

# 2023 Annual Report

## Oatley West Public School



# OATLEY WEST PUBLIC SCHOOL

Learning to Live - Living to Learn

3797

# Introduction

The Annual Report for 2023 is provided to the community of Oatley West Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

At Oatley West Public School, we are 'learning to live and living to learn' through quality instruction, positive partnerships with our community, and a respect for the school's eight core values- respect, fairness, integrity, cooperation, excellence, participation, care and responsibility. Our vision is to prepare our students for a rapidly changing world. Students are empowered to acquire, articulate and value knowledge and skills that will support them as life-long learners. The school will develop resilient students who embrace challenge, adapt to change and take personal responsibility to strive for excellence in all they undertake.

## School context

Oatley West Public School is located in the Georges River Network of schools in Sydney's South in the beautiful surrounds of Oatley Park, and has a uniquely peaceful environment which encourages an active lifestyle. The Bidjegal people of the Eora Nation are the original inhabitants and custodians of all land and water in the Georges River region. Oatley West PS has provided quality education since 1947 and has a current enrolment of 542 students. The school has increased enrolments of students with a language background other than English with 47% of students in this category. There are 40 different languages spoken at home with the predominant language being Chinese dialect (Mandarin). Oatley West PS is founded on a strong culture of school improvement and success. The staff is committed to achieving high student learning outcomes in partnership with the parents and the wider community. This culture of effective learning is clearly expressed by the school's motto 'Learning to Live - Living to Learn.' The school's emphasis is on developing contemporary well-rounded students with Oatley West PS offering a large range of extra-curricular activities including band, music tuition, chess, choir, dance, debating and public speaking. Our students are encouraged to be active contributors in the decision making of the school through the Student Representative Council. Oatley West PS collaborates with the local community to offer Out Of School Hours (OOSH) care for parents needing this service as well as programs including French, Greek, Taekwondo, Yoga and coding delivering benefit to both the school and the community. Oatley West PS demonstrates outstanding achievements in the performing arts and sport. Enrolment to the school is highly sought after due to the school's outstanding academic reputation and results. An enormous part of the success of Oatley West PS can be attributed to the high number of parents and carers involved in and around the school. The Parents and Citizens Association has a number of active subcommittees. These include uniform shop, music council and community festival. There is also a school club. The annual Community Festival is one of the longest running and most revered events in the St George region and relies on parent and wider community involvement. This showcases the unique aspects of Oatley West PS and local artists. Traditionally, Oatley West PS has had strong volunteer input with support in school programs including Be Excited About Reading (B.E.A.R), early intervention literacy programs (MiniLit), mentors, gardening, interschool sport competition (PSSA), school carnivals and fundraisers.

The school has completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan; student growth and attainment, high impact teaching and wellbeing and engagement. Through our situational analysis, we have identified a need to effectively use data-driven practices that ensure all students have access to stage appropriate learning as well as an opportunity to develop their learning to meet expected growth. The teaching staff will focus on high impact teaching methods to ensure they are responsive to the learning needs of individual students. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Professional learning and direction will continue to focus on making learning visible, with a focus on differentiated teaching, assessment and reporting through collaboration.

Monitoring of student performance data, focusing on how students best learn, will be a continued focus of the whole school to ensure every child at Oatley West PS is able to connect, succeed and thrive.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all students achieve maximum growth and attainment through staff expertise in data use and skills focusing on reading and numeracy.

### 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.

- Improving growth in Reading and Numeracy
- Using data meaningfully

### Resources allocated to this strategic direction

AP Curriculum & Instruction  
QTSS release  
Integration funding support  
Low level adjustment for disability  
English language proficiency

### Summary of progress

To foster a culture of high expectations, staff prioritised differentiation to cater to student needs, centering their efforts around Learning Intentions and Success Criteria (Visible Learning). All team members underwent Essential Assessment Professional Learning, enabling comprehensive student tracking in Literacy and Numeracy. This empowered informed planning for future learning experiences and facilitated clear reporting to parents through personalised learning goals. The executive team led this professional learning, attending external workshops to enhance their expertise. In 2024, staff will use Essential Assessment as a tool for formative and summative assessment to track whole school growth in mathematics, particularly in the area of additive thinking.

