

2023 Annual Report

Lambton Public School



LAMBTON
PUBLIC SCHOOL

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Introduction

The Annual Report for 2023 is provided to the community of Lambton 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

2023 has been another busy and productive year for Lambton Public School with a number of great outcomes achieved for our students across the year. Academically, the school's focus remained firmly on maintaining a strong emphasis on explicit teaching in the classroom while also implementing the new K-2 Mathematics and English Curriculum. With strong support by the Assistant Principal Curriculum and Instruction, the school invested significant resources towards the implementation of the curriculum. This included ongoing teacher training, the development of new scope and sequences, review of assessment and reporting procedures and the purchasing of additional classroom teaching resources. This work has helped to position the school well for ongoing development and the introduction of the remaining Years 3-10 components of the new curriculum in 2024. Across the year, our student's progress and growth with learning continued to be strong, underlining the success of these initiatives. These results were consistent across both internal and external data sources and when making comparisons with state averages and similar school groups.

In 2023, the long-held vision to launch a whole school performance night finally came to fruition with the inaugural Lambton Live taking place on the evening of the 11 September. After months of planning and preparation, it was a wonderful privilege to be in the auditorium on performance night, to see the joy on our students' faces as the plan came together on stage. The community's support of this event was outstanding and the feedback in the days afterward was overwhelmingly positive, suggesting it had struck a positive note with parents and families. Our sincere thanks again to Chelsea Cole from CC Choreography and also to Mrs Teresa Buckingham and the staff who led the school committee who helped to deliver this initiative. It was a magnificent team effort.

After 2 and a half years of patient and persistent work, the school community was finally able to touch, feel and sample the new school uniform towards the end of Term 4, 2023. Although it has been a longer time coming than the uniform committee has hoped, we are excited that the community are now able to place orders online ready for the beginning of 2024. Our students will look very smart in uniforms that are better quality, which wear better and are easy-care for parents.

My thanks to the P&C, led in 2023 by Jaime Bartlett, for their ongoing work to support the school. We were delighted to receive a second playground in the asphalt area for students to use to their breaks thanks to the fundraising efforts of the P&C. The Trivia Night in September was a particular highlight in a year of outstanding fundraisers.

David Holland

Principal

School vision

Students achieving their personal best in a supportive and inclusive environment is at the heart of what we do at Lambton Public School. We aspire to build students' skills and values through evidence-based and engaging learning experiences while balancing the academic, social and emotional needs of each child. We hold high expectations for all, such that, every student, every teacher and every leader improves every year.

School context

Lambton Public School opened in 1865 and has a long and proud history of educating students K-6 across multiple generations. The school is located west of Newcastle and serves an active and engaged community. The school is quite diverse with low, medium and high socioeconomic groups equally represented within the school. The Family Occupation Education Index for Lambton is 66 (2023).

Lambton Public School has 23 teaching staff, including two itinerant teachers, and a student enrolment of 349 (2023). Within the student population, approximately 9% are Aboriginal and 16% are from a Language Background other than English. The school seeks to develop strong partnerships with parents and works collaboratively with a dedicated P&C towards school improvement. Parents and students value access to a broad range of extra-curricula opportunities in relation to sport, creative and performing arts and using technology which allow students opportunities to excel.

In developing this plan, the school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It builds upon work undertaken in the previous planning cycle to improve teacher capacity and lift student achievement.

A strong commitment to lifting student achievement with respect to the foundational skills in literacy and numeracy is central to the school's focus in this strategic improvement plan. This focus will be aligned with NSW's stated aim to lift the overall performance of all students in the targeted areas of reading and numeracy. Utilising improved methods of data collection, analysis and reflection to ensure teaching is targeted, personalised and responsive to the needs of individual students will be key initiatives that aim to drive improvement and lift student achievement.

The school will embed a consistent, evidence-based pedagogy centred around explicit instruction across the school to ensure the development of a culture of high quality teaching and learning and effective classroom practice. Professional learning, opportunities for collaboration amongst staff and a shift towards evaluative practice will be key elements to support the ongoing growth and development of all staff.

Given the strong research base highlighting the connection between higher levels of wellbeing and higher academic achievement, better overall mental health and a more pro-social and responsible lifestyle, the school will strengthen existing wellbeing practices through implementing strong, evidence-based social and emotional initiatives, strategies to lift student attendance rates, and improved transition programs.

