

2023 Annual Report

Lethbridge Park Public School



4408

Introduction

The Annual Report for 2023 is provided to the community of Lethbridge Park 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

At Lethbridge Park Public School, learning opportunities are inclusive, challenging, personalised and facilitated by dedicated educators.

We are committed to a culture of high expectations, collaboration, data-informed practice and continuous improvement within a safe, respectful learning environment.

We promote excellence, attendance and engage learners through rich, innovative experiences driven by current research and quality practice.

School context

Lethbridge Park Public School has an enrolment of 469 students, including 33% Aboriginal and Torres Strait Islander and 30% Pacific Islander students. It includes a preschool and five support classes for students with disabilities. An enthusiastic, committed and highly skilled staff provide engaging, personalised learning opportunities for all students in a caring, supportive, student centred learning environment. The school has a strong inclusive and collaborative culture of challenge, support and continuous learning for all students, staff, parents and the wider community. Lethbridge Park Public School is committed to delivering high quality, data driven, evidenced based teaching and learning programs that inspire students to become assessment capable learners. Lethbridge Park Public School became a Connected Communities School in 2022 (Connected Communities Strategy). In response, the school underwent a rigorous self-assessment using the School Excellent Framework at the beginning of 2022. Based on this self-assessment, and the key deliverables of the Connected Communities Strategy, the following areas have been identified and embedded in the 2021-2024 strategic improvement plan:

- High impact professional learning that enables all staff to personalise the learning needs of Aboriginal and all students and builds the cultural understanding and connection with the community
- Professional collaboration, inquiry and data informed practice that inspires a continuous learning culture
- Aboriginal families, and all families, are actively engaged in the life of the school and report that the school values their identity, culture, goals and aspirations
- Student leadership, citizenship and empowerment is evident across and beyond the school
- The school brings the community together, working in partnerships with government and non-government services to support students and families.

The school has a strong commitment to both promoting aspirational outcomes for students and the creation of an educational environment that supports full inclusion for all students in all aspects of the school.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, we will collaboratively collect, interpret and use reliable data and research to identify high impact professional learning to support the development and implementation of whole school reading and numeracy approaches that are responsive and inclusive to 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.

- Evidence Based, Quality Teaching Practice in Reading & Numeracy
- Data to Inform Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction

Socio-economic background

Professional learning

Per capita

Low level adjustment for disability

English language proficiency

Summary of progress

During Semester 1, we deepened our exploration and implementation of the new K-2 English syllabus by readjusting our focus to unpacking and implementing the new K-2 English units of work. We also refined our assessment practices, aligning the new K-2 units with established new processes to strengthen our 5 weekly data days.

Building background knowledge and improving comprehension strategies were identified as critical for ensuring students' accessibility to the content found in the new K-6 English units. Collaboration with internal experts such as, literacy leaders and the school librarian, provided teachers with a range of supplementary materials to broaden specific areas of background knowledge to enable better uptake of learning. A series of professional learning sessions were planned and implemented to support the development of teacher knowledge in these areas, as well as developing a consistent approach to unpacking the units. This, along with refined assessment and moderation practices during 5 weekly data days, ensured increased teacher responsibility to formative assessment in both components A and B of the units. Reading resources, including quality literature and supplementary texts were purchased to support teachers and scaffolded lesson and assessment guides were collaboratively created to align whole school practices. Our whole school home reading program continued to grow and strengthen as a result of increased confidence in using evidence-based pedagogies and observations of positive trends in 5WDD data. Further to this, our Learning and Support programs, CILSP and SLSOs were upskilled to deliver interventions to ensure we delivered a consistent approach to the teaching of reading across the school.

In response to internal and external data in Semester 2, and in alignment with the new K-2 Mathematics syllabus and contemporary research, there was a need to change our approach to the way in which numeracy was taught across the school.

