

2023 Annual Report

St Helens Park Public School



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Introduction

The Annual Report for 2023 is provided to the community of St Helens 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

Strive for academic excellence in a safe, supported and inclusive environment driven by high expectations and quality, explicit teaching. Positive school culture and strong community connections maximise a strong sense of belonging for all community members.

School context

St Helens Park Public School is situated in the South Western Sydney local government area of Campbelltown. Our enrolment is currently 371 students and a new housing development is expected to see enrolment numbers increase in coming years. The student body is diverse with 18% of students identifying as English as a Language Dialect. Our student body is stable with 66% of students starting and finishing their primary schooling at our school. There has been an increase in enrolment of ATSI students with 51 students identifying Aboriginality.

Staffing entitlement in 2023 was 26 teaching staff and 8 non-teaching staff. Our school leadership team consists of the Principal, Deputy Principal, Assistant Principal Curriculum and Instruction and on-class Assistant Principals. With 25% of our staff identified as early career teachers in their first 5 years of the profession. Instructional leader positions, established through school funds, will be targeted towards literacy and numeracy initiatives.

In 2023, the school focused on lifting reading and numeracy growth for all students with a priority on identifying areas of need and providing targeted support to students.

School leadership is focused on supporting our teachers' deep knowledge of pedagogy and curriculum. This will include high-impact professional learning in the area of data skills and use, and the evidence-based teaching of English and Mathematics.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine evidence-based pedagogies and whole school data and assessment processes, that are responsive to the learning needs of individual 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.

- Effective teaching and learning practices in reading and numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Integration funding support

Socio-economic background

Low level adjustment for disability

English language proficiency

QTSS release

Summary of progress

Throughout 2023, the school initiated changes to the structure of professional learning and collaborative assessment and planning opportunities. Teachers engaged in sustained collaborative planning and programming, data analysis and professional learning through the Collaborative Conversations framework. Stage teams met with the Assistant Principal Curriculum & Instruction (APCI) to engage in fortnightly collaboration sessions to identify focus areas, engage with current research and explore evidence-based teaching strategies. In these sessions, teachers also collected, shared and evaluated student data to drive planning and identify areas of need for Professional Learning opportunities to strengthen teaching practices. In stage teams, teachers were supported by the APCI to develop and implement quality learning intentions and success criteria (LISC). Changes were made to programming expectations to ensure LISC continues to be implemented consistently through Kindergarten to Year 6. Evidence collected indicates that further Professional Learning and the strengthening of teacher consistent use of LISC would be beneficial in 2024.

In 2023, teachers utilised stage-based, teacher-created scope and sequences for planning and programming. K-2 teachers ensured that these were aligned to the content area of the new English and Mathematics K-2 curriculum. School wide scope and sequences were developed, ready for implementation in 2024 for all Key Learning Areas including the new English and Mathematics curriculum for K-6.

Intervention programs for students underwent refinement and improvement to ensure students were regularly identified, monitored and reviewed through consistent assessment practices and evidence-based programs. Students are identified under a new tiered framework to identify levels of support required. With this framework students are identified and grouped according to the support required such as COVID/LaST/High Performance and Gifted Education groups.

A Teaching and Learning Conversation (TALC) structure was implemented to provide weekly opportunities for teachers to engage in mentoring, professional learning, observations and discussions with their supervisor, to address their professional learning goals as part of their Performance and Development Plan (PDP). Staff surveys indicated that TALC time did not achieve its intended goals due to staffing issues and they indicated that it would be beneficial for more consistent expectations, in the form of norms, accompanied by better tracking mechanisms. In 2024, TALC sessions will be extended to address staff concerns about frequency and timing. A set of common expectations is being developed to support a structured approach to sessions.

In 2023, K-2 teachers implemented the new English and Mathematics curriculum. Surveys indicated that 88% of teachers were confident delivering the new curriculum, with 52% of teachers being very confident. 2024 will see the continuation of the deliverance of the K-2 curriculum and Years 3 - 6 will begin the implementation of their new curriculum.

