

2023 Annual Report

Bert Oldfield Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bert Oldfield 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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School vision

Bert Oldfield Public School, in partnership with an engaged school community, provides quality programs, practices and opportunities which enhance, challenge and enable the development of the whole child, building academically and socially capable citizens.

School context

Bert Oldfield Public School, a Department of Education school within the Bungarrabee network of schools with an enrolment of 215 students, has been an integral part of the Seven Hills community since 1959. The school fosters connections with the broader education community, in particular the Blacktown Learning Community, and enjoys the support of community groups such as Lions and Probis. The school serves a diverse range of students from an array of cultural backgrounds, with over 75% of students from a language background other than English and 4% from an Aboriginal and Torres Strait Islander background. Some of these students are from a refugee background. Our parent community is aspirational for their children's schooling success, value their connections with the school, and support the school and its initiatives. The dedicated staff, in partnership with the school's parents and carers and the wider school community, work collaboratively to provide quality programs, practices and opportunities designed to achieve positive educational outcomes for all students. Our core values are embedded in, and drive, our wellbeing programs. The school provides equitable and inclusive learning experiences which support, challenge, and foster student engagement, and enable the development of the whole child, building academically and socially capable citizens.

Our high priority areas are continuous improvement in literary and numeracy, data driven decision making, evidence based explicit teaching practice, high impact teacher professional learning and the enhancement of student voice. We have a strong collaborative culture that underpins the successful implementation of our quality programs and practices.

We believe in the importance of students and staff taking ownership of their learning. We find creative solutions, take on feedback, and use our strengths at challenging times to reach our goals.

We are committed to making a difference for every student and creating assessment capable learners who are connected to their learning, succeed in every aspect of their lives, and thrive and learn through engagement.

We support and enhance the development of cultural awareness, inclusivity and deepening understanding of Indigenous language, culture, and connection to Country, and have developed partnerships with the NSW AECG and School Community Hub.

Through a rigorous self-evaluative process incorporating external validation, reflections on the achievements of previous planning cycles and the development of our ongoing situational analysis, we have identified an ongoing need to continuously develop effective classroom practice within a high expectation learning culture. Our leaders support and monitor the ongoing development of data driven practices and the development of a shared understanding of effective assessment to deliver quality differentiated instruction to all students in a supportive learning environment.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student growth and performance | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | 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 that student learning outcomes and growth in reading and numeracy are maximised, and that student performance is consistently monitored and supported meeting the needs of all students.

Initiatives

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

- Building Teacher Capacity- Know your content
- Excellence in Planning and Delivery- How to teach it

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Per capita

Low level adjustment for disability

Socio-economic background

Literacy and numeracy

Summary of progress

Teaching programs post whole school professional learning reflect an enhanced understanding of focused pedagogical approaches. 100% of class teachers planned teaching and learning experiences in their maths programs that were based on the professional learning of explicit, modelled hands-on activities. Programs reflected their understanding of maths proficiencies. All staff, through exit slips, displayed confidence in the delivery of the maths programs. 100% of K-2 staff have implemented InitialLit lessons within their classrooms post professional learning, and programs and assessment data are monitored to measure the effectiveness of delivery.

100% of staff attended programming professional learning and have subsequently implemented the required changes to their programming practices. All school programs include comprehensive teaching and learning activities, differentiation and ongoing annotation, with these forming the basis for evaluation of unit effectiveness and compliance checking.

Whole school professional development based on NAPLAN, Check In, PLAN2 and Essential Assessment resulted in all staff identifying that their data literacy had improved and that they felt more confident in utilising data in planning to meet student needs.

Mentoring and peer coaching sessions with the APC&I and stage AP's has resulted in improved planning and delivery of guided reading throughout 3-6 and a renewed commitment to employing Super Six strategies, and an increased understanding of planning for, and the provision of descriptive feedback in K-2 classes.