Our deep and narrow focus shifted towards the teaching of number talks as a critical measure to support students across the school to build number sense, strengthen mathematical reasoning and problem-solve flexibly. A series of introductory high impact professional learning sessions focused on *Big Ideas* in number and number talks were planned and delivered. Using research and the expertise of external experts (Michelle Tregoning), we implemented learning labs to develop teacher confidence for implementing number talks in a systematic, purposeful, and consistent way. This enabled a shift to more responsive teaching and laid the foundations for embedding formative assessment into practice when unpacking and delivering the new K-6 Mathematics units of work. Significant numeracy resources, including class kits of concrete materials were purchased to support teachers with the implementing of this initiative, and *Mathematical Assessment Interview* (MAI) kits were created for all classes across the school to ensure accurate diagnostic assessments could be aligned to each individual student's learning goals. A whole school home numeracy program was also created to support and celebrate our narrow and deep focus on numeracy. Further to this, our Learning and Support programs, along with our CILSP, provided in-class support during numeracy lessons to support this initiative.

Across both semesters, 5 Weekly data days continued to be supported by APs and APC&Is, ensuring consistency of teacher judgement, a deeper understanding of syllabus documents and data driven teaching in both literacy and numeracy. Stage based Strengths, Weaknesses, Opportunities and Threats continued to be collaboratively developed

and shared between stages throughout the process to solidify our continuous improvement culture and teacher collective efficacy.

Next year will see a further focus on the unpacking and using of the new K-6 Mathematics syllabus, deepening teacher understanding of addressing the working mathematical outcomes and equipping students to become assessment capable learners, and refining assessment practices to better address working mathematical learning goals during 5 weekly data days.

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
Reduce the average difference score between the school and state for Year 3 and 5 Check-In reading assessment by 2%, reducing the gap to 10.6 (Year 3) and 10.9 (Year 5).	<p>2023 Year 3 Check In average score for reading indicates the difference between the school and state has decreased by 0.2% to 12.4%.</p> <p>2023 Year 5 Check In average score for reading indicates the difference between the school and state has increased by 1.8% to 14.7%.</p>
Reduce the average difference score between the school and state for Year 3 and 5 Check-In numeracy assessment by 2%, reducing the gap to 9.8% (Year 3) and 13.5% (Year 5).	<p>2023 Year 3 Check In average score for numeracy indicates the difference between the school and state has increased by 5.7% to 17.5%.</p> <p>2023 Year 5 Check In average score for reading indicates the difference between the school and state has increased by 2% to 17.5%.</p>
A range of evidence to support the school's validation and self assessment judgement of <i>Sustaining and Growing</i> with some evidence of excelling in the element of Data Skills and Use, theme: <i>Data analysis</i> .	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Data Skills and Use: Data Analysis which was validated through the External Validation process.
Reduce the average difference score between the Aboriginal and non-Aboriginal students in Year 3 and 5 Check-In reading by 2%, reducing the gap to 3.6 (Year 3) and 2.6 (Year 5).	<p>2023 Year 3 Check In average score for reading indicates non-Aboriginal students are outperforming Aboriginal students by 4.2%, closing the gap by 1.4%.</p> <p>2023 Year 5 Check In average score for reading indicates non-Aboriginal students are outperforming Aboriginal students by 0.9%, closing the gap by 3.7%.</p>
Reduce the average difference score between the Aboriginal and non-Aboriginal students in Year 3 and 5 numeracy by 2%, reducing the gap to 2.9 (Year 3) and 2.6 (Year 5).	<p>2023 Year 3 Check In average score for numeracy indicates Aboriginal students are outperforming non-Aboriginal students by 2%. This has closed the gap and seen a shift of 6.9%</p> <p>2023 Year 5 Check In average score for numeracy indicates non-Aboriginal students are outperforming Aboriginal students by 6.2%, demonstrating an increase in the gap by 1.6%.</p>

Strategic Direction 2: Continuous Learning Culture

Purpose

To maximise student learning outcomes, we will further strengthen and embed a professional learning, collaborative, high expectations culture that continuously empowers and inspires learning for all staff at all stages of their career, creating a shared sense of ownership, responsibility and collective 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.

- Professional Learning Community
- A Pipeline of Leaders

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Low level adjustment for disability

Professional learning

Beginning teacher support

Summary of progress

Building on the successful implementation of 'Spirals' in 2022 and in response to staff feedback and curriculum reform funding, the school made the decision to extend the length of a 'Spirals of Inquiry' to 4 weeks, instead of 2. This provided more time to move from one phase to the next, as well as collate more evidence from student learning to drive the where to next. This change provided an opportunity to create a fortnightly, collaborative PL sessions where stages could unpack new syllabus content (with APC&Is and APs) and contextualise this to the meet the needs of our students. This 'just in time' PL was responsive to the needs of the students, and their teachers; often aligned to the 'Spiral' and also was responsive to the teaching points that were identified through the 5WDD process. During this collaborative time, stage teams worked together to create a responsive a lesson (lesson study). Each teacher then delivered the lesson to their class. Video analysis was used with all stage members present to elicit reflection and refinement of teaching practices based on the response of students.

