school professional learning has touched on this, particularly on synthetic phonics in K-2 and fluency in 3-6. This focus will continue and deepen in 2024 across the whole school with the target of uplifting our NAPLAN and Check-In reading results.

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
• There is an uplift of 4% in student growth for Check-in data for Year 3 and 4 cohorts from 2022 to compared to Year 4 and 5 cohorts in 2023.	For the Year 3 2022 to Year 4 2023 cohort we exceeded our target with an uplift of 13.4% for the numeracy questions answered correctly. For the Year 4 2022 to Year 5 2023 cohort we were just shy of meeting our target with a 3.6% uplift in the percentage of numeracy questions answered correctly.
• There is an uplift of 4% in student growth for Check-in data for Year 3 and	For the Year 3 2022 to Year 4 2023 cohort we exceeded by far our target with an uplift of 20.4% for the reading questions answered correctly. For the

<p>4 cohorts from 2022 to compared to Year 4 and 5 cohorts in 2023.</p>	<p>Year 4 2022 to Year 5 2023 cohort we did not meeting our target with the percentage of questions answered correctly dropping by 3.2%.</p>
<p>* 75% of Early Stage 1 students will achieve at or above the expected end of year progression for Phonological Awareness, Understanding Texts and Creating Texts</p> <p>* A minimum of 70% of Year 1 - Year 6 students will achieve at or above expected end of year progression for Understanding Texts and Creating Texts</p>	<p>91% of Early Stage 1 students at or above the expected end of year progression target for Phonological Awareness and Understanding Texts and 100% of Early Stage 1 students achieved the expected end of year progression target for Creating Texts, meaning we reached all end of stage literacy progression targets for Early Stage 1.</p> <p>For the Year 1 to Year 6 cohort 67.2% of students reached the end of year progression target for Understanding texts just shy of our target of 70%. For Creating Texts 41.2% of students in Year 1 to 6 reached the expected end of year target for Creating Texts.</p>
<p>* A minimum 75% of Kindergarten to Year 2 students will achieve at or above the expected end of year progression for Number and Place Value and Additive Strategies.</p> <p>* A minimum of 75% of Year 3- Year 6 students will achieve at or above expected end of year progression for Number and Place Value.</p> <p>* A minimum of 55% of Year 3 - Year 6 students will achieve at or above expected end of year progression for Multiplicative Strategies.</p>	<p>66.7% of students in Kindergarten to Year 2 achieved the expected end of year target for Place Value and Additive Strategies. 55.8% of students in Year 3 to 6 achieved at or above the end of year progression target for Place Value. 54.3% of students in Year 3 to 6 achieved the end of year progression target for multiplicative strategies just 0.7% shy of our target.</p>



Strategic Direction 2: Caring for Whole-School Community

Purpose

Karuah Public School will implement an evidence based and planned approach to caring for whole-school community. Through engaging and inclusive practices, more effective partnerships in learning between students, parents teachers, we will develop a shared belief that all our students can achieve.

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.

- Caring for Students
- Caring for Community

Resources allocated to this strategic direction

Per capita

Socio-economic background

Location

Summary of progress

This year we have ensured that we have cared for our whole school community including students and engaging the community with the school.

To support students, we have put their wellbeing as one of the priorities and ensured that we use consistent practises across the school. These practises are across behaviour, attendance and identified staff member support. PBL continues to support our systems and processes. We have ensured that our school processes align with the new IER policy. Individual Student Case Management continues to be monitored during Learning and Support Team meetings and students are supported by Learning and Support Teacher, School Nurse, School Counsellor, School Peadiatrician, SLSOs and outside agencies. We have had 6 students access peadeatric care, who wouldn't have otherwise been able to access this service.

To further support the students we have set goals to engage the community with student learning and ensure that there is consistency of shared understanding between student, parent and teacher. We have implemented a variety of avenues for parents to have the opportunity to engage with their child's learning and use the TTFM to allow for parent voice.

