

2023 Annual Report

Abbotsford Public School



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Introduction

The Annual Report for 2023 is provided to the community of Abbotsford 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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Message from the principal

In 2023, our school made significant strides towards developing our competencies in learning, teaching, and leadership, in alignment with our overarching vision. Our commitment to fostering positive teaching and learning environments was evident as we witnessed many milestones throughout the year.

One notable achievement was the enhancement of opportunities for students to reach meaningful goals. Through innovative programs and initiatives, we provided avenues for students to explore their interests, develop essential skills, and pursue their aspirations. Whether through academic endeavours, extracurricular activities, or community engagement, our students were equipped with the tools necessary to thrive and succeed in their endeavours.

Teachers engaged in professional development initiatives, incorporating the latest pedagogical approaches and technologies into their practice. As a result, students experienced enhanced learning experiences, fostering deeper understanding and mastery of subject matter across disciplines.

Our commitment to excellence in leadership was evident in our strategic initiatives and decision-making processes. All staff collaborated closely to enact policies and procedures that promoted the holistic development of our school community. By fostering a culture of inclusivity, collaboration, and continuous improvement, we cultivated a positive sense of belonging among students, and staff, laying the foundation for a thriving community.

Our school in 2023, also celebrated the transition of eight staff from temporary employment to permanent placement at the school. After a period of three years continuous service, they are now secure in the knowledge that they have consistent tenure and with this stability are able to commit themselves to their ongoing professional development and growth as practitioners.

Amidst the ever-evolving educational landscape, staff remained dedicated to our mission and embraced the implementation of the new NSW curriculum with enthusiasm and diligence. This commitment not only ensured continuity but also facilitated a seamless transition, allowing for the effective integration of innovative teaching methodologies and curriculum enhancements.

One significant focus of our efforts revolved around understanding the fundamentals of teaching reading. Recognising the pivotal role of literacy in academic success, we delved deep into the intricacies of the reading process, exploring the discrete elements essential for its comprehension and mastery. Through targeted professional development workshops and collaborative learning opportunities, teachers honed their skills in delivering evidence-based reading instruction, empowering students to become proficient readers and critical thinkers.

The emphasis on literacy instruction not only enriched our teaching practices but also yielded tangible benefits in student learning outcomes. As we gained a deeper understanding of the nuances of reading instruction, we have been better equipped to tailor our approach to meet the diverse needs of learners. Consequently, students have experienced heightened engagement, improved comprehension, and enhanced literacy skills across all grade levels, laying a strong foundation for academic success and lifelong learning.

Overall, the steadfast commitment of our staff, coupled with our focus on literacy instruction and the successful implementation of the NSW curriculum, contributed significantly to the achievements of our school in 2023.

The P&C remains a cornerstone of the success of the school. The P&C executive work tirelessly to fundraise so as to support school programs. They have a clear vision of creating an equitable public education system and strongly espouse the values of public education. They support and subsidise the afterschool music program and a number of extracurricular activities. The school canteen and uniform shop is run by the P&C and provides a valuable service to the community. The Gardening Committee is an integral part of the school and is responsible for the vibrant vegetable gardens within the school, which assists students in understanding the rhythm and energy of the world around them.

With a firm resolve to nurture the potential of every student and cultivate a culture of continuous improvement, we remain steadfast in our dedication to creating an educational community where all individuals can flourish and thrive.

Message from the school community

P&C President Report

As President of the Abbotsford P&C, I have noted that 2023 has been a year filled with dedication, hard work, and community spirit.

Throughout 2023, the P&C organised numerous events and initiatives aimed at raising funds to support the enhancement of our school and the experiences of our children. Among these were the beloved Crazy Sock Day, Festive stalls, Mother's and Father's Day Stalls, and sustainable initiatives such as the Second-Hand Uniform Stall and Second-Hand Book Drive for the Election BBQ's. Our commitment to fostering a vibrant school community was evident in events like Hawaiian Day, Fairy Bread Day and Sausage Sizzle Day, where children and staff came together to celebrate and support our school.