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
Uplift of students completing Year 2 at expected level of achievement for Phonological Awareness (PhA5) as determined by the National Literacy Progressions.	85% of Year 2 students are working at or within PhA5.
<p>Check In Assessment</p> <p>Improvement in the percentage of questions answered correctly in the learning area of Vocabulary in the Check In Assessment for Years 4 and 5, using 2022 data as a baseline.</p>	<p>In 2022 Year 4 students achieved 46.1% of correctly answered questions in the learning area of Vocabulary. In 2023 Year 4 students achieved 56.6% of correctly answered questions.</p> <p>In 2022 Year 5 students achieved 59.5% of correctly answered questions in the learning area of Vocabulary. In 2023 Year Year 5 students achieved 40.1% of correctly answered questions.</p>
<p>Check In Assessment</p> <p>Improvement in the percentage of questions answered correctly in the learning area of Number Sense and Algebra in the Check In Assessment for Years 4, 5 and 6, using 2022 data as a baseline.</p>	<p>In 2022 Year 4 students achieved 45.4% of correctly answered questions in the learning area of Number Sense and Algebra. In 2023 Year students achieved 52.4% of correctly answered questions.</p> <p>In 2022 Year 5 students achieved 38.5% of correctly answered questions in the learning area of Number Sense and Algebra. In 2023 Year Year 5 students achieved 59.5% of correctly answered questions.</p>

Purpose

To facilitate the design of appropriate learning experiences through the effective use of data to check and understand where students are in their learning. This will enable teachers to clearly identify which students are progressing at an appropriate level and how to best adjust their practice to drive improvement for all students in their class.

Initiatives

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

- Data skills and use literacy and numeracy
- High impact professional learning practice

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
Socio-economic background
QTSS release

Summary of progress

In 2023, the school has continued to focus on developing staff capacity to collect, analyse and use authentic data to inform teaching and learning. The professional learning structure for teachers was changed to replace 'Spirals of Inquiry' with fortnightly Collaborative Conversation sessions. These sessions allowed stage teams regular time to meet, share and analyse data and collaboratively plan for future teaching and learning. Collaborative Conversations sessions were facilitated by the Assistant Principal Curriculum and Instruction and, in addition to collaboration time, professional learning was delivered at stage point of need. Staff participated in high impact professional learning focused on developing knowledge of new curriculum documents for K-6, in particular linking new curriculum outcomes to National Literacy and Numeracy learning progressions. Stage teams developed internal assessment measures to effectively assess and track learning growth focused on the area of Number and Place Value. A 'tiered' system for the collection and tracking of this data was developed and is now being regularly used across the school to inform interventions and learning programs. A draft assessment and reporting schedule is in development to ensure consistent assessment and data practice across the school, this will be further developed and refined in 2024.

In Week 5 and 10 of each term in 2023, an extended professional learning session for staff, 'Data Conversations', was implemented to further develop whole-school consistent collection of data and its use to develop literacy and numeracy programs. Stage Assistant Principals and the Assistant Principal Curriculum and Instruction led these sessions with a clear focus area to target over a 5-week cycle. Teachers analysed both internal and external data relevant to the focus area, identified areas of student need, set expectations for the ongoing collection of assessment data and set goals for learning to be revisited at the end of the 5-week cycle. These sessions were found to be valuable to classroom teachers in understanding student achievement and learning needs in the stage-identified focus areas. This data conversation process will continue to be refined and streamlined in 2024 to ensure areas of focus align with school targets.

Staff engaged in a variety of high-impact professional learning opportunities throughout the year at whole-school, leadership, stage team and individual levels. These professional learning sessions included:

- All teaching staff engaging in Curriculum Reform modules of learning to deepen their understanding of new curriculum for both English and Mathematics.
- Whole-staff participation in a Community of Schools staff development day focused on Aboriginal Education
- The leadership team completing the 3Rivers4Learning program facilitated by Ann McIntyre
- Three executive team members engaging in the Leading Evidence Evaluation Data (LEED) course to be completed across 2023-2024
- The principal and two members of the executive team completing the 2 day High Potential and Gifted education leadership course
- As identified with stage supervisors through the Performance and Development Plan process individual teachers engaged in professional learning focused on Play Based Learning pedagogy, EALD learners, Behaviour management and support, supporting students with Autism in the classroom.