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
Uplift of 3% in percentage of students attending > 90% of the time to achieve the upper bound target.	<p>SCOUT data indicated that Karuah Public School did not meet the recommended percentage of students attending > 90% of the time to be at or above 78%.</p> <p>Karuah Public School achieved 53% of students attending >90% of the time, compared to 39% in 2022.</p> <p>Through implementing positive attendance recognition and rewards and clear and consistent procedures for students who are absent, we have been able to boost our attendance this year. Teachers are now familiar with and follow the procedures set out, to follow up with absences, refer to the Assistant Principal Well-being and encourage positive attendance in their classroom through the use of their data wall and reward systems.</p> <p>We have focused on positive attendance messaging and students have been relaying these messages to their parents/carers, to ensure they are at</p>

<p>Uplift of 3% in percentage of students attending > 90% of the time to achieve the upper bound target.</p>	<p>school everyday and are not having lost days of learning. We have had families change their holidays and appointments to ensure their children are at school.</p> <p>Moving forward into 2024, the current school policy and procedures are currently making a positive shift in our attendance data. They will be modified as point of need arises. Strategies to boost >90% are being sought.</p>
<p>Community Satisfaction</p> <p>An uplift in Wellbeing data (advocacy, belonging, expectations) from Tell Them From Me increases to achieve the lower bound target.</p>	<p>The overall Wellbeing data for 2023 was 80.7% this was a decrease of 3.39% from 2022 and did not meet the lower bound target of 97.2%. The Advocacy data was 87.72% with the lower bound target was 92.5%. Expectation for Success was 89.47% with the lower bound being 100%. Sense of Belonging was 64.91% and lower bound target was 97.45%.</p>
<p>An uptake of 75% of parents attending the newly introduced 3 way conferences which inform student progress in all learning areas.</p>	<p>The uptake of parents attending the newly introduced 3 way conferences was 54.7% meaning we did not reach our target of 75%. The class with the highest percentage of uptake was Kinder with 68% and the lowest was Year 6 with a 38.8%.</p>
<p>There is a base line understanding of the consistency of shared understanding of language between student, parent and teacher.</p>	<p>We created a baseline understanding of the consistency of shared understanding of language between student, parent and teacher. In terms of attendance at our information evenings and 3 way conferences the data is as follows: Assessment evening had a 2.7% attendance rate with a 100% satisfaction rate, the 3 Way conference had an uptake of 54.7% and the Kindergarten Information Evening had a 31.5% attendance rate.</p>
<p>Reduce lost days of learning so that no more than 15% of our students attend less than 85% of the time.</p>	<p>SCOUT data indicated that we did not achieve our goal of 'no more than 15% of students attend less than 85% of the time'. In 2023, Karuah Public School had 31% of students attending less 85% of the time. In 2022, Karuah Public School had 38.5% of students attending less than 85% of the time. This is an improvement of 7.5%.</p> <p>Similarly, to uplifting our >90% of the time students, we have followed similar procedures to boost our students who are at school <85% of the time. We ensure that these students are flagged on Sentral, teachers follow up with unexplained absences of these students, Sentral generated absent text messages are sent, teachers phone their parents/carers after 2 days absent in one-week, Assistant Principal Well-being makes contact if they are absent 3 or more days in one week, HSLO referrals are also made when attendance does not improve.</p> <p>Some of these students, with attendance <85%, enjoy having alternative play spaces at school. We have purchased LEGO for these students in mind. Whole class attendance rewards also seemed to assist in boosting these students' attendance, for a short amount of time.</p> <p>Moving forward into 2024, Karuah Public School will ensure that alternative play spaces are available to all students at recess and lunch, procedures are clear to teachers to follow up with attendance concerns and the positive talk around attendance continues.</p>
<p>Newly introduced student identified staff member mentor allocated to 90% of students. Staff members have check ins with students.</p>	<p>This year we have introduced a student identified support staff member to assist in supporting each individual student at Karuah Public School. We have been successful in meeting our goal of 90% of students identified a member of staff that they feel like they can go to for support.</p> <p>The Assistant Principal Well-being and Classroom Teachers have identified venerable students and the staff member is encouraged to have informal check ins with these students. This hasn't had a significant impact as of yet however; we hope to see some impact as we continue working towards our goal.</p> <p>Moving forward into 2024, Karuah Public School students will have the opportunity to revise their support staff member and hopefully we see an uplift of 5% of students identifying someone. Check ins with students will also become a focus.</p>

Strategic Direction 3: Caring for our Future

Purpose

Karuah Public School will strategically plan to reconcile the past and plan for the future. Long-term financial and strategic planning for future growth will ensure improvements in student outcomes are sustained through change. Karuah Public School will demonstrate a formal commitment to reconciliation as we commit to working towards a more equal, equitable and respectful future for our local Aboriginal and Torres Strait Islander people.