The highlight of our fundraising efforts was undoubtedly the Election BBQ & Fun Fairs held in March and October, which collectively raised an impressive total of \$45,800. These events not only showcased the strength of our community but also provided invaluable support to various school projects and initiatives.

The funds raised by the P&C enabled the P&C to approve approximately \$51,000 in grants in 2023 which are being delivered in the first quarter of 2024.

In addition to our fundraising endeavours, 2023 saw the launch of exciting new after-school initiatives, including Bricks for Kids and Ukulele Clubs. These initiatives, along with existing clubs such as Art Club, Run Club, Chess Club, Earthlings and multiple music ensembles, have played a crucial role in enriching the lives of our students and fostering a sense of belonging. As we navigate the post-COVID era, these clubs have proven to be invaluable in promoting socialisation and creativity among our students.

I would like to extend my heartfelt gratitude to the small group of volunteers, parents, and carers who generously dedicated many thousands of hours and energy to support the P&C's endeavours throughout the year. Your tireless efforts have not gone unnoticed, and it is thanks to your commitment that we have been able to achieve our fundraising goals and enrich the experiences of all children.

I would also like to express appreciation for the unwavering support of Principal Johnson & the APS staff, whose collaboration and dedication have been instrumental in the success of our initiatives.

While we understand that our best-intentioned actions may not always align with every member of the community, please know that we remain committed to fostering open dialogue and considering diverse perspectives in our broad church. Our overarching objective will always be to help make APS a better place for our children and help create enduring memories that will last a lifetime for them.

As my first year serving as President of the P&C, I am humbled by the opportunity to lead such a dedicated and passionate group of individuals. Together, we have achieved remarkable success in supporting our school community and providing enriching experiences for our children.

As we look ahead to the future, let us continue to work together with enthusiasm and determination, guided by our shared commitment to the betterment of our school and the well-being of our students.

Adam Rawson President, Abbotsford Public School P&C

School vision

All students at Abbotsford Public School will 'discover the world around them and understand the world within them.'

To achieve this vision we believe that:

- all students have the right to learn and the responsibility to take an active role in their learning, to reach their potential
- engagement enhances learning
- high expectations and an appropriate level of challenge enhance learning
- quality teaching is central to student learning
- evidence-based collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a fair go for all' need to guide our actions and school goals
- supportive home-school partnerships are based on transparency, honesty and mutual respect

Our students will be prepared for rewarded lives as engaged citizens in a complex and dynamic society.

School context

Abbotsford Public School lies within the inner west of Sydney and nestles on a peninsula framed by the Parramatta River. With the redrawing of school boundaries and the rebuilding of nearby Russell Lea Primary School, our enrollment numbers remain relatively stable at 426 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs, and a committed approach to supporting the well-being of our diverse school community.

The school currently comprises 19 classes, with specialist programs which include the support of the teacher librarian, English as an Additional Language/Dialect teacher, a specialist Learning and Support teacher, and a Community Language program in Italian. The school has a QTSS teacher who enhances professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring, and reflective practice.

Abbotsford Public School has previously been guided by Uncle Jimmy Smith to guide our Aboriginal Education team in building our school community's knowledge and understanding of Aboriginal cultures and histories. We are committed to building a school environment that is culturally safe and celebrates the oldest living culture of humanity. In 2023, the work of Uncle Jimmy has been expanded upon, and Scott Rathman has deepened our knowledge of self in relation to the land and ourselves as the facilitators of our own stories on the land.

Attached to the school is Abbotsford Community Centre aftercare service, managed by a full-time director and educational team who support up to 150 students each day, before and after school. The strength of the service is the number of former Abbotsford students who, after finishing high school, return to work at the service. They know the space and the impact the educators have on students' lives and wish to give back. This enhances the school as a place of belonging.

The school has a very supportive P&C, who actively fundraise to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C supports a comprehensive range of afterschool activities run by both parents and external providers, after school.

Extra-curricular opportunities in Sports and Creative and Performing Arts enable our students to excel through a range of different experiences.