To ensure that teaching and learning programs meet NESA requirements and departmental expectations, a generic template was developed, and professional learning provided. Staff were provided time and support to enable progressive utilization across all KLA's. All staff are required to use the template, and 100% of programs are presented in this format. Support is still required to assist teachers in developing their capacities to differentiate programs and to effectively annotate and evaluate. Supervisors have regularly discussed programming, with feedback provided, in their fortnightly stage meetings and documented feedback on programs is provided on a termly basis. Formative and summative assessment opportunities are embedded within program design; however, data has highlighted a need for consistency in collection of formative data and improved evaluation of summative tasks.

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 |
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| Using the 2022 baseline, an additional 5% of students completing Year 3 will | We are unable to assess this data element as the sub elements within the numeracy progression changed in 2023. 'Quantifying Numbers' and its |

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| have achieved at a stage appropriate level of the Quantifying Numbers sub element of the Numeracy Progressions. | associated progression descriptors were removed and replaced by 'Number and Place Value'. In 2024 we will need to review this progress measure in line with the new 'Progression' descriptors. |
| Using the 2022 baseline, an additional 5% of students completing Year 3 will have achieved at a stage appropriate level of the Understanding Texts sub element of the Literacy Progressions. | An additional 5% of students completing year 3 in 2023 have achieved a stage appropriate level when assessed against the Understanding Texts progression indicators. |
| Using the 2022 baseline, an additional 5% of students completing Year 3 will have achieved at a stage appropriate level of the Additive Strategies sub element of the Numeracy Progressions. | An additional 5% of students completing Year 3 in 2023 have achieved a stage appropriate level when assessed against the Additive Strategies progression indicators. |
| The proportion of EAL/D students achieving expected growth is 77%. | This element is unable to be assessed in 2023. |
| An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. | There was an increase in the mean scaled score for numeracy in Year 3 and Year 5 for 2023 when compared to Year 3 and Year 5 in 2022. |
| An increase in Check-in Assessment mean scaled score for reading Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. | There was an increase in the mean scaled score for reading in Year 3 and Year 5 for 2023 when compared to Year 3 and Year 5 in 2022. |

Strategic Direction 2: Known, Valued and cared for

Purpose

To ensure that each child is provided an environment which values them, offers engaging and relevant learning experiences, builds resilience, confidence and self-efficacy.

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.

- Engaged and Successful Learners
- Supporting Social and Emotional Capacity Building

Resources allocated to this strategic direction

Refugee Student Support

Aboriginal background

English language proficiency

Per capita

New Arrivals Program

Socio-economic background

Low level adjustment for disability

Summary of progress

Comprehensive identification processes have enabled the identification of students with specific needs. Triangulation of data utilising standardised tests, school assessment and class observations has been undertaken by all classroom teachers, stage teams and learning support staff. The information gained assists all teachers, class and RFF and support staff, to include differentiated activities within their programs that will best suit the needs of the students.

Fortnightly meetings of the Learning Support Team respond to identified students from teacher and executive referrals and recommended interventions implemented. Individual Education Plans are written for students identified through data analysis and monitoring, with 100% of these students' parents being consulted and involved in the monitoring of progress against their defined learning goals. Attendance monitoring is undertaken and specific Tier 2 and Tier 3 interventions are employed.

Identification of High Potential and Gifted students has included peer, self, and parent nominations with specific programs such as Stage 2 multiplicative strategies small group instruction designed to extend and challenge these students being delivered.

All students across the school have participated in learning experiences which have promoted an increasing awareness of cultural diversity and developed knowledge of the need for inclusion. Programs across Key Learning Areas include teaching and learning opportunities which develop students' knowledge and understanding of different cultures, in particular, Aboriginal and Torres Strait Islander cultures.

PBL lessons, 'We include everyone', were delivered and a focus for our whole school PBL peer support BeeBOPS lessons were based on 'Inclusivity' and 'Resilience'. Student surveys highlighted that students enjoyed the activities with 92% of them identifying ways they could include others and develop their resilience. The antibullying survey data also provided positive data which showed that students felt confident in advocating for themselves and others in challenging situations. The school's ongoing focus on enhancing students' capacities to have a voice in their learning and build their assessment capabilities is displayed in the growth mindset lessons and activities, with students displaying an ever-increasing confidence in 'giving it a go', and the Student Representative Council has provided events where the students can engage with their peers in a creative extra curricula way. Data does show that an ongoing focus needs to be students' sense of belonging; particularly in Stage 3.