Through thorough exploration of Essential Assessment data, our staff refined individual learning goals, devised tailored learning experiences, and established adaptable student groupings. Collaborative data analysis sessions within stage teams were facilitated to bolster teaching and learning programs. Instructional leaders actively supported stage teams in crafting and implementing explicit mathematics and literacy lessons, incorporating open-ended and inquiry-based learning approaches. Notably, additional decodable readers were purchased to align with the K-2 English curriculum.

Data analysis of reading and numeracy patterns revealed students performing beyond stage expectations. Consequently, initiatives like High Performance and Gifted Education (HPGE) opportunities were initiated, encompassing activities like debating, electives, Maths Olympiad, writing competitions, and extracurricular groups. These opportunities will be enhanced in 2024 for all students.

Tailored maths groups for Stage 1 and Stage 3 were formed following comprehensive triangulation of data analysis from assessments including PAT, Check-in Assessments, and during Term 4, Essential Assessment. These groups remained dynamic and were regularly revised to ensure teachers effectively met student needs and bolstered learning outcomes. Students exhibiting high potential in mathematics, identified through PAT and Essential Assessment data, were given the opportunity to participate in differentiated maths groups, with like-minded peers, to tackle challenging learning tasks, fostering a deeper understanding and skill development.

The instructional leadership model, steered by stage Assistant Principals, sustained its emphasis on mathematical proficiency alongside the implementation of the new curriculum. As part of Curiosity and Powerful Learning (C&PL), Assistant Principals and the APCI provided guidance to aspiring leaders and staff, integrating learning walks with a focus on Learning Intentions and Success Criteria (LISCs) in literacy and numeracy. Staff reflected on teaching practices after collaboratively teaching and receiving feedback with mentors. 2024 will see the continuation of Learning Walks (leading to triads) to focus on challenging learning tasks and to maintain high expectations as identified in C&PL workshops.

### 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><b>Check-in Assessment</b></p> <p>The percentage of questions answered correctly by Year 3 students in Check In assessment for Reading was maintained as being 10% higher than the state average and equal to, or above, Statistically Similar Schools Group (SSSG) schools.</p>	<p>Check-in assessment data indicates students performed 1.9% above SSSG and 12.2% above the state average, meeting the school progress measure (69.9% school, 68% SSSG, 57.7% state).</p>
<p><b>Check In Assessment</b></p> <p>The percentage of questions answered correctly by Year 3 and Year 5 students in Check In assessment for Numeracy (Measurement and Geometry) was maintained as being 12% higher than the state average and equal to, or above, Statistically Similar Schools Group (SSSG) schools.</p>	<p>Check-In assessment data indicates that 78.3% of Year 3 students answered numeracy questions correctly. This is 2.2% above SSSG and 12.6% above the state average demonstrating achievement of this progress measure (78.3% school, 76.1% SSSG, 65.7% state).</p> <p>Check-In assessment data indicates the 79.4% of Year 5 students answered numeracy questions correctly. This is 1.9% above SSSG and 14.2% above the state average demonstrating achievement of this progress measure (79.4% school, 77.5% SSSG, 65.2% state).</p>
<p>School Excellence Framework target High expectations</p> <p>There is some evidence that the school is beginning to progress from 'sustaining and growing' to 'excelling' in the theme 'High expectations' within the element 'Learning Culture'</p>	<p>Self-assessment against the School Excellence Framework shows the school currently at <i>Sustaining and Growing</i> in the theme of <b>High Expectations</b> within the element of <b>Learning Culture</b>.</p>
<p>Self-assessment practices demonstrate that the school is 'Sustaining and growing' in the theme 'Data use in teaching' within the element 'Data skills and Use'.</p> <p><i>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension</i></p>	<p>Self-assessment against the School Excellence Framework shows the school is currently at <i>Sustaining and Growing</i> in the theme <b>Data use in teaching</b> within the element of <b>Data Skills and Use</b>.</p>

## Strategic Direction 2: High impact teaching

### Purpose

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Teachers will develop a shared understanding of what effective teaching and learning looks like, utilising evidence-based teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

### Initiatives

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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.