Clear and accurate monitoring and analysis of student achievement data on a regular basis aims to inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data should determine areas of need and success at a whole school level. The involvement of the whole school community in this process is essential, and work across the learning community should be utilized.

The leadership team deploys staff to make the best use of available expertise to meet the needs of students, use data to evaluate the effectiveness of management processes and create a culture of shared accountability to achieve organisational best practice.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

The school looks to continuously show improvement and progress in providing equity and excellence against the learning, teaching, and leading domains in the School Excellence Framework, SEF 3.

From 2021, following analysis from staff, the school has progressed from 'Delivering' to 'Sustaining and Growing' in 6 areas; Learning Culture, Wellbeing, Curriculum, Student Performance measures, Data Skills and Use, and Professional standards. We continue to strive for 'Excelling' in all areas.

Strategic Direction 1: Student growth and attainment

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn, all teachers and leaders will be responsive to the changing needs of students and effectively use data to drive practice.

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-Informed Teaching
- Effective Classroom Practice in Reading and Numeracy

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

QTSS release

English language proficiency

Low level adjustment for disability

Per capita

New Arrivals Program

Summary of progress

A whole school PDP goal has been developed, centered on teachers effectively using data to inform differentiated teaching and learning, to improve student outcomes. APC&I Professional learning in the new English Syllabus K-2 and 3-6, specifically phonological awareness, fluency and spelling has allowed for the development of effective assessment protocols, collection and analysis of student progress and the establishment of whole school procedures in best practice. Through classroom observations across the school, evidence of process quality and activity in literacy and numeracy, linked to Professional Learning, has demonstrated a whole school approach ensuring evidence-based teaching methods optimises learning progress for all students.

Effective methods of teaching in literacy have been identified, promoted and modeled. Students' learning improvement is monitored through data sets, demonstrating growth in reading. Additional executive and stage planning sessions have improved teacher confidence and knowledge of the new syllabus, along with student assessment and data concepts. Information has been collaboratively used to inform planning, identification of interventions and modification of new units to reflect teaching practice.

Further alignment with curriculum reform and refinement of assessment in numeracy and spelling remains a focus moving forward.

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
K-2 students are meeting or exceeding reading targets, based on school established benchmarks An increase in the percentage of reading questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.	Phonological awareness qualitative data is showing an increase in the percentage of K-2 students at or exceeding school-established reading benchmarks in 2022 and 2023. At the end of 2022, 48% of Kindergarten students were deemed at or exceeding school-established reading benchmarks. At the end of 2023, 69% of Kindergarten students are at or exceeding school-established reading benchmarks. At the end of 2022, 42% of Year 1 students were deemed at or exceeding school-established reading benchmarks. At the end of 2023, 44% of Year 1 students are at or exceeding school-established reading benchmarks.

<p>K-2 students are meeting or exceeding reading targets, based on school established benchmarks</p> <p>An increase in the percentage of reading questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.</p>	<p>At the end of 2022, 78% of Year 2 students were deemed at or exceeding school-established reading benchmarks. At the end of 2023, 90% of Year 2 students are at or exceeding school-established reading benchmarks.</p> <p>The percentage of Year 1 students 'on track' according to the Department's Year 1 Phonics Screen has increased. In 2023, 70% of Year 1 students were 'on track' and 8% were marked as 'support required'. In 2022, 54% of students were on track and 18% were marked as 'support required'.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading from 2022 to 2023 has increased in Year 4 by 5.2% and in Year 6 by 3.9%. It has decreased in Year 3 by 2.6% and Year 5 by 1.4%</p> <p>The school has in place strategies to focus on reading improvement in 2024.</p>
<p>K-2 students are meeting or exceeding numeracy targets, based on school established benchmarks</p> <p>An increase in the percentage of numeracy questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.</p>	<p>The Check-in increase trend in scaled scores from 2022 to 2023 in Numeracy show increases across all grades., Year 3 increased by 4.5%, Year 4 by 1.9%, Year 5 by 3.2% and Year 6 by 5.8%.</p>
<p>The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement. School self-assessment of the SEF element Formative Assessment is at delivering.</p>	<p>The school has timetabled and developed processes for teacher consistent and evidence-informed judgment, and moderation of assessments in literacy and numeracy.</p> <p>In numeracy, there has been an increase in qualitative evidence including work samples and all grade teams have established rubrics to support moderation of observations.</p> <p>Strengthening procedures for learning growth goals to include regular check-ins and impact, will remain a focus moving forward.</p> <p>Triangulating data and a focus on opportunities for student agency have increased assessment practices to Sustaining & Growing for assessment on SEF V3.</p>