Consultation with Muloobinbah AECG with respect to the Turning Policy into Action document has resulted in key initiatives aimed at strengthening partnerships with families, building cultural knowledge and improving educational outcomes for Aboriginal students.

To achieve the school's stated objectives, the majority of the schools' equity and flexible funding will be used strategically to support initiatives developed in this plan. Some funds will be used to support other activities and key initiatives not embedded in this plan.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to develop strong foundational literacy and numeracy skills in students, we will implement and embed a whole-school model of explicit teaching.

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.

- Explicit teaching English
- Explicit teaching Maths

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
QTSS release
Literacy and numeracy
Professional learning
Beginning teacher support

Summary of progress

Explicit teaching English

This year, the primary focus was on integrating TLC (Teaching and Learning Cycle) into the curriculum for grades K-2, while also beginning to enhance assessment methods in English to better track student progress. Consequently, all aspects of TLC are now being implemented across all K-2 classrooms with increased confidence and effectiveness. However, there were ongoing discussions in Term 3 regarding the future direction of content delivery related to component B of the new syllabus, which remained unresolved by the end of 2023. Additionally, significant efforts were made to provide professional development to staff on utilising decodable readers to better meet student developmental needs and to familiarise them with updated resources. Analysis of the program, along with lesson observations and feedback, indicated an improvement in competency in using these resources within K-2 classrooms. The introduction of the Assistant Principal Curriculum and Instruction position was instrumental in supporting explicit teaching initiatives and evidence-based practices throughout the year. In Semester 1, a coaching and mentoring model was established, involving observation of classroom practices and team teaching with the Assistant Principal Curriculum and Instruction to reinforce engagement norms and other evidence-based strategies aimed at enhancing teaching practices.

In Semester 2, the new NSW English syllabus was a major focus with professional learning provided by the Assistant Principal Curriculum and Instruction in the form of curriculum days and Professional Learning meetings to up-skill and assist staff in the implementation for 3-6 and refinement and improvement for K-2. The purchase of texts connected to literature study and writing, linked to new syllabus outcomes and we made some progress towards the development of digital text PowerPoints to support teaching and learning and ensuring our 3-6 programs aligned to an explicit teaching model. Data was collected in our 3-6 classrooms measuring fluency in reading texts aloud and strong progress was demonstrated here. This data guided teachers while trialling an English unit in Years 3-6 in preparation for its 2024 implementation, to allow teachers more confidence when returning in 2024. Despite our efforts, we did not reach the 4% lift in students achieving at or above the expected level when measured with Essential Assessment data.

In 2024, with the support of the Assistant Principal Curriculum and Instruction, teachers will continue to be supported in the planning of units for the new curriculum, while offering time for collaboration and effective systems to gather and interpret data. Teachers will be able to collaboratively develop, implement, assess and discuss quality programs with colleagues and monitor student progress, resulting in teachers developing greater confidence in programming and students achieving growth in English.

Explicit teaching Maths

This year the focus was to embed 'Daily Reviews' in all 3-6 classroom practice on a weekly basis. Professional learning around the components of a Daily Review (Recite, Recall & Apply) was administered to help embed best practice in Daily Review design. Our Assistant Principal Curriculum and Instruction modelled the delivery of effective Daily Reviews

in targeted classrooms to support teacher development and worked with teachers to embed the practice of questioning strategies and checking for understanding in 3-6 classrooms. In Semester 1, some teacher observations, feedback and coaching from the Assistant Principal Curriculum and Instruction to support teacher development was established. This supported Years 3 - 6 staff in effective questioning and checking for understanding strategies and teachers when surveyed reported higher confidence in their delivery.

K-2 implemented the new syllabus and experimented with Department of Education. units. Semester 2 saw teachers work collaboratively to plan the remainder of the Term 3 and Term 4 Mathematics program, where content for Daily reviews and explicit heavy-lifting lessons were mapped out and assessment of content was considered and planned to inform future lessons and to support the Semester 2 reporting cycle. As a result, the K-2 team moved away from using the DOE units of work to a school-developed format, embedding explicit instruction of heavy lifting lessons and revisiting content through Daily Reviews. Staff had greater confidence in the content that they were delivering as it included a clear learning intention and allowed staff to work collaboratively together in developing appropriate explicit lessons and daily reviews.