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.

- Strategic Resourcing for the Future
- A Safe and Harmonious Future

Resources allocated to this strategic direction

6101 Consolidated Fund Carry Forward

Aboriginal background

Socio-economic background

Summary of progress

This year we invested significant funds to ensure the best future for our school, its families and their children. Our administration building was finalised with handovers to be formally completed in Term 1 2024. This reconciliation project has been a welcomed change for our community, students and staff with school-wide pride and respect evident in feedback and conversations amongst school and non-school community members. Unfortunately, delays have taken place on the start of the playground upgrades due to the tender process and will now commence in 2024. Our Reconciliation Action Plan was open for final consultation at our NAIDOC Week For Our Elders Day, where we welcomed over 50 local Elders and their families into the school. All sections of the RAP are now complete and actioned into everyday school life. Our school has also been selected to be a focus School Excellence Model and Case Study by the Aboriginal Outcomes and Partnerships Directorate on whole school culture and engagement, with our story being published in 2024. This story is a wonderful journey and will include the voice of local Aboriginal Community, Aboriginal Elders, students and all staff. Our markets continued to sustain community support and engagement throughout the year. We were excited to see the growing support from our local Aboriginal community, particularly some incredibly talented artists and outstanding authentic craft items by local indigenous artists and Aboriginal arts groups, such as Wahroonga Aboriginal Corporation's Women's Tiddas Group. At present, the markets are in the hands of the new P&C, where viability and availability of volunteers will need to be discussed.

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 community engagement and monthly attendance to our Karuah Public School Garuwa School Community Markets by 5% each month.	Our monthly markets continued to sustain community support and engagement throughout the year. We were excited to see the growing support from our local Aboriginal community, particularly some incredibly talented artists and outstanding authentic craft items by local indigenous artists and Aboriginal arts groups, such as Wahroonga Aboriginal Corporation's Women's Tiddas Group. However, due to the commencement of our reconciliation project and refurbishment of our school administration block, the monthly markets were needed to be moved to the RSL Club for the remainder of the year. With a changing P&C committee next year and the increased limitations on stall holders vehicle traffic exit and entrance points at the school being greatly effected with project works, the sustainability of the markets will be reflected on and re-evaluated in 2024 with the new incoming P&C Committee.
Budget and plan for redevelopment of all-weather all-purpose playground oval	With a growing school population, increasing number of classrooms being installed and enroaching onto playground spaces and irregular weather

<p>to prepare for higher enrolments and reduced student outdoor playground space.</p>	<p>patterns restricting students access to play areas, a significant amount of funds this year have been allocated to the redevelopment and design of our playground for maximum, year round use and whole-school wellbeing. Works are expected to commence over the 2023 Christmas holiday period and will be complete by the first week back to school in 2024. Our school community will see:</p> <ul style="list-style-type: none"> • installation of aglines and all weather drainage, returfing and markings of a school soccer/sport field • installation of a miniatruue outdoor netball/basketball court • installation of a sensory and nature play area for remainder of the playground spaces
<ul style="list-style-type: none"> • Facilitate and monitor school infrastructural upgrades, redesign and construction of new culturally safe and engaging school administration building. Completion and move back into new administration offices (Phase 1). • Completion and publication of Karuah Public School Reconciliation Action Plan • Full implementation of Karuah Public School Reconciliation Action Plan 	<p>Handover of school upgrade project almost complete and finalised in 2024 (Term 1).</p>
<p>Develop our Reconciliation Action Plan (RAP) as a formal commitment to reconciliation to strengthen relationships, respect and opportunities in the classroom, around the school/service and with the community. Consult with the wider Aboriginal Elders and wider community.</p>	<p>Our Reconciliation Action Plan was open for final consultation at our NAIDOC Week For Our Elders Day, where we welcomed over 50 local Elders and their families into the school. All sections of the RAP our now complete and actioned into everyday school life. Our school has also been selected to be a focus School Excellence case study by the Aboriginal Outcomes and Partnerships Directorate on whole school culture and engagement and will see our story published in 2024. This story is a wonderful journey and will include the voice of local Aboriginal Community, Aboriginal Elders, students and all staff.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$79,096.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Karuah Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The integration funding in 2023 has enabled us to support students at risk and who require moderate to high levels of adjustment particularly in literacy and numeracy. Data has shown that targeting intervention and regular data monitoring has allowed SLSOs to be moved between cohorts to have the highest impact. Our intervention teacher as well as the K-2 APC&I, have also been flexible in their timetabling to make the most impact and support those students needing moderate to high levels of adjustment by team teaching in classrooms. Significant school funds have supplemented Integration Funding Support (IFS) to ensure we are able to provide exceptional support to all students that need it.</p> <p>After evaluation, the next steps to support our students will be: Continued meticulous analysis of data to ensure students needing moderate to high levels of adjustment get the support they need from SLSOs, the intervention teacher and the APC&I.</p>
<p>Socio-economic background</p> <p>\$202,909.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karuah Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Caring for Students • A Safe and Harmonious Future • Caring for Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • funded a seventh classroom teacher for whole-school wellbeing • employment of extra SLSOs for unfunded students with high risk needs • employment of a paediatrician and Hunter New England School Nurse • providing students without economic support for educational materials, uniform, equipment and other items, purchase of 3 extra Comm boxes for classrooms, school blazers in a larger size, decodable readers, 35 student laptops, educational student subscriptions <p>The allocation of this funding has resulted in the following impact: The Socio-economic background funding has had a positive impact across the whole school including students, teachers and the wider community. First and foremost the funding of an extra teacher and classroom was established to support whole-school wellbeing through smaller class sizes and reduced student to teacher ratios. Smaller class sizes allowed for expert differentiation of literacy and numeracy lessons and ensured that 100% of</p>