Strategic Direction 2: Student Wellbeing

Purpose

In order to increase student engagement and achievement we will focus on a holistic, evidence-based approach to wellbeing that is strengths-based, preventative and focuses on early intervention.

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.

- Student Agency
- Wellbeing

Resources allocated to this strategic direction

QTSS release

Professional learning

Integration funding support

Socio-economic background

Low level adjustment for disability

Summary of progress

Focus was on practices and processes used across the school to increase student voice and agency. Student leadership teams allowed opportunities for a greater number of students to become invested in their education experience and to be part of creating positive change in the school community.

Engagement and enjoyment evidence was drawn from classroom participation and activities across the school, allowing for teachers to become responsive to student input. SRC survey responses indicated that students have increased in confidence, communication, increased responsibilities and, leadership skills.

With a greater availability of support staff, emphasis on growth-goal setting can be maintained. The school will work with staff, students and parents to strengthen processes around setting and monitoring progress towards achievement. Attendance data is regularly analysed showing an increase in attendance rate, currently at 92.3% (levels above similar school groups and the state).

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
Over 90% of students will have an attendance rate of 90% or above	<p>The number of students attending greater than 90% of the time or more has increased by 14.6%. from 2022 to 2023.</p> <p>From Enrolment app in Scout - 92.39% just below compared to SSG (92.64%) based on Semester 1, 2023 data</p> <p>Suggested uplift - 1.10% (to be achieved across 4 years)</p> <p>Suggested 2024 improvement measure - The proportion of unexplained absences is reduced</p> <p>Consider universal strategies AND specific support for target students</p>
Measurable improvement in students meeting behavioural expectations as evidenced by a reduction in negative behaviour incidences (school based data)	<p>TTFM data indicates that students with positive behaviour at school remains high at 92% and 91% respectively and is above the NSW Government norm.</p> <p>Analysis by the Wellbeing Team indicates that the lessons explicitly taught as part of the PBIL program have increased students' understanding of their</p>

<p>Measurable improvement in students meeting behavioural expectations as evidenced by a reduction in negative behaviour incidences (school based data)</p>	<p>responsibility to a functioning safe school. Records on Sentral indicate the incidents of aggression on the playground have decreased.</p> <p>The introduction of the Yarn tree has played a significant part in developing students' ability to self-regulate while on the playground. Supervision by an SLSO has allowed for the teaching of explicit social skills.</p>
<p>Increased measure of student wellbeing as evidenced by Tell Them From Me Survey (Advocacy, Expectations, Belonging)</p>	<p>A 'Sense of Belonging' remains high in Year 4 and Year 6 although down in Year 5. Overall, 'Sense of Belonging' decreased from Semester 1 to Semester 2. A focus will centre on interest and motivation of students in learning as it has decreased moving into semester 2 and it below the NSW government norm.. Students with positive relationships remains high above the NSW Government norm.</p>

Strategic Direction 3: Positive Partnerships

Purpose

To build a school culture that is strongly focused on learning and the building of educational aspiration, explicit systems will be put in place to foster collaboration, based on shared values, trust and mutual respect. There will be an emphasis on expanding our awareness of Aboriginal perspectives; we will respectfully listen and learn from others.

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.

- First Nations Education
- Collaborative Culture of Learning

Resources allocated to this strategic direction

**Aboriginal background
Professional learning
QTSS release**

Summary of progress

Reconciliation Action Plan focus was on strategies to achieve outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture. The school's First Nations Education team involved community in the NAIDOC Week 'Famous Indigenous Australians Challenge'. Reconciliation Week included a walk on Wangal land and cross-stage yarning circles.