Semester 2 saw the beginning of planning scope and sequences to address all relevant content from the new Maths syllabus, while supporting an explicit instruction teaching model. Staff worked in collaborative teams to map out the content points that require heavy lifting or explicit lessons for specific year groups. Syllabus content was formatted into a year-specific scope and sequence for Mathematics and organised into a program template. Work on this will be completed in early 2024. Despite the hard work, the total percentage of students at or above the expected level of understanding for Number and Algebra in Mathematics was did not demonstrate growth from the baseline data in Essential Assessment.

In 2024, we will provide PL for teachers, including Explicit Instruction in the new Mathematics syllabus, offering time for collaboration and effective systems to gather and interpret data which should result in teachers developing greater confidence in programming and leading students to achieve academic growth.

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 percentage of students achieving at or above the expected level of understanding for reading comprehension in English (Essential Assessment Platform) increases by at least 4% from the pre-assessment baseline data.	At the end of the year, students from Years 1-6 were tested again using Essential Assessment to determine student results for Reading Comprehension in English. with 80% of the cohort completing the English assessment. The total percentage of students at or above the expected level of understanding for reading comprehension was no more than the baseline data collected between Week 4 and Week 8 in Term 2.
The percentage of students achieving at or above the expected level of understanding for the Common Grade Assessment in Number and Algebra (Essential Assessment Platform) increases by at least 4% from the pre-assessment baseline data.	At the end of the Year students from Years 1-6 were tested again using Essential Assessment to determine student results for Number & Algebra skills in Mathematics, with 82% of the students completing the Mathematics assessment. The total number of students at or above the expected level of understanding for Number and Algebra in Mathematics was no more less than the baseline data collected between Week 4 and Week 8 in Term 2.
School Excellence Framework (SEF) elements of differentiation, explicit teaching and feedback in teaching are working towards achieving 'sustaining and growing'.	During 2023, staff continued to be supported to develop their knowledge of pedagogy to differentiate the curriculum for students with identified needs. The parents/carers of affected students were advised about adjustments made, through meetings surrounding Individualised Education Plans. This was communicated to parents if their child was recorded on the adjustments register, as needing support and differentiated delivery of the curriculum. Teachers were differentiating the delivery of the curriculum to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. The school maintains a school wide explicit-teaching approach, incorporating modelled, guided and independent practice and teachers have become more skilled in explicit teaching techniques such as questioning. Teachers continue to respond to student learning and work towards explicit, specific and timely formative feedback related to defined success criteria. Self assessment against the School Excellence Framework shows that the school has maintained delivering for the elements of differentiation, explicit teaching and feedback

School Excellence Framework (SEF) elements of differentiation, explicit teaching and feedback in teaching are working towards achieving 'sustaining and growing'.

in teaching and are beginning to work towards 'sustaining and growing'.

Strategic Direction 2: Evidence-based practice

Purpose

To ensure that learning programs are effectively meeting the needs of all students, we will establish strong systems of using data and evidence-based practices to guide 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.

- Data-driven practice
- Effective classroom practice

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Data-driven practice

In 2023 we had a deeper look at data driven practice as a whole school focus. We led our teachers to collect and analyse data and use the findings to guide teaching. Stages 2 and 3 reviewed Term 2, 2023 Check-in and 2023 NAPLAN data to determine potential areas of need which could be targeted for Maths and Reading. Teachers used the data to engage in program development and learning interventions. Early Stage 1 teachers reviewed and reflected upon 'Daily Review' observations to determine potential areas of need to be targeted in Mathematics and Stage 1 reviewed Term 2, 2023 Essential Assessment data to determine potential areas of need to be targeted in English. All stages were given opportunities to collaborate and plan appropriate interventions to address identified needs. These practices were repeated using NAPLAN Check-in data for years 3-6, reading data for Early Stage 1 and reading data and the Department Of Education phonics screener, for Stage 1 in Terms 3 and 4. Teachers demonstrated increased proficiency in collecting and analysing data but will need further support to embed this into their practice.

