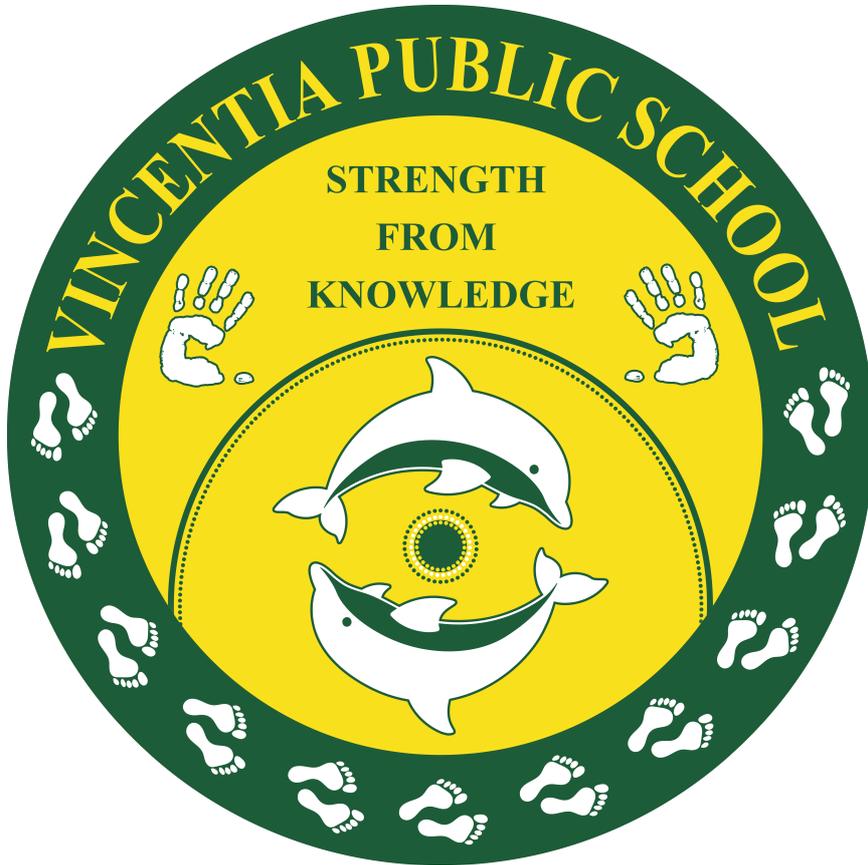


# 2023 Annual Report

## Vincentia Public School



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# Introduction

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

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

## School contact details

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## School vision

At Vincentia Public School we create a welcoming environment where all students, staff and community are known, valued and cared for. Our dedicated learning community is committed to achieving excellence for all students.

## School context

Vincentia Public School is located in the Bay and Basin area, part of the South Coast of NSW. The school is located on the traditional lands of the Wandandian people with close connections to the community of Wreck Bay. In 2021 the school had an enrolment of 307 students. In 2022 the year began with 278 students. In 2021, 24 students identify as Aboriginal or Torres Strait Islander, this increased to 26 in 2022. This is 7.5% of our student population. 9 students have an EAL/D background this is 2.8% of the total enrolment. The parent community hold high aspirations of learning and achievement for their children. 12% of students are from Defence families.

The school encourages students to participate in a wide variety of extra-curricular activities. Many students are keen participants in inter-school sporting competitions. The school regularly participates in the Premier's Sporting and Reading Challenges. The school offers a code club each week with the support of a dedicated local volunteer. The school choir performs at special events, there is an annual public speaking competition and the school has an active Student Representative Council. Our school resumed participation in Southern Stars, with students participating in the dance ensemble for the 2022 show.

Vincentia Public School is a part of the Bay and Basin learning community and strives for educational excellence across all Key Learning Areas. There is a strong focus to deliver quality programs with an emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, with a focus on Science, Technology, Engineering and Mathematics (STEM).

The school has an active and innovative Parents and Citizen's Association. The school is an active member of the Bay and Basin Aboriginal Education Consultative Group. Commonwealth funding enables the employment of a Defence School Mentor to support those students from defence families. Classroom programs and the P&C operated canteen are supported by dedicated community volunteers. The school maintains regular communication with the parents and the wider community via Facebook, Sentral Parent Portal and the School Website. The close proximity of our school to Vincentia High School enables students and staff to have close connections.