- Making learning visible
- Collaboration

### Resources allocated to this strategic direction

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#### Professional learning

#### QTSS release

#### AP Curriculum & Instruction

### Summary of progress

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Focus was on fostering a culture of making learning visible and collaboration among staff. We provided extended opportunities for professional discussions, collaborative practices, and constructive feedback through weekly teacher Professional Learning sessions, adopting the Curiosity and Powerful Learning Framework for school improvement.

Teachers engaged in learning walks and professional learning sessions, focusing on the theory of action that involved *'harnessing learning intentions, narrative, and pace'*. Through negotiated observations and self-reflection against a scaffold, staff have collaboratively worked towards improving teaching and learning outcomes, reflecting upon the feedback provided by their mentor. The impact of these efforts is evident in the completion of learning walks scaffolds, where teachers collaboratively set clear learning intentions, planned engaging lessons, and ensured time for effective feedback to improve teaching practice and make learning visible. The completed scaffold facilitated this collaboration, contributing to enhanced student engagement and understanding.

In 2024, the school will shift towards supporting staff in collaborating and providing feedback on the theories of action: *'setting challenging learning goals'* and *'framing higher order questions'*, ultimately building relational trust within the staff. This strategic shift aims to empower students by making learning goals explicit, ultimately contributing to improved student outcomes.

Our commitment to teacher development has been evident through the Beginning Teacher Support provided by the APC&I role. Team teaching, negotiated observations, and feedback sessions were scheduled to enhance teacher collective efficacy. Beginning teachers were released from their classes to allow for observations and one-on-one sessions with mentors. Collaborative opportunities were provided to beginning teachers allowing experienced mentors to offer feedback and discussions to improve their teaching practice.

Due to staffing priorities, the leader of HPGE assumed an executive role, impacting our plan for Building Teacher Capacity throughout the year. Despite this shift, the adoption of the Curiosity and Powerful Learning Framework remains central to our strategy. This framework will guide our implementation of high potential and gifted education efforts by setting *'challenging learning tasks'* and *'framing higher-order questions'*, to ensure all students can reach their potential. In 2024, we will use the evaluation and planning tool to set a clear direction for HPGE.

The EduInfluencers program continued to refine leadership practices within the school leadership team. Focusing on key principles, strategies, and skills relevant to our context, the program was aimed at further developing leadership capabilities. Simultaneously, some executive staff engaged in Growth Coaching International training, ensuring a rich and consistent toolkit for leaders to achieve authentic collaborative improvement for staff professional development and student learning outcomes.

Due to a shift in priorities and a restructure of the school values, the development of a school-wide common language around learner dispositions was put on hold and unable to occur. The original plan aimed at fostering communication and collaboration among teachers, students, and parents may be revisited in the future to align closer to our school values.

### Progress towards achieving improvement measures

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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>* showing aspects of 'excelling' in the theme 'Explicit Teaching' within the element '<b>Effective classroom practice</b>'.</p> <p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the theme <b>Explicit teaching</b> in the element of <b>Effective Classroom Practice</b>.</p>
<p>* exhibiting aspects of 'sustaining and growing' in the theme 'Feedback' within the element '<b>Effective classroom practice</b>'</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the theme <b>Feedback</b> within the element of <b>Effective Classroom Practice</b>.</p>
<p>* Value added data in Scout for K-3 continues to show Excelling; Value added data in Scout for Y 3-5 is maintained at 'Sustaining and growing'.</p>	<p>The previously noted progress measure for value added data in Scout for K-3, showing Excelling, is no longer applicable due to changes in NAPLAN reporting.</p>
<p>• Learning dispositions are introduced across the school and students are aware of them and are beginning to relate them to their learning.</p>	<p>Due to the the restructuring of the school values system learning dispositions were put on hold for 2023.</p>
<p>• Self and peer assessment using success criteria are explicitly taught and introduced to suit Literacy and Numeracy goals.</p>	<p>The implementation of 'Learning Walks' ensured self and peer assessment using success criteria was explicitly taught.</p>
<p>Consolidate the self-assessment of 'sustaining and growing' in the theme 'Collaborative practice and feedback' within the element Learning and Development.</p> <p><i>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.</i></p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the theme <b>Collaborate practice and feedback</b> in the element of <b>Learning and Development</b>.</p>