<p>Socio-economic background</p> <p>\$202,909.77</p>	<p>Karuah Public School students made improvement in both these areas. An extra RFF teacher was employed to ensure executive staff and staff with extra duties had time to complete these roles to a high standard. Funds were also used to support learning through resourcing particularly technology; The use of which was increased in every classroom through technology upgrades, extra computers and digital subscriptions to support students' engagement and achievement. Finally funds were allocated to ensure all students could attend excursions and community events were organised and catered for to a high standard, ensuring the community recognised Karuah Public School's ability to deliver high quality services.</p> <p>After evaluation, the next steps to support our students will be: With the seventh classroom now funded in our school entitlement, the funds will continue to supplement and support the needs of high risk students and the ongoing early integration programs for students needing extra assistance. As well as this, these funds may also be used to continue to employ our Huner New England School nurse, as well as fund our direct access to a school peadiatrician.</p>
<p>Aboriginal background</p> <p>\$117,961.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karuah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Safe and Harmonious Future <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • incursion for NAIDOC Day - delivered by Murrook Cultural centre • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • purchase of resources to support our Aboriginal Education program • PLP development and PLP afternoon at Karuah Local Aboriginal Land Council Hall. <p>The allocation of this funding has resulted in the following impact: The impact of this funding has seen our Aboriginal students again achieve result as good as or better than their non-Aboriginal peers in our external assessments. Notably our NAPLAN results showed Aboriginal students outperformed non-Aboriginal students in spelling with 56% of Aboriginal students achieving a proficiency band score of strong or exceeding compared to 44% of non-Aboriginal students. In the areas of writing and numeracy our Aboriginal students achieved equally as well as our non-Aboriginal students with 67% of Aboriginal and non-Aboriginal students achieving a proficiency band of strong or exceeding in both learning domains. Further to this Kaurah Public School has continued to strive to implement the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. Our Aboriginal students are supported both academically, emotionally and culturally by the appointment of a trusted member of our local community, Auntie Nicki Ridgeway, Aunty Pearl Manton and Aunty Kellie Bills. Auntie Pearl Manton has implemented high quality and authentic Aboriginal perspective lessons mapped to the NSW and Australian Curriculum, ensuring local Worimi Culture is respected and celebrated by Aboriginal and non-Aboriginal students across the school. Our successful Junior AECG and touring Karuah Aboriginal Dance Group provide strong school and community pride. In cooperation and shoulder to shoulder with local and endorsed Gathang language group, Aunty Michelle Perry provide language lessons on the Friday with over 90 Gathang words now known.</p> <p>Finally for our Year 1 Phonics Screening external data set, 100% of</p>