Analysis of internal and external data focused on student attainment in reading and numeracy clearly indicates the need for our school to have a systematic and planned approach toward improvement. We identified the need to strengthen explicit teaching as a whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students. A thorough analysis of NAPLAN, check-in and PAT assessment data has identified system-negotiated target areas in Reading and Numeracy.

Following analysis of enrolment data and trends, we identified a need to highlight the school in the local community as the first choice of primary school. Wellbeing was identified as a priority in survey data from staff, students and parents, with the focus on building individual and collective wellbeing through a climate of care and positivity.

Communication was repeatedly raised as an issue throughout the evaluation and review process. Once explored in-depth the concerns and issues raised were related to staff, parents and students not being easily able to find the information they are seeking in a timely manner. This highlighted gaps in the systems used and the ways information is shared. Clarity was also needed around how and when process and practices are updated and who is involved in the updates. A strong recommendation was that the school evaluates its administrative systems and processes, to ensure that they are delivering anticipated benefits to the school community.

## 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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We will develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Whole School Reflection and Improvement - Sift, Shift and Lift

### Resources allocated to this strategic direction

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**Integration funding support**  
**Low level adjustment for disability**  
**English language proficiency**  
**Socio-economic background**  
**AP Curriculum & Instruction**  
**QTSS release**  
**Professional learning**

### Summary of progress

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The focus for the school in 2023 was on enhancing literacy and numeracy. This initiative aimed to provide direct support to students within classrooms while ensuring that both teaching and support staff were adequately equipped to implement high-quality teaching and learning programs.

The actions taken to achieve this included:

Implementation of additional support in classrooms through the role of the Learning and Support Teacher (LaST) and School Learning Support Officers (SLSOs), who provide specialist assistance to teachers in supporting students with disabilities and additional learning needs in mainstream classes. This involved identifying and prioritising individual student needs, aligning with school reading and numeracy priorities, and implementing evidence-based programs that develop the literacy and numeracy knowledge and skills of students. Additionally, support was provided for the professional development of School Learning Support Officers (SLSOs).

The Learning and Wellbeing Teacher (LaST) assisted teachers in designing, implementing, and assessing individual and small-group learning programs.

The School Learning Support Officers (SLSOs) assisted classroom teachers and identified students in various classroom activities to support the attainment of learning outcomes.

The AP - Curriculum and Instruction (APCI) collaborated with a network of curriculum and instructional leaders to develop and accurately lead numeracy support from Kindergarten to Year 6. This support included monitoring teaching and learning programs, delivering professional learning, conducting lesson demonstrations, and reviewing assessment data to support student selection for COVID tutoring and curriculum planning.

The K-2 Assistant Principal received additional RFF to enable them to provide in-class support, mentoring, and tutoring to K-4 staff. Efforts were made to improve reading outcomes through guided support processes.

Professional learning initiatives involve teaching staff working in stage teams to complete professional development, develop scope and sequence, and review curriculum documents for implementation planning.

### **Additional support in classrooms through the role of the Learning and Support Teacher (LaST) and School Learning Support Officers (SLSOs)**

Continuous feedback and assessments from teaching staff have affirmed the positive impact of increased School Learning Support Officer (SLSO) assistance on classroom learning. Teaching staff expressed a desire to employ more SLSOs due to the evident benefits. SLSOs underwent formal training and received support from the Learning and Support Teacher (LaST) and the Assistant Principal - Curriculum and Instruction (APCI). They were equipped to implement targeted intervention programs, including MiniLit, MacLit, and the ALAN application.

Teachers in Stage 2 and Stage 3 particularly appreciated the in-class and small-group withdrawal support provided by SLSOs. This support enabled them to address the specific needs of identified students or groups, and SLSOs updated PLAN2 progress data demonstrating the value added to student results. Teachers highlighted the significance of the connection between classroom teachers and the Learning & Wellbeing Team.

### **AP - Curriculum and Instruction (APCI)**

The APCI collected, analysed and utilised data from assessments such as PAT, NAPLAN, Check-in and Essential Assessment to carefully select students for numeracy-focused COVID tutoring groups. The emphasis was on grouping students with similar learning needs and abilities, to develop skills-based programs tailored to enhance student attainment.