Effective classroom practice

We also continue to engage teachers with differentiated professional learning to support the implementation of the new K-10 English and Maths Curriculum. We continued our work with the Department of Education micro-learning modules for English - "Power of connecting content" , "Foundational Literacy Skills" and 'Using Instructional Sequences". Staff also engaged in curriculum professional learning days with a focus on Mathematics micro-learning modules and the new Mathematics curriculum.

Minimal progress was made towards the development of a new assessment schedule. Staff engaged in professional development around assessment and effective assessment strategies. Further focus in this area will be undertaken in 2024.

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
School Excellence Framework (SEF) elements of curriculum, assessment, effective classroom practice, and learning and development are working towards achieving 'sustaining and growing'.	The school offers a curriculum that meets departmental requirements, provides equitable academic opportunities for students and is working towards a whole school assessment approach to ensure the learning and progress of all students is monitored. Self-assessment against the School Excellence Framework shows that the school is currently maintaining a level of 'delivering' in the elements of curriculum, assessment plus learning and development. Self-assessment against the School Excellence Framework

<p>School Excellence Framework (SEF) element of coaching and mentoring is embedded with practices and procedures and are achieving 'sustaining and growing'.</p>	<p>shows that the school is performing at the level of 'sustaining and growing' in the element of effective classroom practice.</p> <p>The school provides support to new staff and beginning teachers through coaching and mentorship from our Assistant Principal Curriculum and Instruction and other experienced teachers. Coaching to improve teaching practice is offered to teachers and those identified as needing support are mentored. Self-assessment against the School Excellence Framework shows that the school is working towards 'sustaining and growing' in the element of coaching and mentoring.</p>
<p>There is an uplift in students' progress in reading along the literacy progression in targeted focus areas.</p>	<p>Data analysis demonstrated a school average of 22.6% growth in reading along the literacy progressions in targeted focus areas for 2023.</p>
<p>There is an uplift in students' progress in numeracy along the numeracy progression in targeted focus areas.</p>	<p>Data analysis demonstrated a school average of 34.75% growth in reading along the literacy progressions in targeted focus areas. for 2023.</p>

Strategic Direction 3: Successful students

Purpose

In order to help students connect, succeed and thrive, we will establish a holistic and integrated school-wide approach to improving student wellbeing and attendance.

Initiatives

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

- Wellbeing to connect, succeed and thrive
- Every day matters - attendance

Resources allocated to this strategic direction

Summary of progress

Wellbeing to connect, succeed and thrive

The school extended the work done in 2022 in relation to the implementation of the 'Inclusive, Engaging Respectful Schools' policy by providing all staff with training in verbal interventions training from the Crisis Prevention Institute. Executive and targeted staff were also trained in the second phase of this training - safety intervention training. Further refinements to school practice will be needed in relation to the 'Inclusive, Engaging Respectful Schools' policy, which will continue in 2024 and beyond. A school wellbeing team was established to reinvigorate efforts aimed at enhancing students' wellbeing by seeking out a suitable, evidence-based social and emotional program. The team was responsible for assessing strengths and areas for development concerning students' wellbeing, and for identifying a program tailored to student needs while aligning with the school's culture. After conducting extensive research on various programs, the team opted to delve deeper into the "Grow your Mind" program. However, following a meeting with its creators and a week-long trial, it was determined that the program did not meet the school's current needs. Consequently, 2024 will involve continuing this research and hopefully identifying a suitable program that can be effectively implemented into the school culture. This endeavour aims to contribute to the improvement of TTFM results concerning students' positive wellbeing.

Every day matters - attendance

The school formed an attendance team that convened regularly to facilitate an effective attendance process. This team was dedicated to analysing attendance data, identifying root causes of concerns, and devising actions to address them strategically. Interventions were implemented with a focus on a whole-school approach, including proactive reward measures such as end-of-term certificates to acknowledge students with high attendance rates. Refinements were made through initiatives like the 'Golden Gotcha' strategy, where teachers conducted random class draws weekly to award school rewards to selected students. Additionally, sharing coloured Sentral attendance graphs along with cover letters and explanations of colour codes with parents/carers of students whose attendance fell below 90%. Newsletter messages were also sent to parents to increase awareness of the school's efforts to improve attendance. Despite concerted efforts to enhance whole-school attendance, challenges persisted due to continued spikes in Covid-19 and other illnesses, as well as an increase in family holidays due to travel restrictions in previous years. Consequently, the intended goal of increasing student attendance to over 90% was not achieved.