At the beginning of Term 3, with our narrow and deep focus shifting to from reading to numeracy, we moved from the lesson study approach to a more sophisticated 'learning lab' highly responsive, collaborative professional learning process. This approach enabled stage teams to plan a number talk (using the new syllabus units of work), deliver it, reflect and refine the lesson, and deliver it again to another class within the same year group and reflect as a group again. Supported by external experts such as Michelle Tregoning, as well as a whole school narrow and deep PL focus on the new numeracy syllabus, provided teachers with ongoing opportunities to work together, reflect on their own and each others practice, assess the learning needs of their students and identify what teaching was needed next to support their students.

To support the performance and development of all staff, a LPPS Performance and Development Framework (unpinned by the DoE PDF policy) was collaboratively developed. This document included the many LPPS professional learning opportunities that are on offer that could be used to support the development and achievement of performance goals. This included practices such as Spirals of Inquiry, Learning Labs, engaging in the Beginning Teacher Network, Aspiring Leader and Middle Leadership Programs, QTSS, 5 Weekly data Days and whole school professional learning. Further to this, a LPPS QTSS process was collaboratively developed which included consultation between the supervisor and the supervisee, (to establish an agreed upon focus area linked to a PDP goal) the development of success criteria, planned demonstrations and observations, followed by self-reflection and feedback. This continuous 4 weekly cycle of QTSS support ensured that all staff had access to personalised professional learning to address their individual learning goals, leading to improved TTFM staff survey results in receiving feedback from supervisors that helped them improve their teaching.

Lastly, our SIP teams have had significant success in achieving identified improvement measures this year. Our teams developed detailed SIP action plans, including the allocation of resources and funds, carefully mapped out and led whole school activities, as well as the deployment of people and the development of processes and evaluation mechanisms to determine the success/impact of each activity. Each activity, along with the collection of evidence of activity and impact was put on display on the SIP wall (visible in the staffroom), as well as communicating and celebrating this to the whole school community. This has strengthened collective efficacy across the school as all staff are actively engaged in an initiative or activity that is making notable improvements to our school community as a whole.

Next year, the focus of our narrow and deep PL focus will continue to be in numeracy, ensuring teachers have the skills to teach from the new syllabus with a focus on working mathematically and problem solving. This focus will utilise QTSS, spiral of inquiry, learning labs and whole school PL to build the capacity of all staff members.

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
A range of evidence supports the school's assessment/validation in the element of <i>Learning and Development - Collaborative practice and feedback: Sustaining and Growing with some evidence of Excelling</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of <i>Learning and Development - Collaborative Practice and Feedback</i> which was validated through the External Validation process.
A range of evidence supports the school's assessment/validation in the element of <i>Educational Leadership - Instructional Leadership: Sustaining and Growing with some elements of Excelling</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of <i>Educational Leadership - Instructional Leadership</i> which was validated through the External Validation process. .
A range of evidence supports the school's assessment/validation in the element of <i>School Resources - Staff Deployment: Sustaining and Growing with some elements of Excelling</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of <i>School Resources - Staff Deployment</i> which was validated through the External Validation process.

Purpose

To maximise student learning outcomes, attendance and overall wellbeing, we will strengthen partnerships with students, parents, community members and government and non-government agencies to create genuine supportive relationships based on trust and mutual respect to ensure all Aboriginal and all students and families feel a sense of belonging and connection to the life of the school.

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.