Additionally, the APCI coordinated and led professional learning sessions, with a predominant focus on numeracy. This preparation was geared towards the upcoming release and implementation of the new K-2 Syllabus in 2024. The APCI crafted collaborative professional development programs specifically for stage staff, ensuring consistent coverage each week. This approach allowed them to acquire the necessary knowledge and skills, prepare programs, scope and sequences, and assessments aligned with the new K-2 Numeracy syllabus in anticipation of its implementation in 2024.

Furthermore, the APCI was timetabled into all 3-6 classrooms on a weekly basis. This involvement included observation, providing support and constructive feedback, and offering lesson demonstrations. The overarching goal was to enhance the capacity of staff in designing and delivering high-quality mathematics lessons.

### **The K-2 Assistant Principal**

The additional RFF time allocated to the K-2 Assistant Principal enabled them to provide valuable in-class support, mentoring, and tutoring to K-4 staff, which resulted in improved reading outcomes for students. The dedicated time and support offered through guided processes enhanced the skills and practices of K-4 staff with reading instruction and in particular, the delivery of the MiniLit program. The mentoring and tutoring provided addressed any teaching challenges and refined teaching methods that contributed to an improved learning environment and achievement of outcomes for students in the K-4 grade range.

### **Professional Learning**

In preparation for the implementation of the new English and Mathematics syllabuses in 2024, the school strategically prioritised afternoon Teacher Professional Learning (TPL) sessions, predominantly focusing on English and Mathematics. The APCI designed and delivered comprehensive professional learning, utilising Microlearning modules, NESAs' webinars, and relevant documentation from the Department of Education. The learning approach involved collaborative stage Professional Learning (PL) days every four weeks, where staff collaborated in the APCI's developed program. This ensured that by the end of the year, teachers had acquired in-depth knowledge of the syllabus, completed scope and sequences, developed programs, units of work, assessments, Number Talks, and Daily Reviews. As a result, classroom teachers expressed confidence in their understanding of the new syllabus documents, feeling well-prepared to implement the new curriculum and units of work in 2024.

Next year, in this strategic direction, we will continue to:

Provide high-impact professional learning for all staff

Have the Assistant Principal Curriculum and Instruction provide individualised support in all classes with planned and regular sessions in all stages.

Provide the Stage 3 Assistant Principal additional RFF to work with the Stage 2 and 3 staff in developing and embedding a high-quality literacy program.

Improve and schedule quality assessments that staff can analyse and utilise to address and improve student learning.

Ensure consistency of writing programs using quality block planners to guide teachers/students.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<p>The school's Check-In performance in Reading for Year 3 students was slightly below that of both SSSG and the state, with scores of 355.9 compared to 364.1 for SSSG and the state. The distribution of performance categories for Year 3 in 2022 showed 21.1% in the lower category, 31.6% in the middle-lower category, 34.2% in the middle-upper category, and 13.2% in the upper category.</p> <p>For Year 5 students in 2022, the school's Reading performance was again slightly lower than both SSSG and the state, with scores of 387.5 compared to 397.8 for SSSG and 396.9 for the state. The breakdown of performance categories for Year 5 in 2022 showed 26.1% in the lower category, 19.6% in the middle-lower category, 45.7% in the middle-upper category, and 8.7% in the upper category.</p> <p>Moving on to the academic year 2023, there is a noticeable improvement in the school's Reading performance for both Year 3 and Year 5 students. For Year 3, the school's score rose to 400.9, surpassing both SSSG (370.7) and the state (366.6). The distribution of performance categories for Year 3 in 2023 improved significantly, with 7.5% in the lower category, 12.5% in the middle-lower category, 30.0% in the middle-upper category, and 50.0% in the upper category.</p> <p>Similarly, for Year 5 in 2023, the school's Reading score increased to 412.7, outperforming both SSSG (404.0) and the state (401.0). The distribution of performance categories for Year 5 in 2023 showed 13.5% in the lower category, 27.0% in the middle-lower category, 29.7% in the middle-upper category, and 29.7% in the upper category.</p> <p>Overall, the school's Reading Check-in Assessment results have demonstrated positive progress in its average reading scores, moving from slightly below average in 2022 to surpassing both SSSG and the state in 2023. Notably, there has been a considerable improvement in both Year 3 and Year 5 reading performance, with a focused effort on enhancing proficiency levels across different categories. The dedication to improvement is evident in the upward trajectory of scores, reflecting a commitment to academic excellence.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>In Schools' Check-In Numeracy data, demonstrate notable progress from 2022 to 2023.</p> <p>Starting with Year 3 in 2022, the school's performance was slightly below that of both SSSG and the state, with scores of 343.4 compared to 351.1 for SSSG and 351.4 for the state. The distribution of performance categories for Year 3 in 2022 showed 17.9% in the lower category, 35.9% in the middle-lower category, 33.3% in the middle-upper category, and 12.8% in the upper category.</p> <p>Moving forward to the academic year 2023, there has been a significant improvement in Year 3 Numeracy performance. The school's score increased to 376.1, surpassing both SSSG (361.0) and the state (358.3). The distribution of performance categories for Year 3 in 2023 demonstrated progress across the board, with 4.88% in the lower category, 19.5% in the middle-lower category, 39.0% in the middle-upper category, and 36.6% in the upper category.</p> <p>For Year 5 Numeracy in 2022, the school's performance was again slightly lower than both SSSG and the state, with scores of 381.7 compared to</p>