School wide systems are closely monitored to ensure that students are best supported in their development of social and emotional capacities. Attendance data monitoring has enabled efficient tracking of students who are most challenged with their school attendance, and enhanced systems have meant the development of close communication with families and improved attendance.

Positive Behaviour for Learning systems and practices have been regularly reviewed and updated with practices concentrating on social and emotional capacity building through focus lessons delivered in all classrooms. Leadership training and opportunities to implement the training was provided to all Stage 3 students with all students across the

school benefitting through specific initiatives and peer support. Wellbeing and behaviour data is regularly monitored and analysed with data reviews showing that 98% of the school population are in the green of the 'PBL triangle'.

After a review of the implementation of the PDHPE syllabus within the school a new whole school scope and sequence was devised with staff input and consultation. All class programs reflect the school's scope and sequence with teachers delivering both the PBL lessons and lessons addressing the wellbeing and relationships strand of the syllabus. Teachers were surveyed with the majority of staff outlining that they were experiencing difficulty delivering the quantity of content within the required timeframe. Students show developing knowledge and skills with positive coping, stress management and friendship building as well as employing effective anti-bullying strategies.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|--|
| There will be an uplift of 2% of students attending greater than 90% of the time. | There was an uplift of greater than 2% of students attending greater than 90% of the time. |
| There will be an uplift of 3% of students reporting a positive sense of belonging, positive expectations for schooling and advocacy. | <p>There was an uplift of greater than 3% of students from Year 4 to year 6 reporting a positive sense of belonging at school when compared to 2022.</p> <p>There was an uplift of greater than 3% of students from Year 4 to year 6 reporting positive expectations for schooling when compared to 2022.</p> <p>There was an uplift in the mean scaled score for Year4 students reporting advocacy at school compared to Year 4 in 2022.</p> <p>There was no uplift in the mean scaled score for Year 5 students reporting advocacy at school compared to Year5 in 2022.</p> <p>There was no uplift in the mean scaled score for Year6 students reporting advocacy at school compared to Year6 in 2022.</p> |
| TTFM data relating to positive relationships, positive behaviour at school, interested and motivated, and skill challenge is equal to, or above, NSW norms and maintains equity from Year 4 to Year 6. | <p>TTFM data relating to positive relationships was above NSW norms for Year 4 and 6 but was below NSW norms for Year 5. There was however an increase in the percentage of students reporting positive relationships at school when each cohort (Year 5 and Year 6) was tracked in the following year.</p> <p>TTFM data relating to positive behaviour at school was above NSW norms and maintained equity from 2022 to 2023 when the same cohort was tracked.</p> <p>TTFM data relating to interested and motivated were below NSW norms , however, the percentage of students indicating that they were interested and motivated in their learning increased for the same cohort when compared to the 2022 cohort data.</p> <p>TTFM data relating to skill challenge was below NSW norms, however, there was an increase in the percentage of students indicating that they were challenged and confident in their English and Maths classes. Maintenance of equity from Year 4 to 6 cannot be discerned by the data presented in the survey.</p> |
| <p>School self-assessment of the Learning domain, elements 'Learning Culture'</p> <ul style="list-style-type: none"> • Attendance- Delivering to Sustaining and Growing. <p>School self-assessment of the Learning domain, elements 'Well-being'</p> <ul style="list-style-type: none"> • Caring for students - Sustaining and Growing to Excelling | <p>School self-assessment of the Learning domain element 'Learning Culture' indicated that with respect to the theme, 'Attendance' we have moved from 'Delivering' to 'Sustaining and Growing'.</p> <p>School self-assessment of the Learning domain element 'Well-being' indicated the following confirmations and progress across the indicated themes.</p> <ul style="list-style-type: none"> • Caring for students - We have maintained the level of 'Sustaining and Growing' • A planned approach to inclusion and well-being - We have maintained the level of 'Sustaining and Growing' |

- A planned approach to well-being - Sustaining and Growing to Excelling
- Individual learning needs - Delivering to Sustaining and Growing
- Behaviour - Maintain Excelling.