- Inspired, Empowered Learners
- A Connected School Community

Resources allocated to this strategic direction

Socio-economic background

Per capita

Aboriginal background

Professional learning

Summary of progress

Our PBL team continued to focus on using data to inform responsive initiatives to improve behaviour and engagement, whilst empowering our students to take ownership of their school. The data collected was analysed on a 5-weekly basis at whole school, stage, SRC and class level to inform decisions regarding explicit teaching focuses and the development of playground initiatives. Whole school professional learning was delivered to collaboratively refine the Learning and Support Referral processes and the Behaviour Management Decision Flowchart. As a part of this PL, teams developed a document to support both students and staff members when responding to a dangerous or unsafe incident.. To support the social and emotional development and wellbeing of our Stage 1 students, Peer Play was introduced. This provided identified students with 3 game based sessions a week, led by Year 4 students, with the focus on developing positive social interactions. To further support identified students, the school has developed a partnership with the Bill Crews Foundation who provide two play therapists for a half day each week to support six Stage 1 students to develop strategies to improve their social and emotional wellbeing. To further strengthen PBL across the school, and arm teachers with the skills to develop students social and emotional regulation, stage PBL representatives engaged in PAX GBG. As a result to the above initiatives, and careful analysis and implementation of the supports required to support students requiring targeted, individual and universal supports for positive behaviour; there has been a significant increase in the number of students attaining Bronze, Silver, Gold and Platinum badges . Furthermore, the regular collection and analysis of PBL data, by both students and staff members, has identified students who may require targeted behaviour support including the development of individualised behaviour support plans and behaviour agreement cards. This data has also assisted the LST to seek external supports for identified students. This has also resulted in the school going from 5 Support Unit classes in 2023 to 7 Support Unit classes (1 self-funded class in 2024). Further professional learning will be sought in 2024 on how to support students and families suffering from trauma. We will continue to strengthen our partnership with the Bill Crews Foundation by implemented play-based therapy across all stages. PAX GBG training will be rolled out for all staff members with the intention of integrating this into our PBL practices throughout 2024.

The Aboriginal Education team has continued to work tirelessly to implement the TPiA document. This year, the team has worked on improving the PLP process, implementing the Aboriginal pedagogies framework into teaching programs, creating the LPPS Aboriginal Education google site and the establishment of the Aboriginal and Torres Strait Islander student leadership (Junior AECG). This has seen improvements to the PLP timeline and template, PLP ASLSO support, parent engagement and focus on students achievement of their personal/cultural goals. The LPPS Aboriginal Google site contains information on key dates, key supporting documents, inventory of books/hands on resources/artefacts, scope and sequences and resources to support teaching in each KLA across all stages. As a result, all K-6 Aboriginal and Torres Strait Islander students are known, valued and cared for and are actively working towards or achieving, and celebrating their achievements. PLPs are becoming more visible in classrooms, with some teachers creating visible displays. Staff are now using a collaboratively developed code to demonstrate how Aboriginal Pedagogy is embedded into teaching and learning programs. Our students (the JAECG) are consulted and feel empowered to contribute to the organisation of school events, strengthening their sense of belonging to the school community. Next year, we will continue to embed Aboriginal perspectives across all KLAs - as well as build student understanding in this area, develop consistency of displaying PLPs in all classrooms and further involve and promote the voice the JAECG, further amplifying student voice.

The Educationally Connected Community team, continued to create authentic opportunities to engage our families in the life of the school. To commence the year, Meet the Teacher was introduced to strengthen partnerships between families and teachers and to reconnect with others. Towards the end of Term 1, 2 and 3, parents and carers were invited to participate in 3 Way Goal Setting (3WGS) meetings led by their child and supported by the classroom teacher. Prior to these meetings, teachers engaged in whole stage meetings (5 Weekly data days) during which student learning samples were evaluated and assessed using consistent teacher judgement, and next steps in learning (as well as individual learning goals) were planned. At 3WGS meetings, students shared work samples that highlighted their progress towards their learning goals with their parents. In Term 4, parents were invited to Open Classrooms: Reading which illustrated to parents how reading is taught from P-6 at LPPS. Parents then had the opportunity to visit their child's classroom to observe their child engaging in a reading lesson. After each planned event, parents and teachers were surveyed to understand the success of the event in terms of preparation and execution of logistics, perceived value and recommendations and improvements for future events. The successful implementation of this area has resulted in more families being actively engaged in the school and with their child's learning which has seen a significant shift in the TTFM Partners in Learning survey in all 8 quadrants.