In 2024, the school will continue focus on refining and improving its processes for collecting and using quality data to inform teaching programs. Data Conversations and Collaborative Conversations will continue for stage teams with a continued goal of improving assessment and data analysis processes school-wide. Collaborative Conversations will include specific sessions for Support Unit and LaST teams and will be co-led by Assistant Principals and the Assistant

Principal Curriculum and Instruction. Data conversation sessions will continue to be held in Week 5 and 10 of each term with focus areas to be linked to school reading and numeracy targets facilitated by the Assistant Principal Curriculum and Instruction.

In 2024, we will continue the ongoing development of a Kindergarten to Year 6 assessment schedule for literacy and numeracy that aligns to evidence-based practice. Ongoing professional learning for staff will focus on quality assessment, data collection and feedback practices to strengthen student learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Year 1 Phonics Screening</p> <p>An increase in the percentage of students 'on track' in Phonic Knowledge and Word Recognition</p>	<p>All students in Year 1 were tested with the Phonics Screening Program. Results showed that 56% of students are on track, which is a 13% increase on 2022 data of 43%</p>
<p>National Numeracy Progressions</p> <p>An increase in the percentage of students achieving or exceeding expected growth in the element of Number Sense and Algebra : Number and Place Value</p>	<p>Achievement in the area of Number Sense and Algebra has been analysed through the implementation of a new tiered system. The tiers are now being used to inform interventions, in-class support and teaching programs. Growth will be tracked in 2024 using the data collected in 2023.</p>
<p>Tell Them From Me</p> <p>Drivers of Students Outcomes: <i>Explicit Teaching Practices and Feedback</i></p> <ul style="list-style-type: none"> • Increase the percentage of students indicating they are receiving feedback on their learning 	<p>Tell Them From Me data indicated a 5% decrease of students reporting that they receive feedback on their learning as compared to 2022 data.</p>
<p>Check In Assessment</p> <p>Year 4-6 cohort demonstrate reading growth, determined by an increase percentage of questions answered correctly in Check-in assessment using their 2022 data as a baseline.</p>	<p>Using 2022 data as a baseline:</p> <p>2023 Yr 4 cohort showed an 16.4% increase in the percentage of questions answered correctly</p> <p>2023 Yr 5 cohort showed an 1% decrease in the percentage of questions answered correctly</p> <p>2023 Yr 6 cohort showed an 4.4% increase in the percentage of questions answered correctly</p>
<p>Check In Assessment</p> <p>Year 4-6 cohort demonstrate numeracy growth, determined by an increase percentage of questions answered correctly in Check-in assessment using their 2022 data as a baseline.</p>	<p>Using 2022 data as a baseline:</p> <p>2023 Yr 4 cohort showed an 11.8% increase in the percentage of questions answered correctly</p> <p>2023 Yr 5 cohort showed an 4% increase in the percentage of questions answered correctly</p> <p>2023 Yr 6 cohort showed an 9.5% increase in the percentage of questions answered correctly</p>

Strategic Direction 3: Empowered Learners with a strong sense of Belonging.

Purpose

To develop a positive inclusive learning climate where students are self-regulated, assessment capable, have a strong sense of belonging and engage with their school environment. The whole school community will demonstrate high expectations of learning progress and achievement.