• 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.

396.1 for SSSG and 395.1 for the state. The breakdown of performance categories for Year 5 in 2022 showed 28.3% in the lower category, 37.0% in the middle-lower category, 15.2% in the middle-upper category, and 19.6% in the upper category.

In the academic year 2023, there is a positive trend in Year 5 Numeracy performance as well. The school's score increased to 390.1, although still slightly below SSSG (401.8) and the state (400.8). The distribution of performance categories for Year 5 in 2023 indicated improvements, with 21.6% in the lower category, 29.7% in the middle-lower category, 32.4% in the middle-upper category, and 16.2% in the upper category.

Overall, the school's Numeracy Check-in Assessment results between 2022 and 2023 have demonstrated notable progress in elevating the average numeracy scores. In 2022, the school's numeracy performance was slightly below that of both SSSG and the state. However, in 2023, there was a substantial improvement, with the school surpassing both SSSG and the state in numeracy scores. This positive trajectory is reflected in a clear shift towards higher proficiency levels, showcasing the effectiveness of targeted strategies and interventions.

## Strategic Direction 2: A Great Place To Be

### Purpose

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Our learning community becomes a welcoming environment that supports all members to function well and experience satisfaction and fulfilment in work and life.

### Initiatives

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

- Holistic Wellness - physical, mental, emotional, social, environmental
- Attendance and Engagement

### Resources allocated to this strategic direction

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#### Aboriginal background Per capita

### Summary of progress

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During 2023, our First Nations Community Liaison Officer collaborated with Vincentia High School to deliver dhurga language lessons to all students across the school. Students engaged in positive, engaging lessons where they learned conversational dhurga and songs, which were later presented to staff, students and the community at a whole school assembly. This assembly also featured a performance from the First Nations' dance troupe from the high school and was a well-received and meaningful celebration of community. The work of the Aboriginal Student Mentor was further supported through the facilitation of regular withdrawal programs with First Nations' students to learn about language, art and culture. Students from these sessions confidently read the Welcome to Country in dhurga and mentored their peers in developing an understanding of language.

The Student Representative Council took ownership of the Quiet Play Space within the playground and developed a roster of students to support attending students at recess and lunch time. The Quiet Play Space developed into a positive, peaceful hub within the playground, where peer mentoring and support was a consistent feature as students utilised a range of sensory and mindfulness activities. This had the result of minimising disruptive behaviours within the playground as students with specific behavioural needs were able to access a supportive environment during break times. The Yarning Circle began construction towards the end of the year, and a dhurga language name was voted on by the school community that represented its purpose and connected to First Nations' culture. This project will be completed in 2024, providing a supportive and engaging learning space within the playground.