- Individual learning needs - We have moved from 'Delivering' to 'Sustaining and Growing'
- Behaviour - We have maintained the level of 'Excelling.'

Strategic Direction 3: Collective Responsibility

Purpose

To ensure that the school builds a data culture where students, teachers, and leaders collectively value and use data to improve student learning, specific instruction, classroom practices and overall wellbeing.

Initiatives

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

- Use of Data to Inform Practice
- Collaborative Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction
Low level adjustment for disability
Socio-economic background
QTSS release
Professional learning
English language proficiency
Per capita

Summary of progress

Scout data is deeply analysed with areas of strength and areas for future focus identified. Results of both NAPLAN and Check In have been identified and discussed whole school, with teachers identifying those students requiring further support or extension. Student growth from year to year is also monitored and strategic approaches to meet needs identified. All programs have planned summative assessment tasks and accompanying rubrics. Student results aligned to criteria form the basis for data conversations and further differentiation when planning the next steps of learning. Differentiation based on data continues to be a focus area for teacher development.

Ongoing professional learning will be provided to support teachers' capacity building with using data for effective differentiation of learning experiences. This will be essential when implementing the departmental units of work in mathematics and English in 2024, ensuring that these units meet the needs of the student cohort.

All teachers collect a range of data, both formative and summative, on all students within their class for each key learning area. Stage meetings have provided a forum for data conversations utilising standardised testing results, teacher observations, and rich assessment tasks. However, the data systems could be improved to ensure that data collected is consistent across all stages and is used to inform data conversations. Teachers are planning for differentiation within the programs with all programs containing some differentiation activities and strategies. Teachers have identified that this is an area that they would benefit from increasing their professional knowledge.

The effective collection, analysis and monitoring of data will continue to be an area of focus. In 2024 'Learning Team' meetings for each stage team will be utilised as a time for data conversations, enabling professional development in analysing data and responding to it through differentiation strategies within programs.

Throughout the year peer coaching and mentoring opportunities have been planned for each week. The APC&I has met with teachers on a weekly basis with a focus on developing guided reading practice Years 3-6 and summative assessment practices, through the development of summative assessment tasks and accompanying rubrics. This has resulted in improved programming practices in reading, formative assessment against Understanding Texts within the Literacy Progressions, with teachers engaged in discussions about how the data could be recorded more effectively. Summative tasks aligned with syllabus outcomes were planned for in a number of KLA's with all teachers utilising the assessment rubrics to assess student progress. Mentoring opportunities have enabled teachers to benefit from knowledgeable others and build not only their teaching skills but also their classroom behaviour management skills. Teacher exit slips regarding the development of their knowledge regarding Curriculum Reform implementation have identified increased knowledge and understanding. Beginning teachers have been involved in the Beginning Teacher Induction process and have been given weekly time to observe others, be observed, reflect on their practices, and be provided with feedback.

Time will continue to be allocated to peer coaching and mentoring on an ongoing basis. Beginning teachers will continue to be supported on their journey toward attaining proficiency. Staff will be supported with attaining their PDP goals through mentoring and coaching strategies, guided by identified needs.