Initiatives

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

- Self-directed and engaged learners
- Inclusive culture - students with a strong sense of belonging

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Per capita
Aboriginal background
English language proficiency

Summary of progress

Self-directed and engaged learners

In 2023, K - 2 Staff attended professional learning in Play Based Learning. All Kindergarten classes delivered Play Based Learning with content focus linked to Key Learning Areas in classrooms three times per week. Staff K - 2 engaged in professional learning and were provided with demonstration lessons in the Play Based Learning space. Kindergarten teachers were mentored by the stage leader in the development of Play Based Learning programs. Staff developed Play Based Learning programs for implementation, proformas for planning and observations for tracking of student achievement. Staff report that students have developed their oral language, cooperation skills and ability to interact through the Play Based Learning investigation time.. Staff feel that more professional learning and staff mentoring is required across all K-2 staff to ensure this program is implemented effectively in all classrooms. A program for all K-2 classes was developed for the PBL room. The learning space was not utilised to full capacity due to building works and staffing shortages throughout the year.

All staff engaged in professional learning sessions over the year in the department's new Inclusive Engaging Respectful Schools Policy. All staff participated in professional learning on restrictive and trauma informed proactive practices to support student social and emotional wellbeing and best practice to support students exhibiting challenging behaviours. In consultation with staff, students and the community the new St Helens Park Behaviour Management and Support Policy and Procedures were developed. Sections of the levels of student support, classroom management together with positive behaviour supports and procedures were trialled in the school in term 4. The new procedures will be implemented in their entirety in Term 1 2024.

A revised process of referral to the Learning and Support Team was implemented and all staff provided with ongoing professional learning in supporting students with additional needs in the classroom and playground. Additional playground activities were introduced in all break times. The school engaged the 'Team around a School', including the Behaviour Specialist Team, Home School Liaison Officer, Assistant Principal Learning and Support, Learning and Wellbeing Officer and Advisor to provide appropriate supports and implement strategies to students presenting with additional needs. Staff report that they feel supported and equipped with strategies to support students with additional needs. Staff also report that they understand who they can access for help when supporting students.

Inclusive culture - students with a strong sense of belonging

In 2023, St Helens Park Public School expanded the use of the Sentral management system to strengthen the lines of communication between parents and teachers. This system has improved communication with parents and staff. Staff regularly access the Sentral portal to send reminders to students and families, notify parents and carers of upcoming events or send direct messages to parents and carers if required. The parent portal is accessed by parents and carers on a daily basis with staff and families reporting the positive impact on communication between the school and home.

St Helens Park Public School views our partnerships with our parent and family members as key to supporting the negotiated setting of clear student learning goals and improvement measures, to foster purposeful planning for learning and the setting of high expectations for all our students. Parents and carers were provided with opportunities to meet with teachers to discuss strengths, needs and progress throughout the year. In Term 1, families were invited to a 'Meet the Teacher' evening at the beginning of the year to discuss discuss student goals. Parents were invited to parent/ teacher interviews in Term 2 to discuss student reports, progress and future plans. In 2023, the school family members were able to request a booking for a teacher interview online, ensuring equitable access to meeting times and including working families.

Parent Cafes were introduced in 2023. These sessions were an opportunity for parents to attend and participate in information sessions regarding school matters. The topics included in these twice a term sessions included NAPLAN, Helping your child in English and Mathematics at home, Cyber Safety, Student Wellbeing and the new Behaviour Management and Support Policy and Procedures. Attendance at these cafes was low and the school will work with the parents/ carers and community to identify reasons for this low attendance and explore ways to engage the community more successfully.

Students 2-6 participated in round table discussions for learning and wellbeing forums about school programs with the Deputy Principal and Assistant Principal throughout the year. Groups of students met with staff to reflect on their learning, their goals and the school. They presented their ideas about what helped them to learn and made suggestions for school improvements. Information gathered from these forums was then presented to staff and used to support future school planning. In 2024, the school will expand this program K - 6 to include greater student voice in school events, activities and learning opportunities. Data collected and analysed from these consultation sessions and forums does not align with Tell Them From Me data.

The school held a "Yarn Up Afternoon" during Term 1. This afternoon included a welcome and BBQ. Parents and carers were able to meet with staff in a relaxed atmosphere to discuss and celebrate student goals. This afternoon was well attended and all engaged positively in the development of student goals.