Next year, we will aim to continue to provide opportunities for our parents to support their child's learning at home by expanding our Open Classroom initiative to share how numeracy is taught P-6 with parents. We will also continue developing the capacity of students to become assessment-capable learners who confidently share their learning through digital platforms and student led meetings. We will continue to build the capacity of our staff to use digital platforms to share the learning goals of students to support 3WGS meeting processes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to be at or above the school's lower-bound system negotiated target.	<p>The percentage of students attending school more than 90% of the time has increased from 35.42% in to 56.52% in 2023. This is 12.08% below the lower bound system negotiated target.</p> <p>The schools overall average daily attendance in 2023 was 87%. This outstanding outcome is above the network, SSSG (similar schools grouping) and NSW state performance measure for the first time ever.</p>
Tell Them From Me student survey wellbeing data improves to be at or above the lower bound system-negotiated annual trajectory target.	The Tell Them From Me Student Wellbeing - Sense of Belonging improved from 71.43% in 2022 to 77.4% in 2023. This is 8.96% below the lower bound system negotiated target.
Measures of of sense of belonging to meet the system negotiated target trajectory lower bound of 85.55% as measured on the Tell Them From Me survey	The Tell Them From Me Student Wellbeing - Sense of Belonging improved from 71.43% in 2022 to 77.4% in 2023. This is 8.96% below the lower bound system negotiated target.
A range of evidence supports the school's self-assessment in the element of <i>Learning culture - High expectations: Sustaining and Growing with elements of Excelling</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning Culture - High Expectations which was validated through the External Validation process.
A range of evidence supports the school's self-assessment in the element of <i>Educational Leadership - Community engagement: Sustaining and Growing with elements of Excelling</i>	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Educational Leadership - Community Engagement which was validated through the External Validation process.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,069.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lethbridge Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: In 2023, 5 students (3 preschool students and 2 students K-6) were provided with additional SLSO support to be able to access the EYLF and K-6 curriculum to increase engagement and improve learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to seek access to IFS when needed to ensure positive outcomes for students who require additional learning support in both classroom and playground environments.</p>
<p>Socio-economic background</p> <p>\$1,114,732.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lethbridge Park 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice • Professional Learning Community • Inspired, Empowered Learners • A Connected School Community • A Pipeline of Leaders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff delivered by APC&Is, Aboriginal Education team, Collaborative Schools, Unique Settings to support student learning • employment of additional staff to directly support 5 weekly data days, Spirals of Inquiry, COVID ILSP, Learning and Support, and Aboriginal Education programs. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniforms, equipment and other essential school items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - A decrease in the gap for percentage of questions correct (Check in assessment Year 5 Reading) between school and state of 2.0% for non Aboriginal and Torres Strait Islander students - A decrease in the gap for percentage of questions correct (Checkin assessment Year 5 Numeracy) between school and state of 0.8% for non Aboriginal and Torres Strait Islander students - 2023 Year 1 Phonics Screener indicated that 42% of student participants met expected scores, an uplift of 23% compared with (2022 - 19%). The average number of items correct increased to 21, an uplift from 12 in 2022 - TTFM 'Partners in Learning' Parent survey (2023), 94% of parents would recommend the school to other parents - TTFM 'Focus on Learning' Teacher survey (2023), Learning Culture 8.2 (2023), (NSW Govt Norm 8.0) - TTFM 'Focus on Learning' Teacher survey (2023), Challenging and Visible Goals 8.1 (2023), (NSW Govt Norm 7.5)