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>There will be an uplift of 3% or an increase in the school mean compared to state norms for students reporting expectations for success, advocacy, and sense of belonging at school.</p> | <p>There was an uplift in the school mean for students reporting expectations for success, and it equalled the NSW state norm.</p> <p>There was an uplift of greater than 3% for Year 4 students reporting a positive sense of belonging at school.</p> <p>There was an uplift of 3% for Year 5 students reporting a positive sense of belonging at school.</p> <p>There was an uplift of greater than 3% for Year 6 students reporting a positive sense of belonging at school.</p> <p>There was an uplift in the school mean for Year 4 students reporting advocacy at school.</p> <p>There was no uplift in the school mean for Year 5 students reporting advocacy at school.</p> <p>There was no uplift in the school mean for Year 6 students reporting advocacy at school.</p> |
| <p>Self assessment of the element 'Assessment' measures indicates improvement from:</p> <ul style="list-style-type: none"> • Formative Assessment - Sustaining and growing to Excelling • Summative Assessment -Sustaining and growing to Excelling • Whole School monitoring of student learning - Sustaining and growing to Excelling <p>Self assessment of student Performance measures indicates maintenance of</p> <ul style="list-style-type: none"> • Student Growth - Not applicable • Internal and external measures against syllabus standards - Sustaining and Growing | <p>School self-assessment of the Learning domain element 'Assessment' indicated the following confirmations and progress across the indicated themes :</p> <ul style="list-style-type: none"> • Formative Assessment - We have maintained the level of 'Sustaining and Growing' • Summative Assessment - We have maintained the level of 'Sustaining and Growing' • Whole School monitoring of student learning - We have maintained the level of 'Sustaining and Growing'. <p>School self-assessment of the Learning Domain element 'Assessment' indicated the following confirmations and progress across the indicated themes:</p> <ul style="list-style-type: none"> • Student Growth - Not applicable in 2023 • Internal and external measures against syllabus standards - We have maintained the level of 'Sustaining and Growing'. |
| <p>School self assessment of the Teaching domain, elements 'Learning and Development'</p> <ul style="list-style-type: none"> • Collaborative Practice and feedback - Sustaining and growing to Excelling • Coaching and Mentoring -Sustaining and growing to Excelling <p>School self assessment of the Teaching domain, elements 'Data skills and Use'</p> <ul style="list-style-type: none"> • Data Literacy - Sustaining and growing to Excelling • Data analysis - Sustaining and growing to Excelling • Data use in Teaching - Sustaining and growing to Excelling | <p>School self-assessment of the Teaching domain element ' Learning and Development' indicated the following confirmations and progress across the indicated themes.</p> <ul style="list-style-type: none"> • Collaborative Practice and Feedback - We have maintained the level of 'Sustaining and Growing' • Coaching and Mentoring -We have maintained the level of 'Sustaining and Growing' <p>School self assessment of the Teaching domain, elements 'Data Skills and Use'</p> <ul style="list-style-type: none"> • Data Literacy - We have maintained the level of 'Sustaining and Growing' • Data analysis - We have maintained the level of 'Sustaining and Growing' • Data use in Teaching - We have maintained the level of 'Sustaining and Growing' |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Refugee Student Support</p> <p>\$333.37</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"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Targeted students' specific learning needs were supported, and key capacities developed. Families were also able to be assisted with general school resourcing and access to educational opportunity.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate targeted refugee funding support via SLSO in class support time to enhance learning engagement. Additional offshore retrospective funding will also be used to support refugee families to access learning resources and experiences if we continue to be funded.</p> |
| <p>New Arrivals Program</p> <p>\$38,279.00</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 Bert Oldfield 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"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • Professional learning provided for all staff in the tracking of students against the EALD progressions for differentiated learning. <p>The allocation of this funding has resulted in the following impact: Targeted support for newly arrived EAL/D students allowed these students to develop their English language skills so they can access the curriculum and successfully participate in learning alongside their peers in mainstream classes</p> <p>After evaluation, the next steps to support our students will be: Continue to support these students through our EAL/D programs and build the capacity of classroom teachers to be better able to cater for the students' individual learning needs within the classroom. To continue to allocate targeted NAP funding support via SLSO in class support time to enhance learning engagement.</p> |
| <p>Aboriginal background</p> <p>\$4,013.35</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bert Oldfield 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</p> |