An Aboriginal Education Officer was employed to work with staff in ensure that Aboriginal programs and perspectives were embedded in classroom programs and that Aboriginal students were supported with individual goals in consultation with the classroom teacher. The development of an Aboriginal Education space was started in 2023. Staffing complexities impacted the length and success of this program. In 2024, the school will form a new Aboriginal Education Committee to develop a plan of action to support the individual goals of all aboriginal students.

All staff were provided with professional learning in attendance policy and procedure and supporting regular student attendance both in formal staff meetings and through access to the Deputy Principal. Staff at St Helens Park Public School work collaboratively to ensure that attendance data is regularly reviewed and analysed. The Home School Liaison Officer (HSLO), Deputy Principal (DP) and School Administration Officer (SAO) meet fortnightly to track student individual, cohort and whole school attendance data. Students with declining and/or attendance concerns are raised at weekly Learning and Support Team meetings and plans are developed to support individual students. Teaching staff contact families to discuss any attendance concerns after 3 days and any unexplained absences. Letters are sent to families if attendance falls below 80%. Weekly raffles occur to celebrate student regular attendance. As a result of a more streamlined coordinated approach to monitoring school attendance, the overall attendance rate at St Helens Park Public School has improved over the last 4 years. Both the current overall attendance rate and students attending above 90% of the time are above DoE, Network and Similar School Group rates.

In 2024, the school will continue to expand the program of Play Based Learning across all K-2 classes. The reviewed St Helens Park Behaviour Management and Support Policy and Procedures will be implemented in their entirety in 2024. The school will further expand the use of Sentral to include finance and online permission and information notes and work with the community to continue to improve lines of communication and community engagement.. We will improve strategies to identify the students showing early signs of disengagement and regularly monitor their progress in order to increase sense of belonging. The school will increase strategies to reduce student anxiety by implementing programs designed to improve students' emotional resilience, by tackling issues concerning bullying and school safety, and by building effective family-school partnerships.

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
Wellbeing (Tell Them From Me) 2% increase of students reporting	Students reported a 7% drop from 2022 for a sense of belonging and a 8% increase from 2022 in positive relationships at school. 52% of students indicated a sense of school pride,. Expectations for success reported a

Expectations for Success, Advocacy and Sense of Belonging at school.	decrease of 0.3% in 2023.
Attendance 5.2% uplift in the proportion of students attending school >90% of the time.	Increase of 5.9% of students attending school >90% of the time between 2022 and 2023. Attendance at or above 90% - 56%, at 85 - 90% - 18.9% and below 85% - 25.1%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$196,311.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Helens 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> <ul style="list-style-type: none"> • Effective teaching and learning practices in reading and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Identified students have been provided with support to access the curriculum at their individual level - PLSPs have been implemented with the support of Student Learning Support Officers - PLSPs were regularly updated and responsive to student learning needs and progress ensuring students received personalised learning and support within their classrooms. - Identified staff were provided with relevant, targeted and ongoing professional learning in strategies to meet student with additional needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide quality support for identified students in evidence based practice for supporting students who present with complex needs. - Provide staff with professional learning in curriculum differentiation and strategies to support students with additional needs. - Effective use of data to inform student needs and develop appropriate programs of support - Develop great connection and alignment between all wellbeing and welfare programs across the school.
<p>Socio-economic background</p> <p>\$246,187.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Helens 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"> • Effective teaching and learning practices in reading and numeracy • • High impact professional learning practice • Inclusive Culture - Students with a strong sense of belonging • Inclusive culture - students with a strong sense of belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in Play Based Learning to support student learning • employment of Deputy Principal to support the implementation of the new