Indigenous Literacy Day was held with 'The Great Book Swap'. An Indigenous incursion for students, and the Aboriginal Education on Country, Staff Development Day was held in Term 2 offsite. Aboriginal Students attended the Iron Cove Network Cultural Day held at Orange Grove Public School.

Personalised Learning Pathways have been developed for all students identifying as Aboriginal. The active and continuous process that is developed in consultation and collaboration with the student's family is focused on student aspiration and educational potential.

Celebration of milestones is built into the Pathway process. In 2023, a student received a DET Deadly Award and the Waratah Education Foundation Secondary Transition scholarship.

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
Reconciliation Action Plan is implemented, completing actions outlined in document.	<p>The school's First Nations education team held the 'Famous Indigenous Australian Challenge' during NAIDOC week for the whole community to participate in, with posters celebrating the event placed around the school grounds.</p> <p>As the school is situated on the land of the Wangal people of the Eora nation, the Reconciliation Week theme 'Be a Voice of Generations' involved a reconciliation walk in the community with cross-stage yarning circles, to use voices in sharing and building on our school vision for a reconciled future.</p> <p>Indigenous Literacy Day was honoured with 'The Great Book Swap' where students and the community were invited to read locally and learn more about Indigenous languages and culture while raising funds for the Indigenous Literacy Foundation.</p>
Initiate development of an Abbotsford	Playbook sections have been developed with communication procedures.

'Playbook' which outlines school procedures and teaching practices to tenure consistency of practice.

Other sections remain a focus in 2024 for succession planning.

IIC/WWB survey - TBC

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$16,786.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Abbotsford 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 Classroom Practice in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>Identifying Year 6 students who required intensive English support to access high school and referral made to Intensive English Classes.</p> <p>Rationalising school reporting format to comprehensively use EAL/D scales to report to parents.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>This targeted financial support has enabled the employment of a specialist teacher dedicated to providing intensive English language support. This has enabled the school to address the unique needs of newly arrived students, fostering their linguistic development and equipping them with the essential skills to participate successfully in their academic journey. By focusing on language proficiency, the program not only facilitated smoother integration into the school environment but also set a solid foundation for these students to excel in their educational pursuits, breaking down language barriers and fostering a more inclusive and supportive learning environment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>We will continue to utilise NAP funding to provide intensive English language support for newly arrived students in 2024. Kindergarten enrolments for 2024 have highlighted increasing need.</p>
<p>Integration funding support</p> <p>\$335,262.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Abbotsford 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"> • Wellbeing <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 targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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> <p>The school's Learning and Support team meeting weekly to identify and support the needs of students across the school including those who receive IFS funding. According to the schools NCCD data 15 % of the school require either supplementary or substantial adjustments. The measures taken to support those on IFS funding support all students across</p>

<p>Integration funding support</p> <p>\$335,262.00</p>	<p>the school.</p> <p>Students with integration funding support have had individualised and effective learning plans (PLaSPs) developed in collaboration and consultation with all key stakeholders. There have been frequent goal setting, implementation monitoring and evaluation meetings and check ins with all parties that support the learning of specific students working cooperatively in support of negotiated targets for individual students. The Learning and Support Team has worked to ensure teachers are supported to provide differentiation of learning to support the agreed adjustments and accommodations so that specific students can access the teaching and learning curriculum.</p> <p>Support has been provided to develop the skills and knowledge of SLSO in supporting neurodiverse students. Weekly meetings are held to discuss strategies to manage individual students and monitor PLaSP goals.</p> <p>After evaluation, the next steps to support our students will be: The Learning and Support Team will continue to allocate and organise integration funding support to provide continued adjustments and accommodation to support student learning. Refinements will be made to the PLaSP format with the introduction of a new digital tracking system. Language to be refined and student goal setting evaluated. Refinements will be made to L&ST structure and processes to maximise use of staff resources and increase parental engagement in their child's learning and supports. Involve the P&C in reinvigorating the former Learning and Inclusion Network LIN network to provide support to families.</p>
<p>Socio-economic background</p> <p>\$13,575.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Abbotsford 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students with economic support for educational materials, uniform, equipment and other items • <p>The allocation of this funding has resulted in the following impact: All students have had an inclusive and equitable educational experience throughout 2023 and felt known, valued and cared for. All students have had equitable access to learning experiences regardless of socio-economic disadvantage. All students have had access to the resources and equipment required throughout the school year. Additionally, the P&C contribute \$4000 per year to ensure that families in need are supported. In 2023, the P&C provided financial support to families negotiating complex family need and allocated additional canteen items and uniforms on a needs basis.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify the needs of our students and ensure that they all have equitable access to educational experiences and engage in all aspects of school life. Continue to support families to access outside agencies when the need arises.</p>
<p>Aboriginal background</p> <p>\$6,306.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abbotsford 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</p>