In 2024, our focus will remain on strengthening school systems, including Learning and Support Team structures and communication strategies, to foster proactive engagement and collaboration between teachers, students, and families. This collaborative approach aims to promote positive attendance and engagement in learning among students.

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

<p>Tell Them From Me -Mean Percentage of students indicating that they have a staff member to whom they can confidently turn for advice and assistance at school increases from 7.4 in 2022 to 7.9 in 2023</p>	<p>The percentage of students reporting positive wellbeing was 84% which was slightly below the baseline.</p>
<p>Percentage of students attending school for 90% of the time or more increases from 79.4% (baseline) to 84.7% (lower bound target).</p>	<p>The percentage of students attending school for 90% of the time or more decreased from baseline of 79.4% to 70.7% at the end of 2023.</p>
<p>The school's overall attendance rate increases from 92.83% (baseline 2020) to 94%.</p> <p>The SEF themes of caring for students, a planned approach to wellbeing and behaviour are validated at sustaining and growing.</p>	<p>The school's overall attendance rate decreased from the baseline of 92.83% in 2020 to 90.6% at the end of 2023.</p>
<p>School Excellence Framework (SEF) elements of 'caring for students' and 'A planned approach to wellbeing' are working towards achieving 'sustaining and growing'.</p>	<p>In 2023, efforts were made to ensure that the wellbeing needs of students were supported by staff using whole school practices and processes. The school prioritises positive engagement between staff and students, and we are working towards ensuring structures are in place to facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,509.57</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive English language and learning support to increase positive educational outcomes for students • Intervention through small group support <p>The allocation of this funding has resulted in the following impact: Refugee students were supported to gain access to the English language and interact with curriculum alongside their peers through small group intervention provided by the EALD teacher.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide educational support to students who attract refugee funding so they can effectively engage in supported curriculum access.</p>
<p>Integration funding support</p> <p>\$168,799.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lambton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students with particular needs who have attracted integration funding have been supported to access learning alongside their peers and progress in their levels of achievement. They have been assisted in self regulation, social skills and have made meaningful relationships with peers, which has positively impacted their regular attendance at school.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our students ensuring their particular needs are met, so they can access learning activities to enable their learning progression and success at school.</p>
<p>Socio-economic background</p> <p>\$38,088.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lambton 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"> • Explicit teaching English • Data-driven practice • Other funded activities

<p>Socio-economic background</p> <p>\$38,088.22</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The additional learning needs of students at Lambton Public School who experience educational disadvantage have been supported to engage with all school activities with equity amongst their peers. This has occurred through a range of initiatives in 2023. Class teachers were released to work collaboratively with the Assistant Principal Curriculum and Instruction toward continued refinement of explicit teaching instruction in Maths and English and in the familiarisation with and planning of teaching for the new curriculum. With the appointment of an Assistant Principal Curriculum and Instruction 0.8FTE, the school contributed a portion of socio-economic background funds on an ongoing basis to top up the position to a full-time allocation. Funding was also used to increase SLSO support in classrooms and in the purchase of classroom resources such as decodable readers to support reading and equipment and manipulatives to support the teaching of Mathematics.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide equity of access to learning, activities and curriculum to support students and their families who present with educational disadvantage.</p>
<p>Aboriginal background</p> <p>\$32,748.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lambton 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted learning support for individualised student learning pathway goals including: <ul style="list-style-type: none"> - Teachers being released to establish "Personalised Learning Plan" goals which were co-developed with students and parents - Teachers designing activities to be implemented to support the PLP goals - A Student Learning Support Officer being employed to work with students each week during Semester 2. - Teachers tracking achievement of goals against the progression markers. - Progress being celebrated by students and shared with parents and caregivers. • Raised the profile of Aboriginal Culture throughout the school by: <ul style="list-style-type: none"> - Introducing the inclusion of an Acknowledgement of Country by students bi-weekly at morning assemblies. - Organising a visit by an Indigenous performer, Dion Drummond, who shared aspects of both his Aboriginal and Torres Strait Islander culture through songs, dances, games, tales, language and artefacts with our students. - Consulting with Aboriginal students, community and AECG in regard to an appropriate project that would be a visible example of Aboriginal culture within our school. - Implementing aspects of Aboriginal culture with the dual naming of our school gates, a mural, a display featuring the Indigenous Map of Australia and new Acknowledgement of Country signage. • Strengthened effective partnerships between Aboriginal and Torres Strait Islander students, their families, the school and community by: <ul style="list-style-type: none"> - Student Voice meetings held twice a term in Weeks 4 and 8 to enable students the opportunity to share culture, address concerns and propose ideas.