## Strategic Direction 3: Wellbeing and engagement

### Purpose

Student wellbeing and academic learning are inextricably linked. Belonging and engagement have the demonstrably largest effect size on student wellbeing and academic achievement.

### 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.

- Peaceful Community- students, teachers and parents
- Belonging and Engagement

### Resources allocated to this strategic direction

### Summary of progress

Student and staff wellbeing remained a priority in 2023. Additional staff training in the Peaceful Kids program upskilled staff to continue implementing mindfulness and positive psychology techniques within their own classrooms. In addition, a further two staff members were trained as facilitators, bringing the total number of trained facilitators to 12. The Peaceful kids program ran each Thursday for the duration of the year targeting students from K-6. Pre and post student survey data was very positive with a large percentage of students indicating their participation in the program helped them feel calmer, more relaxed, less stressed and happier. The Peaceful Kids parents program was postponed in 2023 due to the school prioritising involvement in the GOT IT program. This program included extensive parent participation impacting on the ability to implement the Peaceful Parents program effectively. All school teaching staff participated in GOT IT program training on the Term 3 staff development day. This program equipped staff with a consistent use of language to assist students to better recognise their emotions and to problem solve.

Two additional staff were trained in Rock and Water in 2023. In 2024, the broadening of staff expertise will ensure as many students as possible can be provided with the support to develop their social skills, self-confidence and resilience.

Following the analysis of student attendance data, a draft Oatley West PS attendance policy was formulated to align with NSW Department of Education resources. In early 2024, this document will be further refined and distributed to the school community to ensure attendance progress targets are being met, and to maximise student learning opportunities.

In 2024, a school-wide PD/H/PE focus will be implemented by an identified staff member through the RFF program, including Peaceful Kids, Rock and Water and wellbeing practices. This teacher will be responsible for delivering professional learning (2 sessions per term) to upskill staff in this area with the intention to promote staff confidence and greater levels of expertise within the school.

An assessment of the school's current values award system was carried out collectively by staff, students, and the community. Beginning in 2024, we will be incorporating extra award tiers to acknowledge high-achieving students. A thorough analysis of 2023 staff Resilient Youth and Tell Them From Me survey data, indicated that fewer staff (compared to 2022 data) believe there are systems in place at Oatley West PS to try and minimise unnecessary stress at work. The school will look closely at how to further improve staff wellbeing and engagement in 2024 to create optimal working conditions. Following on from trauma informed practices training, professional learning will be provided to support the wellbeing of the rising number of neurodivergent students. In Term 1 2023, the school undertook a rigorous evaluation of wellbeing initiatives, supported by the Safeguarding Together Kids team. The school will be following up their recommendations throughout 2024, to further refine and strengthen wellbeing practices. The executive team, in consultation with staff, will continue to undertake further familiarisation with the revised NSW DoE Student Behaviour Procedures K-12 and more closely aligning this to the Oatley West PS guidelines and procedures.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance</b> <ul style="list-style-type: none"><li>• Students attending school greater than 90% of the time to be at or above</li></ul>	81.3% of students attended school greater than the 90% of the time indicating the school did not meet the lower bound system negotiated target of 90.6%.