<p>Aboriginal background</p> <p>\$6,306.33</p>	<p>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"> • First Nations Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • To support staff understanding of the concept of identity, so as to best support Aboriginal students, Indigenous artist Scott Rathman worked with staff to develop concept ideas for a painting that represented what they brought to the school space, to ensure that students felt safe. The artwork will be explained and highlighted to students once completed. <p>The allocation of this funding has resulted in the following impact:</p> <p>Reviewed personalised plans document and process for First Nations students to increase family consultation and cultural relevance. Further embedded cultural awareness and First Nations education within teaching and learning programs in an authentic manner embedding into new K-2 Ittearcy curriculum.</p> <p>Student received Deadly Award for dedication to their studies and the Waratah Education Foundation Secondary Transition Scholarship. Increased family and community voice in decision making on First Nations education and initiatives within the school, extending connection to Indigenous people in local community. (OOSH)</p> <p>Liaised with Abbotsford Long Day Care Centre and Abbotsford's Community Centre (OOSH) to align individual educational hubs' Reconciliation Plans.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The school will continue to fund staffing release to support development and implementation of Personalised Learning Plans and community consultation and engagement to support the development of cultural competency.. The school will look to extend its social and community connections and have students coconstruct a mural depicting the local area with Indigenous artist, Scott Rathman. All students across the school will have the opportunity to participate in an, 'I wonder' activity in relation questions about Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$52,018.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Abbotsford 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 Classroom Practice 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 additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact:</p> <p>The English language proficiency funding received by Abbotsford PS has used to employ a three-day-a-week teaching position, which has additionally been supplemented by New Arrival Program funding. The teacher has been effectively deployed to enhance EAL/D support within classrooms through differentiation strategies, support the addition of coteaching programs to offer intensive assistance to all EAL/D students, and</p>