To support students, a student-teacher mentoring program was established in 2023, where students from 3-6 were invited to nominate teachers they felt connected to as a mentor. Teachers received a list of students that had nominated them as their mentors and were encouraged to make additional efforts to check-in with these students and provide support where needed. Students could elect to see this teacher during times of distress, creating an environment that encouraged support-seeking behaviours and transparency about where to go in times of need. Students responded positively to this program and enjoyed the dialogue it established with teachers throughout the school.

The impact of these activities includes increased student attendance, which is above the state average, and shows consistent growth throughout the year. In addition, students and community members reported positive feedback on First Nations' education and cultural awareness initiatives, as well as the student mentoring program.

Our focus in 2024 will be to:

- Increase student resilience and overall wellbeing through facilitation of The Resilience Project from K-6
- Continue to facilitate the work of the Aboriginal Student Mentor
- Refine our wellbeing procedures and reward systems, establishing K-6 consistency
- Introduce consistent and impactful peer mentoring programs
- Continue to embed positive attendance practices across the school

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Our learning community has implemented an evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The percentage of students identifying with positive wellbeing will have improved by 4.5% as indicated by feedback through the Tell Tem From Me Survey.</p>	<p>It should be noted that between 2022 and 2023, the sample size for the survey increased significantly, making comparisons to previous results difficult to accurately determine. With that in mind, the 2022 Tell Them From Me (TTFM) survey indicated students' sense of belonging measured positively at 74%. In the 2023 TTFM Survey II, this measure dropped to 55%, suggesting there is further work to be done in this area to enhance students' sense of belonging.</p> <p>In contrast, students who indicated a sense of positive relationships at school, remained fairly stable between 2022 and 2023, moving only from 88% to 86%. It should be worth noting that both of these results are above the NSW Govt Norm, and between TTFM I and TTFM II in 2023 there was an increase from 82% to 86%, indicating that our initiatives to foster positive relationships with students were impactful. Further, among out Year 4 and Year 5 cohorts, positive relationships were measured at 91%.</p>
<p>Our school has fostered regular attendance and improved the percentage of students attending school 90% of the time to be equal to or above the state average.</p>	<p>The Semester 2, 2023 attendance rate of 91.1% is .1% higher than the end of Semester 1. This rate is 1.7% higher than the SSSG rate, 6.2% higher than the network rate and 4.2% above the state average for public schools.</p> <p>The percentage of students attending at a rate &gt;90% is 64.7%, which is 10.4% above the state average and an increase of 5.3% from Semester 2 2022, comprehensively achieving the target set for the school.</p> <p>The school was also able to increase the number of students with an attendance rate of between 95% - 100% from 16.9% in 2022 to 30.6% in 2023, which is a significant achievement that reflects the high expectations set by the school through its messaging to parents and students.</p>

## Strategic Direction 3: High Impact Practice

### Purpose

Systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

### 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.

- Define, Document, Communicate

### Resources allocated to this strategic direction

#### Per capita

#### Professional learning

#### Location

#### Beginning teacher support

### Summary of progress

During 2023, the school focused on administrative practices and systems that effectively support school operations and teaching. This included upskilling all staff with Sentral as the main reporting and communication system between the school and parent / carers. Teachers were supported with the implementation of the new K-2 syllabus with teacher mentoring, where Executive staff were team teaching, refining programs and reflecting on practice on a five weekly basis. This involved K-2 Executive member mentoring staff in and out of the classroom setting.

Staff participated in, and delivered report writing that highlighted to parents, where students current understanding was at, what attainment level they had reached and a next step in their learning. Positive feedback through parent / carers were received as a result.

The school refined the way programs are accessed via digital platforms. All programs are now in the school Google Team Drive. This has enabled consistently across the school with ensuring all students have access to quality teaching that is not disrupted when casual teaching is required.

Student access to devices for learning has been improved with Stage One, Two and Three having access to 1 to 1 devices to support learning across all KLA's. Kindergarten students have access to iPads and a small number of Chromebooks.

Refining systems and processes were highly successful in streamlining our day-to-day practice and ensuring consistency across the school. Additionally, clearly communicated student and staff expectations have ensured a focus on well being, performance and attainment, collaboration across the school resulting in a continuation of best practice.