the lower bound system negotiated target of 90.6%.	
<ul style="list-style-type: none"> <li>TTFM Wellbeing data (advocacy, belonging, expectations) increases to meet lower bound target of 94.4%</li> </ul>	Tell Them From Me data indicates 87.52% of students reporting positive wellbeing outcomes. This is 6.88% below of the lower bound 2023 target of 94.4%. 2023 data includes a 5.82% decrease in advocacy at school, 6.21% decrease in sense of belonging, while expectations of success data remains consistent with 2022 TTFM data.
<ul style="list-style-type: none"> <li>Resilient Youth survey show an improvement in Positive Attitude (<i>I forgive myself when I mess up</i>) from 68% to 70%.</li> </ul>	The Resilient Youth survey indicates that 68% of students feel they demonstrate a Positive Attitude 'I forgive myself when I mess up' indicating a 3% increase from 2022 data (65%).
<ul style="list-style-type: none"> <li>Stages one, two and three will include a student reflection of their learning goals for literacy and numeracy on each semester school report.</li> </ul>	Years 3-6 included student reflection in the Semester 1 and Semester 2 report for 2023 in literacy and numeracy. Through further refinement, Stage 1 will adopt a simplified version and include a student reflection in the 2024 student Semester 1 report.
<b>Engagement</b> <ul style="list-style-type: none"> <li>Peaceful Kids program offered to targeted students. Internal school data demonstrates students find the program beneficial, providing coping mechanisms and reduced levels of anxiety</li> <li>Peaceful Parents training offered and implemented with parents to compliment the Peaceful kids program- at least 10% of the parent population complete the training.</li> <li>Rock and Water program is delivered by trained staff to targeted students developing social skills, self confidence and resilience through martial arts techniques. Internal Sentral data demonstrates a reduced number of recorded negative incidents concerning students involved in the program.</li> </ul>	<p>Peaceful kids programs continued to operate effectively in 2023. The program was offered to nominated students. 80% of students feel that by participating in the program it "has mostly helped them/helped them a lot" to feel calmer, more relaxed, less stressed and happier. Data also highlights that 53% of students 'can find ways to cope and make themselves feel better when they are worried, anxious, stressed or upset'.</p> <p>A further two staff members were trained in the Rock and Water program late in 2023. Teacher shortages, statewide, meant that the program was interrupted for most of Semester 1. Semester 2 saw greater program implementation with identified students undertaking the program once a week. With 9 staff members now trained, the school will look to expand the program in 2024.</p>
<b>Staff Resilient Youth Survey</b> <ul style="list-style-type: none"> <li>The percentage of staff feeling that they are acknowledged for their contributions to increase above 2022 progress measure data-. <i>Feel my hard work is acknowledged</i>.</li> <li>The percentage of staff feeling that the school has systems in place to try and minimise stress to be above 2022 progress measure data. -This school is committed to minimising unnecessary stress at work.</li> </ul>	<p>Resilient Youth Staff Survey indicates that 70% of staff 'feel that their hard work is acknowledged', remaining consistent with 2022 staff wellbeing data.</p> <p>Resilient Youth Staff Survey indicates that 50% of staff feel that 'the school has systems in place to try and minimise unnecessary stress at work' indicating a decrease of 26% compared to 2022 survey data (76%).</p>
<p>Demonstrating aspects of 'excelling' in the wellbeing element in the theme of 'planned approach to wellbeing'.</p> <p>The school has implemented evidence based change to whole school practices,</p>	Self-assessment against the School Excellence Framework shows the school currently performing at 'excelling' in the 'Wellbeing' themes of <i>Individual learning needs</i> and a <i>planned approach to wellbeing</i> . The Parent Tell Them From Me Survey was again distributed in 2023 providing the school with valuable feedback for the purposes of 2024 planning. 83% of parents stated that 'My child is clear about the rules for school behaviour'.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$39,752.00</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 Oatley West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* new arrival students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* a continuation of NAP in 2024 providing ongoing language support for new arrival students who still qualify.</li> </ul>
<p>Integration funding support</p> <p>\$235,390.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oatley West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data meaningfully</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* all eligible students demonstrating progress towards their personalised learning goals</li> <li>* all Personalised Learning and Support Plans (PLaSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$10,660.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oatley West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Socio-economic background</p> <p>\$10,660.15</p>	<p><b>including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support MiniLit and MacLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 100% of students who have participated in either MiniLit or MacLit programs have made progress.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to engage in the MiniLit and MacLit programs to support students in reading in order to work towards achieving targets.</li> </ul>
<p>Aboriginal background</p> <p>\$5,416.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oatley West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• support of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 80% of Aboriginal families engaging in the PLP process and, more importantly, conversations become more authentic, as a result of the welcoming and informal setting.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* installation of school signage with Aboriginal sport house names</li> <li>* develop a school-based acknowledgement of country</li> <li>* work collaboratively with the newly established Georges River AECG</li> <li>* ensuring the needs of our Aboriginal community are integrated into educational practices.</li> </ul>
<p>English language proficiency</p> <p>\$158,686.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oatley West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data meaningfully</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* EALD students are more confident and prepared to take risks with their</li> </ul>