<p>Socio-economic background</p> <p>\$1,114,732.16</p>	<p>- TTFM 'Focus on Learning' Teacher survey (2023), Planned Learning Opportunities 8.2 (2023), (NSW Govt Norm 7.6)</p> <p>- TTFM 'Focus on Learning' Teacher survey (2023), Quality Feedback 8.0 (2023), (NSW Govt Norm 7.3)</p> <p>After evaluation, the next steps to support our students will be: A shift to numeracy occurred in Semester 2 to provide targeted professional learning in mathematics while also continuing to refine and improve teacher pedagogy around reading instruction with the support of expert staff. To continue to support curriculum reform, we will change the structure of Spirals of Inquiry to incorporate Learning Labs which will provide collegial learning around the planning and implementation of effective number talks. We will create an additional Stage 3 high potential and gifted class in 2024, (one Stage 1, one Stage 2 and the addition of one Stage 3) to provide further opportunities for our students, identified through data, to maximise their learning potential to achieve above their peer group.</p>
<p>Aboriginal background</p> <p>\$281,108.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lethbridge Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Connected School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - TTFM 'Partners in Learning' Parent survey (Sept 2023), Parents feel welcome uplift to 8.8 (from 8.1) - TTFM 'Partners in Learning' Parent survey (Sept 2023), Parents support learning at home uplift to 8.0 (from 7.5) - TTFM 'Partners in Learning' Parent survey (Sept 2023), School Supports Learning uplift to 8.6 (from 7.8) - TTFM 'Partners in Learning' Parent survey (Sept 2023), Inclusive School uplift to 8.6 (from 8.1) - TTFM 'Partners in Learning' Parent survey (Sept 2023), School supports positive behaviour uplift to 8.5 (from 8.2). - TTFM Student survey II (2023), 82% of Aboriginal students agree that their teachers have a good understanding of their culture - TTFM Student survey II (2023), 83% Aboriginal students feel good about their culture when at school, an uplift of 12%. - TTFM 'Focus on Learning' Teacher survey (2023), 87% of teachers are confident in their capacity to meet the needs of Aboriginal students - TTFM 'Focus on Learning' Teacher survey (2023), 81% of teachers have the knowledge required to engage with students about Aboriginal cultures and histories - TTFM 'Focus on Learning' Teacher survey (2023), 100% of teachers agree that the school is a welcoming place for all students. - A decrease in the gap for percentage of questions correct (Check in assessment Year 3 Reading) between school and state of 0.6% for

<p>Aboriginal background</p> <p>\$281,108.47</p>	<p>Aboriginal and Torres Strait Islander students</p> <ul style="list-style-type: none"> - A decrease in the gap for percentage of questions correct (Check in assessment Year 5 Reading) between school and state of 2.6% for Aboriginal and Torres Strait Islander students - A decrease in the gap for percentage of questions correct (Check in assessment Year 3 Numeracy) between school and state of 1.5% for Aboriginal and Torres Strait Islander students - A decrease in the gap for percentage of questions correct between Aboriginal and Torres Strait Islander students and non Aboriginal and Torres Strait Islander students (Check in Year 3 Reading) of 5.0% - A decrease in the gap for percentage of questions correct between Aboriginal and Torres Strait Islander students and non Aboriginal and Torres Strait Islander students (Check in Year 3 Numeracy) of 7.1% - A decrease in the gap for percentage of questions correct between Aboriginal and Torres Strait Islander students and non Aboriginal and Torres Strait Islander students (Check in Year 5 Reading) of 0.3% <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - facilitate and empower students to understand and use Positive Behaviour for learning (PBL) 5 weekly data to set goals and drive student initiatives, positively contributing to the culture of the school - support the junior AECG to work in partnerships with the Aboriginal Education team and the AECG, empowering student voice and facilitating a strong sense of belonging - continue to provide an attendance bus to target and support students with problematic attendance patterns, and promote our positive school attendance shirt - ensure 5 weekly data goal setting sheets indicate to parents and carers where their child is performing in relation to their cohort - continue to promote the Community Room, ensuring it is accessible to the whole school community, drawing services and welcoming families into the school
<p>English language proficiency</p> <p>\$75,846.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lethbridge Park 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in classrooms and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - supplemented the employment of an SLSO to support the EALD program which provided support for students in classrooms <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to use teacher expertise to further support EALD students, as well as provide professional learning for teachers.
<p>Low level adjustment for disability</p> <p>\$287,216.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Lethbridge Park 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice • Professional Learning Community