<p>Socio-economic background</p> <p>\$246,187.98</p>	<p>behaviour support and management procedures.</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials and updating of resources to meet the needs of students including class sets of decodable texts and quality texts • employment of Deputy Principal to increase community engagement and sense of belonging • employment of SLSOs to support literacy and numeracy learning interventions and student wellbeing programs and initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. - Implementation of the new Behaviour Support and Management Procedures. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to fund extra roles to meet the learning needs of students and support staff - Review of Learning Support team referrals and LaST allocation to ensure the inclusion of the Inclusive, Engaging and Respectful schools policy. - Assessment, evaluation and updating of the new Behaviour Support and Management Procedures.
<p>Aboriginal background</p> <p>\$55,808.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Helens 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"> • Inclusive culture - students with a strong sense of belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an Aboriginal Education Officer to support Aboriginal students • development of Aboriginal Education space • aboriginal programs and perspectives embedded in classroom programs • aboriginal Students supported in individual goals in consultation with Classroom Teacher, SLSO working in the classroom specifically on student learning goals • yarn Up Afternoon - welcome and BBQ to discuss and celebrate goals • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased in the number of parents participating in the PLP process - Increased in the engagement of our Aboriginal community members at school events. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide quality support for aboriginal students. - Provide staff with professional learning in how to embed aboriginal perspectives into classroom and school programs. - Effectively use student data to inform student personal learning goals and develop appropriate programs to support. - Develop a greater connection and sense of belonging so our Aboriginal students find school an engaging and culturally safe place to learn. - Increase student knowledge and understanding of the heritage and culture of the Aboriginal Peoples on whose lands they live.
<p>English language proficiency</p> <p>\$35,023.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Helens Park Public School.</p>

<p>English language proficiency</p> <p>\$35,023.14</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"> • Effective teaching and learning practices in reading and numeracy • Inclusive culture - students with a strong sense of belonging <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 the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • engagement with regional support to review school EALD reporting and assessment including EALD data collections <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EALD students are more confident and prepared to take risks with their language use. - Students indicated an increased sense of belonging and connection through having an identified teacher and mentor within the school. - EAL/D students are identified through the use of the EAL/D Learning Progression phase for inclusion in the EAL/D program. - Teachers are increasing their awareness of students cultural knowledge and learning experiences. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The effective use of a combination of Data sources - including the EALD Learning Progression to support students. - The routine review of learning by teachers with each student both in class and work submitted ensuring all students have a clear understanding of how to improve. Teachers will elicit student feedback to inform teaching. - Class teachers report EAL/D students' English language learning progress in KLAs to parents/ carers. - Class teachers recognise the need for differentiated assessment for EAL/D students. - Class teachers are aware of the EAL/D Learning Progression as a tool to describe EAL/D student language learning.
<p>Low level adjustment for disability</p> <p>\$234,276.32</p>	<p>Low level adjustment for disability equity loading provides support for students at St Helens 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"> • Effective teaching and learning practices in reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of quality intervention programs for identified 'at-risk' students informed by assessment data. • provision of programs to support the needs of High Potential and Gifted students informed by assessment data. • 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Targeted intervention provided for 'at-risk' students - Small group enrichment sessions provided for identified students.

<p>Low level adjustment for disability</p> <p>\$234,276.32</p>	<ul style="list-style-type: none"> - Participation in cultural events at local high schools. - Greater connection with local high schools. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to fund extra roles to meet the learning needs of students and support staff. - Review of Learning Support team referrals and LaST allocation to ensure the inclusion of the Inclusive, Engaging and Respectful schools policy.
<p>Professional learning</p> <p>\$32,838.85</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 St Helens 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"> • Effective teaching and learning practices in reading and numeracy • • High impact professional learning practice • Inclusive Culture - Students with a strong sense of belonging <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating / development of scope and sequence documents to align with new syllabus documents. • staff released for fortnightly 2 hour "Collaborative Conversations" of Stage Teams to facilitate professional discussion. • fortnightly individual mentoring sessions for all teaching staff linked to PDP goals to support teachers to implement evidence-based teaching practices. • fortnightly in-class support with APC&I (demonstration lessons, team-teaching, observations of practice) for all classroom teachers to support the implementation of reflective practices. • professional learning and support to all teaching staff to facilitate the implementation of new K-2 English and Mathematics syllabus. • development of an assessment schedule for all Key Learning Areas. • staff Professional Learning, mentoring and in class demonstration in program delivery of Play Based Learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - K-2 teachers implemented the new English and Mathematics curriculum. - Surveys indicated that 88% of teachers were confident delivering the new curriculum, with 52% of teachers being very confident. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The continuation of the deliverance of the new K-2 curriculum and Years 3 - 6 will begin the implementation of their new curriculum.
<p>Beginning teacher support</p> <p>\$66,833.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at St Helens Park Public School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support is embedded in the collaborative practices through fortnightly Collaboration Conversations with stage teams. • professional learning focusing on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • mentoring structures and collaborative practices within the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased confidence and connection of our beginning teachers