<p>English language proficiency</p> <p>\$158,686.98</p>	<p>language use, as noted by teacher observations and work samples</p> <p>* improved teacher confidence in identifying student EALD levels through the analysis of writing samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* to further expand the impact of EALD programs, providing additional support for identified students through the employment of qualified EALD teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$141,887.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Oatley West Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using data meaningfully</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support programs in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* the school achieved a more consistent approach to student learning and support, and interventions, with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* to further expand the impact of the learning and support team</p> <p>* the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$35,614.24</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 Oatley West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training in EduInfluencers, including school executive team, in team building, self-reflection, goal setting and accountability</li> <li>• staff training in Growth Coaching frameworks.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* increased capacity of teachers to embed effective practices in teaching and learning programs, resulting in improved student outcomes</p> <p>* increased collective efficacy leading to more harmonious and productive teams/staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* continuation of targeted school executive team EduInfluencers professional learning to further strengthen school wide collective efficacy</p> <p>* continuation of Curiosity and Powerful Learning PL to further support teacher practice and ultimately student learning outcomes.</p>
<p>Beginning teacher support</p> <p>\$36,368.49</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Oatley West Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$36,368.49</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to work with mentor</li> <li>• teacher release to undertake lesson observations and to collaborate with colleagues</li> <li>• teacher release to undertake accreditation requirements</li> <li>• attendance at identified professional learning as identified in Performance and Development Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved confidence and beginning teacher knowledge through structured teacher mentor programs</li> <li>* improved teacher knowledge through participation in various targeted professional learning opportunities</li> <li>* high level collaborative practices to support beginning teacher development.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* allocation of second year beginning teacher funding to facilitate mentoring opportunities and collaborative practices.</li> </ul>
<p>QTSS release</p> <p>\$108,780.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oatley West Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving growth in Reading and Numeracy</li> <li>• Using data meaningfully</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved staff confidence and teaching practice..</li> <li>* deliberate use of learning intentions, success criteria to guide formative assessment practices</li> <li>* implementation of evidence based, high impact teaching strategies embedded in classroom teaching practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Assistant principals to work in collaboration with AP C &amp; I to further identify and lead improvement in teacher practice, resulting in improved student outcomes.</p>
<p>COVID ILSP</p> <p>\$23,599.88</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>