<p>Low level adjustment for disability</p> <p>\$287,216.11</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes • employment of LaST teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>Impact</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - TTFM 'Focus on Learning' Teacher Survey (2023), Collaboration 7.1 (2021), 7.6 (2022), 8.2 (2023), (NSW Govt Norm 7.8) - TTFM 'Focus on Learning' Teacher Survey (2023), Data Informs Practice 7.4 (2021), 7.8 (2022), 8.1 (2023), (NSW Govt Norm 7.8) - TTFM 'Focus on Learning' Teacher Survey (2023), Inclusive School 8.1 (2021), 8.3 (2022), 8.4 (2023), (NSW Govt Norm 8.2) - TTFM 'Focus on Learning' Teacher Survey (2023), 84% of teachers agreed or strongly agreed that they have the skills and confidence to meet the needs of students with disability or special needs <p>For identified students receiving quality differentiated instruction or supplementary levels of learning adjustments and modifications, the following data shows average percentages of correct responses in the Reading Check in Assessment:</p> <ul style="list-style-type: none"> - Year 5 in 2022 (35%) achieved an uplift to 45% in Year 6 2023 - Year 3 in 2022 (41%) achieved an uplift to 50% in Year 4 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - prioritise the need for learning and support teachers to work alongside class teachers, APC&I and APs to develop responsive targeted interventions using data collected from 5WDDs - learning and support teachers use the data wall to make decisions, communicate and celebrate student achievement - strengthen communication practices so that all parents of students receiving support are notified and provided updates on their child's learning - teachers, APs, AP Mentor, APC&I and DPs attend all LST meetings to discuss strategies attempted, as well as providing possible strategies for, 'Where to Next' to support learning
<p>Professional learning</p> <p>\$49,252.79</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 Lethbridge Park 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"> • Evidence Based, Quality Teaching Practice in Reading & Numeracy • Data to Inform Practice • A Connected School Community • A Pipeline of Leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning activities to unpack evidence-based approaches to inform the teaching of reading and explore synthetic phonics, guided and reciprocal reading practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - TTFM 'Focus on Learning' Teacher Survey, Teaching Strategies 7.7 (2021), 8.1 (2022), 8.4 (2023) above NSW Govt Norm (7.9) - TTFM 'Focus on Learning' Teacher Survey, Leadership 6.2 (2021), 7.3 (2022), 8.0 (2023) above NSW Govt Norm (7.1) <p>After evaluation, the next steps to support our students will be:</p> <p>All staff PDP goals will be collated and aligned to the Professional</p>

Professional learning \$49,252.79	Standards for Teachers. This will highlight the areas staff have identified for professional learning. Professional learning will be offered to support personal goals, as well as to support the attainment of the SIP and system goals.
QTSS release \$94,457.66	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lethbridge Park 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"> • Professional Learning Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: This funding enabled Assistant Principals to work in partnerships with APsC&I to strengthen collaborative practices. It also provided opportunities for other staff to be released by APs to collaborate, view and reflect on their colleagues practice which contributed to collective efficacy. Video analysis was used during this time which enabled all stage members to view lessons, provide feedback and discuss where to next actions. This strengthened the 'Take Action' component of Spirals of Inquiry that was implemented across the school.</p> <ul style="list-style-type: none"> - TTFM 'Focus on Learning' Teacher Survey, Teachers have given me helpful feedback about my teaching (5.6 in 2021), (7.0 in 2022) and uplift to (7.7 in 2023) - TTFM 'Focus on Learning' Teacher Survey, School leaders have helped me improve my teaching (7.4 in 2022), and uplift to (8.2 in 2023) - TTFM 'Focus on Learning' Teacher Survey, School leaders have provided me with useful feedback about my teaching (6.8 in 2022) uplift to (7.9 in 2023) - TTFM 'Focus on Learning' Teacher Survey, School leaders have taken time to observe my teaching (6.5 in 2022) uplift to (7.9 in 2023) <p>After evaluation, the next steps to support our students will be: QTSS will directly support the achievement of individual PDP goals. All PDP goals will be collated and aligned to the teaching standards, in order to identify the needs of our staff enabling targeted, individualised professional learning. APs will work alongside their teams during QTSS, co-developing success criteria to achieve their goals. This process will enable staff to reflect on their individual progress towards successful attainment of PDP goals.</p>
COVID ILSP \$331,930.81	<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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers, SLSOs and a speech pathologist to deliver intensive small group tuition with a focus on reading and numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact:</p>

COVID ILSP

\$331,930.81

Literacy

69 students (K-6) were identified as requiring intensive learning and support in literacy.

16 Early Stage 1 students were supported with small group tuition in phonemic awareness.

26 Stage 1 students were supported with small group tuition in phonic knowledge and word recognition.

21 Stage 2 students were supported with small group tuition in phonic knowledge and word recognition with the MutiLit program.

6 Stage 3 students were supported with small group tuition in phonic knowledge and word recognition with the MutiLit program.