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| <p>Aboriginal background</p> <p>\$4,013.35</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged and Successful Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Indigenous students have received support through the allocation of SLSO staff to enhance the level of engagement with the curriculum. Increased community engagement in the development of Personalised Learning Pathways with the achievement of goals being authentically celebrated and updated throughout the year. A deeper focus on teachers knowing their students and supporting them to meet their academic goals has led to improvement in targeted student progress in both English and Maths.</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor the learning data of our Indigenous students and provide responsive interventions for identified areas of need. Personalised Learning Pathways will continually be refined and developed in partnership with parents/caregivers and facilitated via the School Bytes parent portal.</p> |
| <p>English language proficiency</p> <p>\$119,765.76</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bert Oldfield 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"> • Engaged and Successful Learners • Supporting Social and Emotional Capacity Building • Use of Data to Inform Practice <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • employment of a new EAL/D specialist teacher and the enhancement of their capacity through targeted professional learning. <p>The allocation of this funding has resulted in the following impact: Improved English language proficiency for students for whom English is an additional language or dialect and the development of data tracking systems related to the EALD learning progressions. Improved access to the curriculum and successful participation in learning alongside their peers in mainstream classes for students who speak English as an additional language or dialect. There has been an enhanced collaborative consultation between classroom teachers and EAL/D specialist teachers to support students developing their English language proficiency, as well as an enhanced level of professional knowledge by all teachers when assessing their students on the progressions and the resultant enhanced capacity to meet the learning needs of their EAL/D students more successfully.</p> <p>After evaluation, the next steps to support our students will be: Greater collaboration between classroom teachers and EAL/D specialist teachers through the provision of consultation time ensure the English language learning needs and cultural demands of learning are embedded into teaching and learning programs across the curriculum. Professional learning about EAL/D pedagogy to build the capacity of classroom teachers to meet the learning needs of their English as an additional language or dialect students more successfully. The maintenance of effective data tracking by the EALD teaching staff.</p> |

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| <p>Low level adjustment for disability</p> <p>\$119,180.51</p> | <p>Low level adjustment for disability equity loading provides support for students at Bert Oldfield 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"> • Building Teacher Capacity- Know your content • Engaged and Successful Learners • Supporting Social and Emotional Capacity Building • Use of Data to Inform Practice <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • allocation of School Learning and Support Officers to support targeted students, using small group instruction and evidence-based programs. <p>The allocation of this funding has resulted in the following impact: Small group withdrawal for students requiring adjustments and accommodations to their learning has been delivered on a daily basis throughout the year leading to improved student results. We have also seen the gradual improvement of planned differentiated tasks within classroom teachers programs as their capacity to cater for diverse needs is extended through instructional leadership initiatives. In addition, we have enhanced the professional knowledge for all staff pertaining to the differentiation of learning through professional learning and collaborative teaching. Individualised learning for targeted students, particularly those requiring supplementary or extensive interventions has been implemented to enhance engagement.</p> <p>After evaluation, the next steps to support our students will be: Ongoing identification and support to cater for and meet the diverse learning needs of students. We will continue to support literacy and numeracy development as well as student wellbeing through a variety of strategies which include:</p> <ul style="list-style-type: none"> . ongoing professional learning and capacity building . teacher collaborative consultation . design of differentiated learning programs . action research projects . targeted, data informed support. |
| <p>Professional learning</p> <p>\$17,495.82</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 Bert Oldfield 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"> • Building Teacher Capacity- Know your content • Excellence in Planning and Delivery- How to teach it • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • High impact professional learning that was aligned to system, school and individual priorities was delivered to build staff capacity in literacy and numeracy and wellbeing. |