<p>COVID ILSP</p> <p>\$23,599.88</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* PLAN 2 data indicates that 75% of Stage 2 students achieved all additive strategies indicators</li> <li>* PLAN 2 data indicates that 86% of Stage 2 students were able to make statements and pose literal questions relating to a text</li> <li>* Year 4 students showed 19.4% growth in the reading comprehension component of the Check In assessment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* the funding for this program will cease at the end of 2023. We will continue to identify and support students through the Small Group Tuition Program.</li> </ul>
<p>Per capita</p> <p>\$141,321.25</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Oatley West Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing teachers to support planning and preparation for new curriculum implementation</li> <li>• releasing teachers to enable collaboration and professional learning, for example by faculty or stage team, for new curriculum implementation</li> <li>• employ staff to support student learning needs, i.e SLSOs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* increased confidence and understanding of new syllabus documents</li> <li>* increased levels of staff collaboration resulting in high impact, differentiated teaching and learning programs</li> <li>* a more consistent approach to student learning and support interventions</li> <li>* expansion of targeted intervention programs including MiniLit and MacLit.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* further expand the impact of the learning and support team through additional staff trained in targeted intervention programs</li> <li>* continuation of dedicated curriculum implementation planning time to further implement quality teaching and learning programs in classrooms.</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving growth in Reading and Numeracy</li> <li>• Using data meaningfully</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> <li>• develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$124,070.40</p>	<p>classrooms.</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved staff confidence in implementing literacy and numeracy strategies to support teaching and learning</li> <li>* further embedding of learning intentions, success criteria to guide formative assessment</li> <li>* development of Learning Walk scaffolds to refine teacher practice and to better gauge student understanding</li> <li>* improved beginning teacher understanding and confidence of new syllabus content</li> <li>* increased capacity of all teachers to embed effective practices in teaching and learning programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* APCI to work with the school executive team, as part of the Curiosity and Powerful Learning to further strengthen teacher practices resulting in improved student learning outcomes</li> <li>* APCI to support 3-6 staff with the implementation of new syllabus documents</li> <li>* APCI to continue to lead professional learning in literacy and numeracy to support teacher knowledge and classroom implementation.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	311	311	297	291
Girls	263	258	246	251

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.2	96.1	91.2	94.5
1	94.4	95.6	90.4	94.1
2	92.8	95.6	90.5	94.0
3	94.7	95.6	88.7	93.2
4	94.7	95.3	89.8	95.0
5	95.5	94.4	88.5	92.9
6	94.6	93.4	88.1	93.0
All Years	94.6	95.2	89.6	93.8
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	20.83
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher EAL/D	0.8
School Counsellor	1
School Administration and Support Staff	4.06

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	405,909.33
<b>Revenue</b>	6,108,934.64
Appropriation	5,635,393.07
Sale of Goods and Services	7,428.45
Grants and contributions	452,318.06
Investment income	13,395.06
Other revenue	400.00
<b>Expenses</b>	-6,005,057.51
Employee related	-5,209,499.30
Operating expenses	-795,558.21
<b>Surplus / deficit for the year</b>	103,877.13
<b>Closing Balance</b>	509,786.46

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	202,563
<b>Equity Total</b>	316,651
Equity - Aboriginal	5,417
Equity - Socio-economic	10,660
Equity - Language	158,687
Equity - Disability	141,887
<b>Base Total</b>	4,188,173
Base - Per Capita	141,321
Base - Location	0
Base - Other	4,046,851
<b>Other Total</b>	495,471
<b>Grand Total</b>	5,202,858

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent/carer, student, teacher satisfaction

Students from Oatley West Public School in Years 4, 5 and 6 completed the ***Tell Them From Me*** Survey.

### Oatley West PS scored above NSW norms in the following areas:

- Students demonstrate positive behaviour at school
- Students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Students in Years 3-6 also completed the Resilient Youth survey.

### Key findings from the survey include:

- 88% of students are not bullied at school
- 85% of students feel safe at school
- 91% of students try hard at school
- 89% of students believe they can find ways to solve a problem
- 91% of students believe they are doing as well as other kids.

## Staff

Staff from Oatley West Public School completed the Tell them Form Me survey in Term 4. Staff were asked to provide feedback with a focus on learning, teaching and school leadership.

### Key findings include:

- 72% of staff believe school leaders have supported them through stressful times
- 85% of staff believe their students are very clear about what they are expected to learn
- 88% of staff set high expectations for student learning
- 92% of staff establish clear expectations for classroom behaviour
- 88% of staff strive to understand the learning needs of students with special learning needs.

## Parents and caregivers

In late Term 3, parents and carers were asked to provide feedback with a focus on teaching, learning and parent perception of their child's experiences at school.

### Key findings include:

- 83% of parents/carers believe their child is clear about the rules for school behaviour
- 76% of parents/carers agree/strongly agree the physical environment is welcoming
- 84% of parents/carers believe the school is well maintained
- 80% of parents/carers find the school newsletter the most useful source for finding out news about the school.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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