<p>Aboriginal background</p> <p>\$32,748.69</p>	<ul style="list-style-type: none"> - the implementation of community gatherings held each term in Week 7 which included personalised invitations to families and Muloobinbah LAECG, sharing of priorities, consultation and building community connections. - Holding an afternoon tea yarn in Term 1 to informally consult with parents and carers. - Providing ongoing contact through personal phone calls to the grandparents of students unable to attend meetings as a means of contact, consultations and recognition of their roles as knowledge keepers within the community. <ul style="list-style-type: none"> • Build an increased staff knowledge and understanding of Aboriginal culture and how best to support the learning of Aboriginal and Torres Strait Islander students through professional learning by: <ul style="list-style-type: none"> - Staff participating in professional learning in developing Personalised Learning Plans (PLPs) - Participating in the Term 2 Staff Development day linked to Aboriginal Education. The focus being on curriculum planning for every student in every classroom, Awabakal Language, Anti-racism Education, Aboriginal Education Policy and Cross Curriculum Priorities. - Funding to release an Assistant Principal to attend and participate in 'Stronger Smarter' training to develop additional skills, cultural knowledge and evidence-based practices to lead improvement for Aboriginal students at Lambton Public School. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Of our 27 students who identify as Aboriginal or Torres Strait Islander, a total number of 104 goals across the KLA's of English and Maths were targeted. Of these goals, 66% were achieved, with students showing growth in 96% of goals. These goals aligned to 107 literacy and 50 numeracy progressions markers. Of these, 68% were demonstrated, 29% partially demonstrated, and 3% not demonstrated. 100% of staff indicated that using an SLSO is an effective way to support improving student learning outcomes for our Aboriginal and Torres Strait Islander students. 87% of students enjoyed the SLSO, and 100% felt that they had improved as a result. - All classroom teachers have been successful in developing PLPs that have effectively met students' needs and led to the achievement of goals as a result of professional learning that has extended their knowledge and understanding of effective curriculum planning. - All stakeholders across our school community were surveyed regarding aspects of culture, design and story in the development of a design for both a new Acknowledgement of Country sign and a mural artwork. This has resulted in signage which has made Aboriginal culture more visible within our school environment. - There has been a relational shift with some members of the community actively engaging and valuing the opportunity to participate in the consultation. However, we have not seen a measurable impact of our efforts to develop stronger connections with the community. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the model introduced to develop and implement PLPs in 2024. - Access opportunities for further development of staff knowledge of Aboriginal culture through programs such as Connecting to Country and Stronger Smarter. - Continue to foster and build connections and partnerships with the families and caregivers of our Aboriginal and Torres Strait Islander students. - Take on feedback from community regarding the activities selected to celebrate NAIDOC Day and continue to make culture and history more visible in our school.
<p>English language proficiency</p> <p>\$65,527.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lambton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>English language proficiency</p> <p>\$65,527.02</p>	<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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional bilingual staff to support communication in the form of a bilingual SLSO <p>The allocation of this funding has resulted in the following impact: Students who attract EALD funding have been supported at the appropriate level to progress their learning with respect to the English language proficiency in speaking and listening, reading and writing.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with English Language needs to increase their English language skills to enable them to effectively interact with peers and the curriculum to progress their learning. This will be a focus for 2024.</p>
<p>Low level adjustment for disability</p> <p>\$147,287.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Lambton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention; MiniLit and MacqLit, to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Learning and Support Teacher and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The provision of the Learning and Support teacher and support staff has supported student learning, encouraged the development of self confidence when undertaking new tasks and has empowered increasing skills development of students in both English tasks. Student support has been valued by both the students and the classroom teachers. There were 12 students who participated in the Mini-Lit program across the year. The average improvement of the first group of participating students was 22.5 Mini-Lit reading levels and there was an average increase in their words per minute reading of 32.1. For the 11 students that participated in MacqLit there was an average increase of 44.6 in recognition of vowel digraphs and understanding suffixes.</p> <p>After evaluation, the next steps to support our students will be: The school is reviewing the effectiveness of this program compared to other suitable alternatives with respect to value for money and the capacity to intervene for a greater number of students.</p>
<p>Professional learning</p> <p>\$26,705.99</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 Lambton 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"> • Explicit teaching English • Explicit teaching Maths • Data-driven practice • Other funded activities