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| <p>Professional learning</p> <p>\$17,495.82</p> | <ul style="list-style-type: none"> • Staff engaged in professional learning opportunities that targeted and supported their performance and development goals. • Staff engaged in professional learning that was driven by identified student needs. <p>The allocation of this funding has resulted in the following impact: Staff confidence and capacity were strengthened as teachers applied the principles acquired during professional development to their classroom practices. As a result, the quality of lessons, classroom methodologies and student progress saw improvement, particularly within evidence based pedagogical approaches pursued in English and Mathematics. There was also significant value added and effect size growth within most stages of learning.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to engage in high-impact professional development, with a focus on deepening their understanding of the pedagogy that underpins the new Mathematics and English syllabus. Professional learning will remain a collaborative endeavor, with a particular emphasis on employing learning instructional leadership and to directly enhance teacher practice and improve student outcomes.</p> |
| <p>Literacy and numeracy</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bert Oldfield Public School from Kindergarten to Year 6.</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"> • Excellence in Planning and Delivery- How to teach it <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Funding has enabled us to develop an enhanced capacity to regularly collect literacy and numeracy data to inform teaching and learning programs. This has</p> <ul style="list-style-type: none"> . increased teacher capacity to differentiate literacy and numeracy teaching and learning content . the upgrade of our literacy and numeracy resource room <p>After evaluation, the next steps to support our students will be: To continue to fund literacy and numeracy resource development.</p> |
| <p>QTSS release</p> <p>\$47,939.04</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bert Oldfield 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"> • Building Teacher Capacity- Know your content • Excellence in Planning and Delivery- How to teach it • Use of Data to Inform Practice • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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>QTSS release</p> <p>\$47,939.04</p> | <p>The allocation of this funding has resulted in the following impact: Funding has been used to enhance the allocation of time to Assistant Principals collaborating with the APCI to deliver curriculum reform. This has led to enhanced teacher capacity to deliver evidence-based pedagogies and practices within our English and Math's focus areas. Collaborative learning teams on a weekly basis has seen the gradual and ongoing development of differentiated teaching programs across all key learning areas emerge and our school transition to a digital programming approach. Data conversations have now formed the focus of our weekly collaborative learning team meetings leading to an increased understanding of the need to analyse and respond to triangulated data.</p> <p>After evaluation, the next steps to support our students will be: An instructional model combined with curriculum reform funding will be used to continue to drive teaching and learning priorities.</p> |
| <p>COVID ILSP</p> <p>\$64,899.74</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and to monitor their progress on PLAN 2. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: The employment of 2 Intensive Learning and Support teachers to an equivalent FTE of 0.6 to deliver intensive small group support for 10-week cycles, most demonstrating progress in whole number and understanding texts, phonics and phonemic awareness and vocabulary focus areas.</p> <p>After evaluation, the next steps to support our students will be: Targeted students will continue to receive ongoing support in 2024 with the Learning and Support team monitoring their progress. We will continue to provide targeted small group instruction through our interventionist programs.</p> |
| <p>Socio-economic background</p> <p>\$34,607.38</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bert Oldfield 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"> • Building Teacher Capacity- Know your content • Excellence in Planning and Delivery- How to teach it • Engaged and Successful Learners • Supporting Social and Emotional Capacity Building • Use of Data to Inform Practice • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff who delivered targeted tier 2 and tier 3 intervention programs to students with additional learning needs. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items |

| | |
|--|---|
| <p>Socio-economic background</p> <p>\$34,607.38</p> | <p>The allocation of this funding has resulted in the following impact: Students that required adjustments and accommodations received regular one to one and in class small group support to enhance their engagement and access to the curriculum. Data from evidence-based interventions such as Minilit, Multilit and Maqlit again showed positive growth for most students participating in these tier 2 and tier 3 programs. SLSO staff employed via the SES funding also supported the implementation K-2 of the INTITALIT program through within class support. Some of the teaching roles within the staffing element were again structured around an ILSP model with students receiving tutoring intervention in English and Math's from Year 1 - 6.</p> <p>After evaluation, the next steps to support our students will be: To monitor student learning data from a range of sources and identify those students that require additional support. The allocation of funding based on low SES status will continue to be utilised to provide additional assistance in the classrooms. We will enhance and reestablish the role of the LaST teaching position to a specialist teacher to assist with teacher capacity building, ensuring teachers are supported when differentiated learning and Individualised planning development for our most needy students is required. Allocation of funding may also fund additional resource management as we develop our resourcing systems for greater access.</p> |
| <p>AP Curriculum & 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>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"> • Building Teacher Capacity- Know your content • Excellence in Planning and Delivery- How to teach it • Use of Data to Inform Practice • Collaborative Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • 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 • 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 • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: All staff engaged with the new Curriculum, with both their understanding of the pedagogy underpinning the new Mathematics and English syllabus and their confidence to apply a range of strategies to meet syllabus outcomes improving significantly. Staff used a systematic approach to collect, analyse and monitor student data, with the data analysis and conversations impacting their shared responsibility for student outcomes.</p> <p>After evaluation, the next steps to support our students will be: The Assistant Curriculum and Instruction will continue to work collaboratively with all teachers, providing ongoing professional learning, demonstration lessons, observations and feedback with an aim to enhance</p> |