<p>Beginning teacher support</p> <p>\$66,833.00</p>	<ul style="list-style-type: none"> - Greater understanding of the Australian Professional Standards for Teachers - Increased knowledge of pedagogical practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue mentoring and support programs for beginning teachers - Development of school based induction processes - Strengthen the network of support within the school.
<p>QTSS release</p> <p>\$81,437.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Helens 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"> • Effective teaching and learning practices in reading and numeracy • <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - School-based instructional leadership targeted at supporting teachers in data analysis, strengthening syllabus knowledge in reading, writing and Mathematics, targeting students at their point of need through curriculum differentiation and evidence based practice - Provision of demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual teachers at their particular points of need - Professional learning was delivered consistently to all staff focusing on support students learning, trauma informed practices and new curriculum documents. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuation and expansion of the Teaching and Learning Conversations (TALC) initiative to support individualised High Impact Professional Learning (HIPL) for all staff.
<p>COVID ILSP</p> <p>\$161,470.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - Phonological Awareness and Phonic Knowledge; Number and Place Value. • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 2 paraprofessionals and an SLSO under the supervision and guidance of school based CILSP coordinator and Learning and Support Team, delivered small group tuition to identified students requiring additional support in literacy and numeracy through CILSP.

<p>COVID ILSP \$161,470.54</p>	<p>- Majority of students within the program achieved progress towards their personalised learning goals..</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Streamline processes for data tracking and collection to inform intervention support in 2024. - Continue to support students through small group targeted instruction
<p>Per capita \$99,689.99</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St Helens 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"> • Inclusive Culture - Students with a strong sense of belonging • Inclusive culture - students with a strong sense of belonging <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of Decodeable Readers to support new English syllabus documents • K-6 learning and wellbeing forums • Purchase of technology to support classroom teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students have access to the required resources to support the delivery of the new curriculum - Students have indicated greater engagement and interest in learning activities. - Implementation of a learning space plan to improved and replenish indoor and outdoor learning spaces - Upgrading of technology infrastructure to support the needs of our school and students - Purchase of additional technology including smart boards, laptops and iPADs to ensure equity across the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Implement a learning space plan to improved and replenish indoor and outdoor learning spaces - Continue upgrading of technology infrastructure to support the needs of our school and students - Continue to purchase additional technology including smart boards, laptops and iPADs to ensure equity across the school.
<p>AP Curriculum & Instruction \$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching and learning practices in reading and numeracy • • High impact professional learning practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • updating / development of scope and sequence documents to align with new syllabus documents. • Staff engage in fortnightly 2 hour release of stage teams to facilitate professional discussion through collaborative inquiry to foster explicit, evidence-based teaching and learning programs, informed by consistent and reliable assessment data. • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and

AP Curriculum & Instruction

\$155,088.00

routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum

- develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy
- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers
- strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms

The allocation of this funding has resulted in the following impact:

- Shoulder to shoulder support for staff in English and Mathematics.
- All staff indicated greater understanding of pedagogical practice.
- High impact professional learning built the capacity of staff to deliver evidence based English and Mathematics programs in line with the new curriculum
- Staff increased ability in the collection and use of authentic data to inform teaching and learning programs.