Our next steps / focus:

- Provide outstanding leadership, teaching and learning - continuous improvement
- Continue to build effective classroom practice - explicit teaching to improve student outcomes
- High Expectations - Build effective partnerships with parent/carers /students

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Administrative practices and systems effectively support school operations and teaching.	Administrative practices were refined to ensure smooth operations across the school, using a defined range of platforms. Office administrative staff and teaching staff were upskilled in the use of digital platforms when reporting to parents and conversing within the school community. Administration staff were allocated additional time and funding to ensure

<p>Administrative practices and systems effectively support school operations and teaching.</p>	<p>they had the necessary time and professional learning opportunities to train and up skill staff in Sentral as our main communication platform. All communication, notices and school reports are communicated through Sentral - in real time, which enables quick and seamless parent/ carer communication. As a result we have achieved 100% parent sign up to Sentral in 2024. All staff completed training in report reform and understand what is expected when reporting student growth to parents. We have re-evaluated our processes to include KLA goals, and next steps in student learning.</p>
<p>Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.</p>	<p>All staff engaged in Professional Learning opportunities suited to their need. Stage based and whole staff Professional Learning opportunities enabled teachers to prepare for the roll out of the 3-6 syllabus Numeracy, and refine the K-2 syllabus, in both Numeracy and Literacy. Some of these sessions included visits to other DoE sites, where seminars were participated in curriculum reform, well being, reporting to parents and planning, programming and assessment. Teams worked collaboratively on a shared digital platform, which is now located in the school Team Google Drive. This has enabled consistency across the school and caters for all students in their educational journey, especially when casual teaching staff are booked for a teaching day. As a result of this shared vision, teachers routinely reflect on their programs and make adjustments suited and relevant to student cohorts. This process has been led by Stage Executives, where during Release from Face to Face Teaching (RFF) programs are viewed to ensure consistency.</p>
<p>Teaching and learning programs describe expected student progression in knowledge, understanding and skills and the assessments that measure them.</p>	<p>We have been guided by the NSW Department of Education Curriculum Reform to ensure consistency across the school in the way our programs are set out. Each lesson explicitly details student Learning Intentions, Success Criteria and examples of what is expected. Students are guided through the; I do, We do, You do, phase of skill mastery. Lessons are explicitly and systematically programmed and delivered. Assessment rubrics have been created and shared with students to enable all students to reach their full potential. Student goals are created to promote growth and attainment and monitor student progress. These goals are celebrated across the school and shared with parents and the school community.</p> <p>An executive staff member led all staff in a session on the use of ALAN, focusing on the available assessments offered within. The literacy and numeracy progressions and how student progression was tracked were also a focus. An Executive, together with the APC&amp;I, prepared resources, including printed and concrete materials, for each class to implement assessments and update student data. These five weekly cycles had a focus area pertinent to each stage focus.</p>
<p>Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.</p>	<p>Parents have participated in many celebrations held throughout the year, including sporting activities, Easter Hat Parade, Grandparents Day, Book Week celebrations, Education Week Events and school assemblies. For our First Nations families, the extraordinary attendance rate at our NAIDOC Week celebrations, reflected our entire school community willingness to embrace, acknowledge, share and learn from culture.</p> <p>P&amp;C meetings included regular presentations by the Principal and teachers, including presentations about the library and school canteen. Parents were involved with school and stage information sessions, parent teacher interviews and events organised and run by the SRC. Most notably was our Harmony Day event which combined a breakfast radio morning, where we collaborated with the local high school, Clontarf Academy, HMAS Albatross and HMAS Creswell.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,549.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Vincentia Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their classrooms. Throughout 2023, funding was adjusted each term to meet the needs of the supported students and incorporate newly funded students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue employing School Learning and Support Officers and ensure these staff members have undertaken professional learning, enabling them to deliver specific and targeted programs.</p>
<p>Socio-economic background</p> <p>\$40,156.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Vincentia Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• delivery of MacqLit program to Stage 2 students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All classrooms were provided with 'math kits' to ensure all students and teachers had access to all the equipment necessary to implement the new mathematics curriculum. This enabled teachers to differentiate the learning for students easily. Additional funding ensured that all students participated in all educational experiences and felt a sense of belonging. Socio-economic funding financially supported students' attendance at excursions, school camps, and incursions and assisted with the purchase of uniforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In collaboration with stage executives, the Learning and Support teacher will review the students transitioning from Stage 2 to Stage 3 and still requiring the intensive support of the MacqLit program. MacqLit will be established in Stage 3 and extended in Stage 2.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Vincentia Public School. Funds under this</p>