<p>English language proficiency</p> <p>\$52,018.04</p>	<p>the provision of small group withdrawal sessions for those at developing and emerging proficiency levels.</p> <p>After evaluation, the next steps to support our students will be: To investigate how the new curriculum with its more explicit teaching, i.e phonological awareness, integrates with the support provided to EAL/D learners. To continue to develop, implement, and monitor programs, practices, and procedures that support specific staff to work with EAL/D students so that they can access all teaching and learning and feel supported in their learning.</p>
<p>Low level adjustment for disability</p> <p>\$160,534.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Abbotsford 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 Classroom Practice in Reading and Numeracy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability 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 who assist in scaffolding classroom tasks and in providing regulatory support to students whose needs require additional monitoring • targeted students are provided with an evidence-based intervention of Multilit, Maqlit and Minilit to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of an Occupational Therapist to provide intervention programs that support student needs. External OT employed to screen all kindergarten students and in 2023, additionally to screen Covid impacted Year 1 &2 students. • 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 <p>The allocation of this funding has resulted in the following impact: Low-level adjustment for disability funding has been effectively utilised to support targeted students through various evidence-based interventions. One such initiative is the implementation of the MiniLit program, aimed at enhancing learning outcomes for these students. The school supports families in particular those on NDIS funding to have therapy support at school and the classroom teacher and SLSO look to integrate elements of the therapy programs into classroom routines, so as to maximise the benefit to the student. The Wellbeing Team and principal liaise with therapists to ensure that therapy aligns with student need and teachers are provided with feedback after each school session.</p> <p>After evaluation, the next steps to support our students will be: The school intends to continue effectively utilising funding by prioritising evidence-based interventions, employing specialised staff such as Student Learning Support Officers and learning support teachers, and investing in additional resources to ensure ongoing support and improvement for students with diverse learning needs. The school looks to have all teaching staff involved in trauma-informed practice training to ensure best practice management of students in part of school culture.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$32,268.25</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Abbotsford 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"> • Data-Informed Teaching • Student Empowerment • Wellbeing • First Nations Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example soft skills to support future learners, first aid workshops, CPR • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading as related to the K-2 syllabus <p>The allocation of this funding has resulted in the following impact: Funding for professional learning has been effectively employed to facilitate the professional growth of staff members. This has involved allocating resources to cover teacher relief for educators to unpack the rollout of the K-2 literacy and numeracy curriculum and develop an understanding of phonemic awareness. Professional learning has provided context and research around the decision to change formats and endorse the explicit and systematic teaching of reading. Professional learning has developed staff's understanding of the importance and use of data to inform teaching practice. Using a curriculum implementation survey at the beginning and end of 2023, staff moved from an average confidence rating of 2.88 out of 5 to 4.00 out of 5.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to allocate funding in a manner that enhances teacher capacity in targeted areas as identified in the School Improvement Plan (SIP) The school will look to establish the Real Schools program of embedding school culture into the fabric of the school, reinforcing the school's mission statement of, 'At Abbotsford all students will discover the world around them, an understand the world within them.'</p> <p>Further embedding protocols for classroom observation and feedback to teachers.</p>
<p>QTSS release</p> <p>\$96,588.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Abbotsford 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"> • Data-Informed Teaching • Student Empowerment • Collaborative Culture of Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of collaborative teaching opportunities to strengthen quality teaching practices

<p>QTSS release</p> <p>\$96,588.29</p>	<p>The allocation of this funding has resulted in the following impact: Classroom teachers were afforded time to engage in professional learning, collaboratively program and analyse student data across stage cohorts. There was a particular focus on contextualising numeracy units of work provided by the department, providing teachers with support to identify opportunities for assessment and feedback to students. This funding also supported 3-6 teachers in the Engage phase of curriculum implementation, in preparation of teaching from the new English and Mathematics syllabuses in 2024.</p> <p>After evaluation, the next steps to support our students will be: Use the AP, C&I allocation to support middle leaders and teachers to establish collaborative culture of ongoing professional improvement with more opportunities for classroom observations and feedback to teachers in 2024. Continued support for 3-6 teachers to contextualise units of work and embed consistent practices across the school to ensure student progress is monitored longitudinally.</p>
<p>COVID ILSP</p> <p>\$28,909.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were... • development of resources and planning of small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: All students in the COVID ILSP program have achieved progress towards their personal learning goals in literacy which can be seen in their improved exit results from Minilit and Multilit. Enhanced communication with parents and members of the local community who volunteer to help with the program. The development of a sense of social cohesion and well-being amongst the many retirees who assist.</p> <p>After evaluation, the next steps to support our students will be: Attracting more volunteers to the Multilit program, so that the program can be provided to the increased group of students who would benefit from the assistance. Monitor exiting 2023 Multilit students to ascertain retention rates over time.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	267	252	233	214
Girls	264	257	241	206

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.1	94.9	91.5	92.7
1	93.3	93.8	89.5	93.9
2	93.5	94.5	87.6	91.6
3	93.9	94.8	90.8	91.2
4	93.8	94.5	88.9	91.3
5	92.9	93.8	90.5	92.5
6	92.1	94.6	86.9	93.4
All Years	92.9	94.4	89.3	92.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	14.23
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.82
Other Positions	1

*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	366,470.27
Revenue	5,262,346.89
Appropriation	4,809,767.02
Grants and contributions	433,232.59
Investment income	18,947.28
Other revenue	400.00
Expenses	-5,144,533.04
Employee related	-4,523,203.37
Operating expenses	-621,329.67
Surplus / deficit for the year	117,813.85
Closing Balance	484,284.12