Small group tuition was undertaken with students in groups of 3-4 by LAST and SLSO's.

Learning progress was documented in PLAN 2 by LaST's and classroom teachers discussed progress and developed Areas of Focus during five weekly data days for future learning.

Numeracy

26 students (K-2) were identified as requiring intensive learning and support in numeracy.

7 Early Stage 1 students were supported with small group tuition in number and place value.

19 Stage 1 students were supported with small group tuition in number and place value.

Small group tuition was undertaken with students in groups of 3-4 by the LaST.

Learning progress was documented in PLAN 2 and classroom teachers discussed progress and developed Areas of Focus during five weekly data days for future learning, resulting in a reduction of students in the at risk area using internal data.

In 2023, 12 students K-2 were provided weekly speech therapy at school by qualified external speech pathologists. These sessions provided both individualised speech therapy to the address specific diagnosed delays and disorders as well as small group therapy sessions.

After evaluation, the next steps to support our students will be:

In 2024, the COVID intensive learning and support program will be replaced by the small group tuition program to continue to enhance the learning of identified students. This program will run small group intensive sessions in both literacy and numeracy for identified students. Areas of Focus will be co-developed and monitored by classroom and learning and support teachers using PLAN2. Speech therapy will continue with the previous cohort to be re-assessed in Term 1 using the CELF-5 'review assessment'. This assessment will provide standardised data to determine whether a student presents with a Mild/Moderate/Severe Language Disorder or Average Language Skills. This data will be used to determine the level of support required throughout 2024.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	210	215	204	213
Girls	189	198	211	221

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.4	85.8	80.1	84.3
1	88.0	85.9	80.8	87.8
2	88.7	87.3	80.8	85.9
3	85.3	90.0	82.2	89.1
4	86.3	89.3	84.1	88.1
5	79.1	89.0	81.3	89.6
6	85.6	92.0	80.6	87.9
All Years	86.4	88.4	81.5	87.4
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)	8.4
Classroom Teacher(s)	22.17
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	11.52
Other Positions	3

*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	145,157.78
Revenue	9,742,277.90
Appropriation	9,652,816.41
Sale of Goods and Services	28,539.25
Grants and contributions	53,629.51
Investment income	7,192.73
Other revenue	100.00
Expenses	-9,714,458.24
Employee related	-7,744,725.98
Operating expenses	-1,969,732.26
Surplus / deficit for the year	27,819.66
Closing Balance	172,977.44

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	0
Equity Total	1,758,903
Equity - Aboriginal	281,108
Equity - Socio-economic	1,114,732
Equity - Language	75,846
Equity - Disability	287,216
Base Total	3,854,300
Base - Per Capita	121,240
Base - Location	0
Base - Other	3,733,060
Other Total	2,555,645
Grand Total	8,168,848

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

Parents and carers continue to demonstrate a deepening connection between the school and home. Please find data collected from the TTFM 2023 Partners in Learning Survey:

- Parent Feel Welcome 8.8
- Parent are Informed 8.6
- School Supports Learning 8.6
- School Supports Positive Behaviour 8.7
- Safety at School 8.5
- Inclusive School 8.6
- School is a culturally safe place - 96% agree

Students continue to provide input and actively contribute to the culture of the school. This is having a positive impact. Please see the data from the 2023 TTFM Student Survey:

- students participate in sports 93% (NSW Govt Norm 83%)
- students participate in extracurricular activities 59% (55% NSW Govt Norm)
- explicit teaching practices and feedback 7.7 (7.5 NSW Govt Norm)
- Advocacy at school 7.8 (7.7 NSW Govt Norm)

Teachers continually work together to provide feedback on existing practices and how they can improve in others areas. Please see the data from the 2023 TTFM Teacher Survey:

- Leadership 8.0 (NSW Govt Norm 7.1)
- Collaboration 8.2 (NSW Govt Norm 7.8)
- Learning Culture 8.2 (NSW Govt Norm 8.0)
- Data Informs Practice 8.1 (NSW Govt Norm 7.8)
- Teaching Strategies 8.4 (NSW Govt Norm 7.9)
- Inclusive School 8.4 (NSW Govt Norm 8.2)
- Parent Involvement 8.0 (NSW Govt Norm 6.8)

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.