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

- Continuing staff support and collaboration
- Continue to develop and improve processes for whole school data collections, analysis and use to inform practice.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	220	214	196	195
Girls	191	172	175	179

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.8	93.0	85.4	91.7
1	86.8	93.0	84.0	91.4
2	88.1	93.9	86.7	91.1
3	86.9	92.0	85.4	92.9
4	85.4	92.2	84.1	90.0
5	83.4	92.3	84.3	89.8
6	83.3	89.7	84.0	91.6
All Years	86.1	92.3	84.8	91.2
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)	6
Classroom Teacher(s)	15.91
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	671,702.47
Revenue	5,566,104.45
Appropriation	5,370,273.22
Sale of Goods and Services	14,026.53
Grants and contributions	157,270.96
Investment income	24,533.74
Expenses	-5,531,130.88
Employee related	-4,565,758.62
Operating expenses	-965,372.26
Surplus / deficit for the year	34,973.57
Closing Balance	706,676.04

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	137,471
Equity Total	571,296
Equity - Aboriginal	55,808
Equity - Socio-economic	246,188
Equity - Language	35,023
Equity - Disability	234,276
Base Total	3,540,478
Base - Per Capita	99,690
Base - Location	0
Base - Other	3,440,788
Other Total	488,409
Grand Total	4,737,654

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

At St Helens Park Public School, we value parents and welcome their feedback. The P & C are regularly consulted and contribute to the school community in a variety of ways.

Many of our parents, students and teachers participated in the Tell Them From Me Survey.

Some of the key findings from the 2023 **student survey** are as follows:

Positive behaviour at school - 82% of students surveyed indicate they maintain appropriate behaviour at school.

Skills vs Challenge (Students feel challenged in their English and Mathematics classes and feel confident of their skills in these subjects).

- 43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.
- 20% of students were confident of their skills but did not find classes challenging.
- 24% of students were not confident of their skills and found English or Mathematics challenging.
- 13% of students lacked confidence in their skills and did not feel they were challenged.

Explicit Teaching Practices and Feedback - Teachers set clear goals for learning, check for understanding and provide feedback - School Mean = 6.6

Positive teacher-student relationships - Students feel teachers are responsive to their needs and encourage independence - School Mean = 7.1

Expectations for success - School staff emphasise academic skills and hold high expectations for all students to succeed - School Mean = 7.2

Parent and caregiver satisfaction was also obtained through the Tell Them From Me survey.

The survey captures data in the following areas:

- Parents feel welcome
- Parents are informed
- Inclusive school
- Safety at school
- School supports positive behaviour
- School supports learning; and
- Parents support learning at home.

Some of the findings of note include:

Parents feel welcome - School Mean 6.4

- I feel welcome when I visit the school - 7.1
- I can easily speak with the school principal - 6.7
- Written information from the school is in clear, plain language - 6.5

Parents support learning at home - School Mean 8.0

- Talk about how important school work is - 6.0
- Ask about any challenges your child might have at school - 7.5
- Encourage your child to do well at school - 8.4
- Praise your child for doing well at school - 9.6

School Support Learning - School Mean 7.2

- Teachers show an interest in my child's learning - 6.5
- Teachers have high expectations for my child to succeed - 7.5
- My child is encouraged to do his or her best work - 7.9
- Teachers expect my child to work hard - 7.5

School supports positive behaviour - School Mean 7.8

- Teachers expect my child to pay attention in class - 8.3
- Teachers maintain control of their classes - 7.5
- My child is clear about the rules for school behaviour - 8.4

Staff satisfaction was gathered throughout the school year. 84% of staff indicated they felt supported in their role through professional learning, Teaching and Learning Conversations (TALC time) and mentoring sessions. 100% of staff felt they increased their knowledge of curriculum documents and the pedagogical practice to deliver them effectively.

Staff indicated the initiatives that had the greatest impact on their wellbeing, knowledge, skills and professional development included TALC time, Collaborative Conversations and choice PL. They have been identified as initiatives that will continue in 2024.

Student and parent perception of a safe and inclusive school will be our focus in 2024.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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