<p>\$27,644.63</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Holistic Wellness - physical, mental, emotional, social, environmental</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Community Liaison Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• collaboration with the local high school to deliver Dhurga language lessons to all students</li> <li>• all students from Vincentia Public School participating in "on-country" excursions during NAIDOC week 2023.</li> <li>• employed a local cultural community landscaping business to create a yarning circle</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  When asked in the Tell Them From Me student survey 2023, "I feel good about my culture when I am at school", 6% strongly disagreed, 12% neutral, 24% agreed, and 50% strongly agreed.  When asked in the Tell Them From Me student survey 2023, "My teachers have a good understanding of my culture." 6% strongly disagreed, 12% disagreed, 6% were neutral, 35% agreed, and 41% strongly agreed.  Audience numbers at the NAIDOC assembly exceeded all expectations, with positive verbal feedback.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  We will continue working with local community groups, cultural groups, and the Bays and Basin AECG to build cultural knowledge and language skills for all members of Vincentia PS.</p>
<p>English language proficiency</p> <p>\$3,572.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Vincentia Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  New EAL/D students enrolled were supported to transition to schooling in Australia.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Revise EAL/D progressions with new staff to ensure consistency when reporting to parents.</p>
<p>Low level adjustment for disability</p> <p>\$125,183.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Vincentia Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$125,183.85</p>	<ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a Learning and Support Teacher for additional hours to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with evidence-based intervention programs such as MiniLit and MacqLit to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Led by the Learning and Support Teacher, streamlining staff to support student learning in classrooms has minimised disruption to class routines and maximised focused learning time for students. The additional hours enabled the Learning and Support Teacher to better support students' wellbeing. Increased support in classrooms during key literacy and numeracy sessions enabled the addition of wellbeing programs, including those developed to support social skills, friendship issues, anxiety and personalised support for students experiencing difficulties at home.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Vincentia Public School will continue employing the Learning and Support Teacher in a full-time capacity.</p>
<p>Location</p> <p>\$3,464.13</p>	<p>The location funding allocation is provided to Vincentia Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Define, Document, Communicate</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for administration staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The front office staff were expertly able to manage parent enquiries, freeing up teacher time. The digital newsletter, which contained many photos, was a positive way for the school to communicate with parents and celebrate student achievements. The school website and social media platforms are current and informative Teachers, students, and parents like the updated awards, procedures, and letters home. Successful transition for parents onto a new finance platform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue additional staffing of administration.</p>
<p>Professional learning</p> <p>\$30,056.21</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 Vincentia Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> <li>• Define, Document, Communicate</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Professional learning</p> <p>\$30,056.21</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• combined SDD</li> </ul> <p>- supporting literacy and numeracy curriculum implementation for teachers and SLSO staff</p> <p>- Social, Emotional and Relational Connection in 2023, lead by Headspace</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>SDD teachers with Simon Breakspear: 55% of participants rated the sessions with Simon Breakspear at the highest ranking, valuing and implementing the template and protocol resources shared during the workshops. As a result of working with Simon Breakspear, teachers felt more confident to use their professional judgment about DoE resources and not feel compelled to use them all.</p> <p>SDD teachers and SLSO's with Kristen Douglas: 62% of participants rated this session with Kristen at the highest ranking, with 82% indicating they could use the information and strategies from this presentation to improve their practice at school.</p> <p>SDD SLSO's with Dr Simone Thomas: 55% of participants rated this session at the highest ranking, highlighting the understanding of sensory regulation as a foundation of learning and communication as a key highlight.</p> <p>Professional Learning - Stage teams Term 3 and 4: Working together in collaborative teams, creating scope and sequence documents, and refining units of work, teachers felt more prepared for the 2024 school year.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ol style="list-style-type: none"> <li>1. Vincentia Public School will continue to work with the Bay and Basin Learning Community to ensure quality speakers at combined SDD events.</li> <li>2. Teachers will continue collaboratively planning, programming, and teaching to improve practice.</li> </ol>
<p>QTSS release</p> <p>\$53,857.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Vincentia Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Reflection and Improvement - Sift, Shift and Lift</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Vincentia Public School worked with Department Staff as part of the guided support for the literacy process. This Assistant Principal ensured all K-2 staff were implementing the new K-2 English syllabus The K-2 Assistant Principal was released from classroom teaching duties to ensure she could support the professional learning of all K-4 staff with the teaching of reading. This Assistant Principal worked collaboratively with staff to develop programs, create new scope and sequence, purchase resources, collectively monitor student reading data and respond to student learning needs. This Assistant Principal worked with teachers, demonstrating best practices and team teaching to support consistency across classes and to increase teacher capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>K-2 staff will continue to work collaboratively and refine teaching programs, tracking student literacy data and responding as needed.</p> <p>A 3-6 Assistant Principal will be released from classroom teaching duties in 2024 to support the implementation of the 3-6 English syllabus.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$71,153.94</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• providing intensive small group tuition for identified students who were identified as needing support in numeracy and literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employing teaching staff to implement small group tuition was not successful, as this teacher was often required to ensure classes were operational on a daily basis. Moving to a model where additional time was given to School Learning Support Officers, already working with stage teams led to a more consistent program delivery. Fluid groupings of students and term programs enabled more students to be supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Vincentia Public School will continue using the funding to extend the hours of School Learning Support Officers, who will work with teachers in stage teams and offer targeted support to students.</p>
<p>Per capita \$73,133.06</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Vincentia Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Define, Document, Communicate</li> <li>• Attendance and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support attendance strategies</li> <li>• additional school administration officers to support the front office and library</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Regular recognition of good attendance through the presentation of awards and specific incentive programs to support students to increase attendance resulted in the overall attendance rate of Vincentia Public School students being above state and network averages. Additional administration personnel enabled all administration staff to undertake professional learning activities. This learning ensured the successful implementation of a new finance platform and the ability of all administration staff to use new digital communication and design platforms, enhancing the overall communication between the school and home.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ol style="list-style-type: none"> <li>1. Vincentia Public School will continue to improve and refine attendance strategies.</li> <li>2. We will continue to ensure Vincentia Public School improves communication between home and school.</li> </ol>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	136	129	126	116
Girls	191	165	155	144