<p>Professional learning</p> <p>\$26,705.99</p>	<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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Throughout the year teachers K-6 have been released to enable engagement with professional learning related to the new curriculum and explicit teaching pedagogy. A small number of individual staff have been able to attend professional learning workshops connected with their Professional Development Plan goals and all staff have accessed mandatory training components including face to face CPR and anaphylaxis.</p> <p>After evaluation, the next steps to support our students will be: To review the ongoing effectiveness of explicit teaching pedagogy at the school. With the school's principal concluding his tenure at Lambton this year, it provides a good opportunity to reflect on progress and evaluate if continuing on this explicit teaching is journey is still in the students' best interests.</p>
<p>QTSS release</p> <p>\$67,114.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lambton 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"> • Explicit teaching English • Explicit teaching Maths • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Staff capacity has been enhanced through high impact professional learning, to engage in quality teaching practices and increased knowledge of the curriculum. Staff were engaged in stage based curriculum learning days to enable initiatives in the school plan in both Mathematics, English and explicit instruction.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage in activities such as curriculum days, mentoring and coaching to enable and enhance teachers to increase positive outcomes for students.</p>
<p>COVID ILSP</p> <p>\$58,486.32</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>

<p>COVID ILSP</p> <p>\$58,486.32</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in numeracy- Number and Place Value, Additive Strategies, Multiplicative Strategies, and Number Patterns and Algebraic Thinking (NPA). • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: As a result of the Covid ILSP funding, we saw tremendous growth in all small groups attending the interventions over several weeks at a time. They were engaged in additional instruction of targeted progression markers and all students were successful in achieving some level of growth.</p> <p>After evaluation, the next steps to support our students will be: To continue this targeted intervention model across stages within our school to improve outcomes for more students. To continue tracking data against the progressions to monitor growth.</p>
<p>New Arrivals Program</p> <p>\$61,976.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lambton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a bilingual SLSO to provide intensive English language support focusing on language development to participate successfully in schooling • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The Bilingual SLSO was timetabled to provide in class support 1 day per week for new arrival students. The staff member was able to effectively translate class activities and requirements into the students' language of origin, to provide greater access to learning activities with peers. An additional day of support was given to students by employing another EALD teacher, to assist in support for new arrivals.</p> <p>After evaluation, the next steps to support our students will be: At the present time, the school has continuing funding in 2024 for new arrival support including a 0.3FTE staff allocation to be utilised. Differentiated support will also still be provided via the EALD flexible funding and classroom teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	186	177	174	175
Girls	177	178	168	178

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.1	94.8	90.4	92.0
1	93.9	94.2	90.4	90.2
2	93.9	95.0	90.1	91.3
3	92.5	93.9	90.4	92.4
4	91.5	94.6	89.4	92.0
5	92.7	92.8	87.3	88.3
6	92.7	92.4	88.1	90.2
All Years	92.9	93.9	89.4	90.9
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

A slight increase in whole school attendance rates from 2022, however due to occasional local COVID outbreaks and students requiring to stay home with flu-like symptoms, attendance did not increase as expected. The prevalence of family holidays seemingly postponed from COVID travel restrictions also saw an impact on overall attendance rates. Looking ahead, the school plans to extend current attendance procedures and increase the students' sense of belonging and overall feeling of wellbeing will potentially result in increased whole school attendance.

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)	3.8
Classroom Teacher(s)	14.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*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.

The majority of professional learning took place in-house and aligned to the School Plan, linked to Performance and Development Plans or mandatory training requirements. Teachers participated in professional learning throughout the year, including mandatory training in First Aid, Anaphylaxis and Asthma, Child Protection, Code of Conduct, and Work Health and Safety compliance training.