<p>Aboriginal background</p> <p>\$117,961.11</p>	<p>Aboriginal students in Year 1 are 'on track' with their phonics knowledge. Making our 2023 phonics results our highest results to date, this is extremely encouraging and a good predictor of positive reading results in the future.</p> <p>After evaluation, the next steps to support our students will be: The Department of Education also introduced the Aboriginal Languages K-10 Syllabus with expectation that it would be implemented in 2024. Karuah Public School found themselves well placed before expected implementation in 2024 to be already implementing its mandatory content. 2024 will be the year to begin linking to outcomes for our Aboriginal Education Officers and again lead the way.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Karuah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Data for Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Extra classroom teacher training in EAL/D enhanced the teaching and learning cycle and add another layer of support to the particular learning needs of our EAL/D student.</p> <p>After evaluation, the next steps to support our students will be: Investigate the learning needs of Aboriginal and /or Torres Strait Islander students who are learning English as an additional language or dialect (EAL/D). Use the EAL/D Learning Progressions to assess EAL/D learners across the 4 modes: speaking, listening, reading and writing. Investigate with a specific focus on our Aboriginal students who use Aboriginal English or some other Aboriginal Way of Using English (AWoUE) as their main home dialect.</p> <p>Acknowledge that teacher talk can be different to their own ways of talking. As teachers, how might we respond to students in ways that are not seen as a criticism of their home dialects?</p>
<p>Low level adjustment for disability</p> <p>\$92,927.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Karuah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention program to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: The low level adjustment for disability funding in 2023 has enabled us to support a much greater volume of students needing intervention or who require adjustments to learning. We have utilised the funds to provide a full time SLSOs to the classroom of these students as well as a much larger LaST caseload. The early intervention initiative executed over the last 3 years has had a positive impact and has resulted in many less students requiring support in the 3-6 cohorts.</p>

<p>Low level adjustment for disability</p> <p>\$92,927.98</p>	<p>After evaluation, the next steps to support our students will be: Continued investment in early intervention with allocated funding to ensure our LaST timetabling covers all students requiring additional support.</p>
<p>Location</p> <p>\$6,413.29</p>	<p>The location funding allocation is provided to Karuah Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Caring for Students • Quality Data for Learners • Caring for Community <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: The impact of subsidising excursions has ensured that costs have been set at the lowest price possible, enabling more students to participate.</p> <p>After evaluation, the next steps to support our students will be: To continue to use funding to subsidise excursion costs due to isolated location and very high bus/travel costs.</p>
<p>Professional learning</p> <p>\$16,527.18</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 Karuah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Data for Teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • teachers engage in external targeted professional development to meet school wide academic targets and personal professional targets <p>The allocation of this funding has resulted in the following impact: Explicit and individualised professional learning which has reflected our shared school vision and high expectations. Tracking and monitoring of student data and teacher feedback by principal and executive team has ensured expert teacher capabilities and maximum high impact on student learning. The impact has seen us move towards a new numeracy focus of Number and Place Value. An assessment was created by the APC&I to place students on the progressions. Targeted professional learning was created and undertaken by the teaching staff to ensure there was a clear understanding of why we were undertaking the focus on Place Value and how to successfully undertake the focus in the classroom. Professional learning for K-2 teacher also centered around the new syllabus. A whole school focus on reading comprehension has emerged through data analysis, whole school professional learning has touched on this, particularly on synthetic phonics in K-2 and fluency in 3-6.</p> <p>After evaluation, the next steps to support our students will be: This focus will continue and deepen in 2024 across the whole school with the target of uplifting our NAPLAN and Check-In reading results.</p>
<p>QTSS release</p> <p>\$28,763.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karuah Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$28,763.42</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives and literacy and numeracy interventions. <p>The allocation of this funding has resulted in the following impact: These funds were used to employ additional teaching staff through increased teaching hours and a more extensive intervention timetable across the entire week. This enabled us to increase the number of students needing support to be provided with the specialised assessments and one-on-one remediation sessions required to boost their learning and engagement.</p> <p>After evaluation, the next steps to support our students will be: Funding for intervention staff and programs will remain a priority for Karuah Public School in 2024.</p>
<p>COVID ILSP</p> <p>\$80,743.86</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy through extra SLSO's <p>The allocation of this funding has resulted in the following impact: 100% of student in the Year 2 CILSP group have finished the year at least two decodable sets higher than they started the year on. All students are still 'red' and needing support to reach the end of Year 2 reading targets; however, all have improved. 5 of the 7 Year 1 students who received support on and off based on 5 weekly data analysis are now achieving the end of year target for reading, 2 of the 7 are 'developing'. 2 of the 3 Kindergarten students who received support are now achieving end of year targets and 1 student 'needs support'. In summary 100% of students have shown improvement based on out 5 weekly data collection and analysis. End of year data indicated 47% of the students who received CILSP still need support, 11% are developing and 41% are achieving end of year targets.</p> <p>After evaluation, the next steps to support our students will be: The CILSP provided much needed support to students that would otherwise be achieving substantially lower than grade expectations. 52% of students who received support are now achieving at grade level or just below making the program quite successful. The students who received support will be carefully monitored in 2024, as will the rest of the school through our 5 weekly data harvests. Students will continue to receive support where necessary, particularly the students in the Year 3 2024 cohort.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	76	78	77	81
Girls	62	60	64	75