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.3	93.6	88.6	91.0
1	90.2	93.4	87.4	92.8
2	91.5	94.0	88.0	89.6
3	91.3	93.2	90.6	92.7
4	92.9	89.3	89.1	93.0
5	92.9	91.3	84.9	92.5
6	90.3	90.9	90.9	87.8
All Years	91.9	92.1	88.4	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	12.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2023 Actual (\$)
<b>Opening Balance</b>	249,178.05
<b>Revenue</b>	3,861,088.30
Appropriation	3,709,930.75
Sale of Goods and Services	8,222.07
Grants and contributions	139,667.74
Investment income	3,067.74
Other revenue	200.00
<b>Expenses</b>	-3,782,946.79
Employee related	-3,359,008.03
Operating expenses	-423,938.76
<b>Surplus / deficit for the year</b>	78,141.51
<b>Closing Balance</b>	327,319.56

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,549
<b>Equity Total</b>	196,557
Equity - Aboriginal	27,645
Equity - Socio-economic	40,156
Equity - Language	3,573
Equity - Disability	125,184
<b>Base Total</b>	2,515,908
Base - Per Capita	73,133
Base - Location	3,464
Base - Other	2,439,311
<b>Other Total</b>	677,150
<b>Grand Total</b>	3,468,164

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

## School performance - NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers are surveyed via the *Tell Them From Me* platform each year.

In 2023, parents/caregivers and teachers were asked:

How satisfied are you with Vincentia Public School as a whole?

### Parents/caregivers responded:

- 45% were very satisfied
- 45% were satisfied
- 10% of respondents indicated neutral

### Teachers responded:

- 46% were very satisfied
- 38% were satisfied
- 8% indicated neutral
- 8% were dissatisfied

### In 2023, students were asked:

I think Vincentia PS is a great place to be.

- 52% responded = I am happy to be here
- 24% responded = I am satisfied
- 24% responded = I am here because I have to be

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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