AP Curriculum & Instruction

\$124,070.40

their teaching practice and improve student outcomes.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 140 | 127 | 118 | 119 |
| Girls | 127 | 128 | 122 | 112 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 86.1 | 93.8 | 88.9 | 87.2 |
| 1 | 83.0 | 92.8 | 87.3 | 87.6 |
| 2 | 83.8 | 93.1 | 85.3 | 89.5 |
| 3 | 83.9 | 93.2 | 89.4 | 87.5 |
| 4 | 83.4 | 95.0 | 88.0 | 87.9 |
| 5 | 82.9 | 91.5 | 90.7 | 89.6 |
| 6 | 79.0 | 92.7 | 87.4 | 92.4 |
| All Years | 83.3 | 93.1 | 88.2 | 88.9 |
| 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 |

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) | 7.18 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| Teacher EAL/D | 0.4 |
| School Administration and Support Staff | 2.52 |

*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.

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 | 206,448.40 |
| Revenue | 2,917,154.40 |
| Appropriation | 2,755,647.19 |
| Sale of Goods and Services | 2,385.18 |
| Grants and contributions | 149,575.46 |
| Investment income | 8,446.57 |
| Other revenue | 1,100.00 |
| Expenses | -2,910,919.63 |
| Employee related | -2,523,083.17 |
| Operating expenses | -387,836.46 |
| Surplus / deficit for the year | 6,234.77 |
| Closing Balance | 212,683.17 |

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 | 333 |
| Equity Total | 277,567 |
| Equity - Aboriginal | 4,013 |
| Equity - Socio-economic | 34,607 |
| Equity - Language | 119,766 |
| Equity - Disability | 119,181 |
| Base Total | 1,908,754 |
| Base - Per Capita | 62,462 |
| Base - Location | 0 |
| Base - Other | 1,846,291 |
| Other Total | 237,290 |
| Grand Total | 2,423,944 |

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

Student Feedback

In the Tell Them From Me Survey, the items below were at or above stage average:

- Participation in school sports
- Participation in extra curricula activities
- Positive sense of belonging for Year 4 students
- Positive relationships
- Positive behaviour
- Year 4 and Year 6 students who apply themselves to succeed in their learning.
- Effective use of learning time
- Explicit teaching practices
- Feedback
- Bullying programs
- Advocacy for Years 4 and 5
- Positive teacher and student relations
- Expectations for success
- Perseverance in the face of obstacles

Areas which were identified as needing further development included:

- Positive sense of belonging for Year 5 students
- Students valuing schooling having importance for their future
- Positive attitude to homework
- The level of interest and motivation in learning tasks
- Students efforts among Year 5 students
- The level of challenge provided by English and Maths lessons
- The relevance of learning content to students' everyday lives
- Year 6 students feeling supported by a significant person at school
- Students having an understanding of the school's behavioural expectations.

Parent Feedback

In the Tell Them From Me Parents as Partners Survey, the items below were at or above stage average:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- The school supports learning
- The school supports children's behaviour and safety
- The school is inclusive of student's needs.

Areas which were identified as needing further development included:

- The deployment of resources to support students with a disability or special needs
- The improvement of processes integrating students with a disability or special needs into a mainstream environment
- Support for learning mathematics at home.

Teacher Feedback

In the Tell Them From Me Teacher Survey, the items below were at or above stage average:

- Leadership
- Monitoring student progress
- The school is a safe and orderly environment
- Support for staff during stressful times
- Teachers have high expectations for student learning
- The setting of behavioural expectations.

Areas which were identified as needing further development included:

- The level of opportunities for collaboration among staff
- The setting and discussion of learning goals with students
- The use of success criteria
- Utilising and analysing data to inform practice
- The provision of feedback to students
- Using technology within assessment
- The frequency of reporting to parents on children's progress
- Using technology within the classroom.

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.