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.9	92.8	87.1	86.6
1	92.8	92.9	84.5	86.7
2	92.9	92.5	86.6	87.7
3	91.5	94.1	86.5	90.1
4	93.5	90.8	86.1	88.5
5	91.9	92.1	84.4	91.6
6	90.5	89.8	85.3	85.0
All Years	92.1	92.3	85.8	88.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	5.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.61

*Full Time Equivalent

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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

Systematic use of high quality data to identify areas which support the professional growth and development of teacher capabilities to embed best practice.

- **Formalised data teams monitor and maintain accurate, clear, coherent, accessible and timely data reviews.** Effective data management and reporting systems and processes are monitored and maintained by APC&I leader and are used to collate, store, analyse and report effectively at the classroom, year, stage and school level.
- **Regular student data reviews are embedded into school system to monitor impact on student learning.** Regular reviews of instructional strategies led by APC&I leader and principal on daily, weekly, termly and yearly basis. Reviews focus on sharing data and improvement strategies, monitoring the impact of strategies on students,

identify changes as required and/or develop mid-course adjustments if necessary.

- **Targeted professional development reflective of student data and teacher expertise.** Explicit and individualised professional learning reflects school vision and high expectations and is tracked and monitored by principal and executive team to ensure expert teacher capabilities and maximum high impact on student learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	178,758.90
Revenue	2,425,565.11
Appropriation	2,373,861.14
Sale of Goods and Services	465.68
Grants and contributions	48,452.40
Investment income	2,785.89
Expenses	-2,390,035.34
Employee related	-2,009,536.28
Operating expenses	-380,499.06
Surplus / deficit for the year	35,529.77
Closing Balance	214,288.67

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	90,246
Equity Total	416,199
Equity - Aboriginal	117,961
Equity - Socio-economic	202,910
Equity - Language	2,400
Equity - Disability	92,928
Base Total	1,313,563
Base - Per Capita	36,697
Base - Location	6,413
Base - Other	1,270,453
Other Total	324,129
Grand Total	2,144,137

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Our 2023 NAPLAN yielded some very pleasing results. Our 2023 Value Added was our highest to date and was well above state average for the Year 3 to 5 Value Added score, meaning our 2023 Year 5 cohort has made substantial academic growth since they were in Year 3. This resulted in us achieving 'Sustaining and Growing' in this area. Our Year 5 to 7 value added score was also above state average.

In 2023 just over 70% of our students were either strong or exceeding for the NAPLAN writing test. Making it our strongest performing subject. Our numeracy result were also encouraging with 68% of students achieving a proficiency band of strong or exceeding. In terms of our Aboriginal students' NAPLAN data, once again, they performed equal to or better than their non-Aboriginal peers. Notably our NAPLAN results showed Aboriginal students outperformed non-Aboriginal students in spelling with 56% of Aboriginal students achieving a proficiency band score of strong or exceeding compared to 44% of non-Aboriginal students. In the areas of writing and numeracy our Aboriginal students achieved equally as well as our non-Aboriginal students with around 70% of Aboriginal and non-Aboriginal students achieving a proficiency band of strong or exceeding in both learning domains.

Parent/caregiver, student, teacher satisfaction

The overall Wellbeing data for 2023 was 80.7% this was a decrease of 3.39% from 2022 and did not meet the lower bound target of 97.2%. The Advocacy data was 87.72% with the lower bound target was 92.5%. Expectation for Success was 89.47% with the lower bound being 100%. Sense of Belonging was 64.91% and lower bound target was 97.45%.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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