This year the newly appointed Assistant Principal Curriculum and Instruction, was responsible for designing and delivering much of our professional learning tailored to the needs of the school. We continued along the explicit instruction journey, continuing professional learning for all staff in the instruction of Maths 'Daily Reviews'. Professional

learning, including the micro-learning modules, focused on the new Mathematics and English syllabus documents and programming with these documents became our primary focus . Other whole staff professional learning included verbal intervention training, an introduction to the development of an assessment schedule and content around problematic sexualised behaviours delivered by the Learning and Wellbeing team. Assistant Principals attended middle leaders conferences with other leaders in our network, designed around building their capacity and confidence in leadership and one of our leaders attended the Stronger Smarter Workshop which aims to improve the educational outcomes for Aboriginal and Torres Strait Islander students.

During 2023, we supported one beginning teacher with the induction and processes of Department of Education expectations and procedures along with mentorship for teaching practice and curriculum knowledge, utilising beginning teacher funding for additional release.

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	248,199.43
Revenue	4,154,510.24
Appropriation	3,984,930.11
Sale of Goods and Services	4,938.21
Grants and contributions	120,708.54
Investment income	4,706.30
Other revenue	39,227.08
Expenses	-4,256,256.49
Employee related	-3,699,948.59
Operating expenses	-556,307.90
Surplus / deficit for the year	-101,746.25
Closing Balance	146,453.18

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	141,241
Equity Total	283,652
Equity - Aboriginal	32,749
Equity - Socio-economic	38,088
Equity - Language	65,527
Equity - Disability	147,288
Base Total	2,772,373
Base - Per Capita	89,680
Base - Location	0
Base - Other	2,682,693
Other Total	533,680
Grand Total	3,730,946

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.

Parent/caregiver, student, teacher satisfaction

The opinions of all members of our community being; students, teachers and parents are highly valued by our school to help us to determine levels of contentment in our community and also to guide future endeavours and directions. In 2023, feedback was sought through Tell Them from Me (TTFM) surveys, a parent school satisfaction survey conducted through social media and a staff satisfaction survey through Survey monkey.

Students - TTFM

Students in Years 4, 5 and 6 completed the TTFM student survey in May and October 2023. Overall analysis of the trend data from Tell Them from Me student surveys, May and October show a small increase in many areas addressed but overall still did not reach the targets set for an increase from baseline data. With respect to 'Social-Emotional Outcomes' the students' responses were above the state norm in only one area: 'students with positive behaviour at school'- 87% (4% above the state norm). The school's results for almost all of the drivers of the 'student outcomes' section were slightly less than NSW mean results, showing an area of focus into 2024, particularly around advocacy for students. Positively, students who feel they are victims of bullying behaviours is well below the state norm of 36% and strong transition procedures continue to yield good results with a majority of Year 6 students indicating positive feelings about going to High School.

Parents - Satisfaction survey

Parents were invited to complete a 2023 parent survey advertised on our Facebook page. The survey showed satisfaction from parents across many areas of school communication and relationships with the community. 80% of parents indicated that they agree or strongly agree that information about the school's programs and activities was regularly communicated to parents/carers but only 36% believed that student progress was clearly communicated to families. A high majority of parents believed students were engaged and interested in the content. However, only 28% believed that LPS was a school that worked in partnership to support student learning. Almost half of parents who responded indicated that they felt cultural backgrounds were reflected in school practice and 60% indicated that they agreed that the wider community actively supported events to celebrate student achievements, such as assemblies and concerts. When asked if they believed LPS was a school where positive relationships existed between the school and the community 48% indicated they agreed or strongly agreed with 36% indicating neutral and 16% disagreeing with the notion. Working with parents to improve relationships with the school will be a high priority in 2024.

Staff - Satisfaction Survey

Teachers were asked to complete a short survey regarding teacher satisfaction for the 2023 school year. Data analysis revealed that 75% of respondents believed that LPS fostered positive relationships with its community, effectively collaborated, and collectively influenced decisions regarding curriculum planning and school improvement. Additionally, 50% of staff members perceived our technology resources as adequate. 40% of teachers found the professional learning provided at school to be beneficial. 80% thought the lessons taught at school were engaging and 85% believed our students to be well behaved, motivated to improve and enthusiastic. There was significant feedback from staff that highlighted a requirement in the way leadership relates to staff and fosters staff involvement in school decisions about their work. This will be a significant priority area in 2024.

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.