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	291,199
Equity Total	232,435
Equity - Aboriginal	6,306
Equity - Socio-economic	13,576
Equity - Language	52,018
Equity - Disability	160,535
Base Total	3,294,180
Base - Per Capita	123,363
Base - Location	0
Base - Other	3,170,817
Other Total	601,635
Grand Total	4,419,448

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

Tell Them From Me Parents Satisfaction Survey

The school uses several means to gauge parents' satisfaction in the community. The TTFM is one linear form of data collection which is then triangulated with the attendance of parents at school and community events, involvement in school activities such as Mini and Multilit, support of the library, involvement with the P&C and its many committees, and utilising parents' skill sets in school activities.

The school in 2023, embraced pre Covid activities with Covid mitigations and some of the responses from the TTFM are predicated on new contact settings.

Safety at school has been a paramount concern for educators and parents alike, and data shows promising uptake. In October 2022, the safety index at our school was recorded at 6.5, marking a commendable level of safety and security. However, by October 2023, this figure saw a significant uptick, reaching 7.1, marking the highest safety rating since we began collecting data through TTFM. This positive trend underscores the dedication of our school community to fostering a secure and supportive environment for all students.

Moreover, alongside safety, the school has been actively promoting positive behaviour among its students with the positive promotion of Positive Behaviour for Learning, by the PBIL team and dedicated lessons. This effort has been reflected in the data, with the average positive behaviour score rising from 7.4 in October 2022 to 7.7 in October 2023. These numbers affirm the efficacy of our initiatives aimed at instilling values of respect, responsibility, and kindness among students.

In addition to promoting positive behaviour, inclusivity remains a core value of our school philosophy. A score of 6.5, maintaining the level achieved in the previous year, shows however, that there is still some way to go. The P&C, Learning Inclusivity Network, seeks to support neurodiverse student and their families. Feedback about other aspects of diversity would indicate that the school reflects the wide society at large and there is a range of views on diverse elements of sexual, racial, and political diversity.

Beyond student-centric metrics, the involvement and satisfaction of parents are vital indicators of a school's effectiveness. Encouragingly, parents have reported feeling welcome and informed by the school. In October 2023, the satisfaction rating for parents feeling welcome stood at a commendable 7.2. However, there is room for improvement in terms of keeping parents informed, as indicated by a slightly lower score of 6.1 in the same period. The school acknowledges the complexity of multiple communication platforms and is committed to streamlining communication channels to ensure that parents feel fully engaged and informed partners in their children's education.

Feedback to the effectiveness of Seesaw as a conduit to student learning and engagement has been universally positive.

Parental involvement in school activities remains robust, with 76% of parents actively participating. This high level of engagement is a testament to the strong partnership between the school and parents, working hand in hand to create a nurturing and enriching educational experience for all students.

While there are areas for improvement, these metrics demonstrate progress and provide valuable insights for ongoing enhancement efforts.

Tell Them From Me Student Survey

The "Tell Them From Me" survey serves as one tool for gauging various aspects of student experience and engagement across different domains. From social-emotional outcomes to participation in extracurricular activities, the data collected provides insightful snapshots of the school's performance compared to government norms.

One notable area of achievement is the school's success in fostering positive behaviour among students. With a school mean of 92%, significantly surpassing the state average of 82%, it's evident that efforts to cultivate a respectful and conducive learning environment are yielding fruitful results. This high level of positive behaviour is a testament to the dedication of both students and staff in upholding standards of conduct and mutual respect within the school community and the dedicated PBIL program.

The TTFM data reveals that the school excels in fostering positive relationships among students, with a mean of 87%, slightly the state average of 85%. Such positive connections contribute significantly to a supportive and inclusive school culture, where students feel valued and supported by their peers.

However, while the school demonstrates strengths in certain areas, there are also areas for growth and improvement. For instance, student participation in extracurricular activities falls below the government mean of 55% and sits at 50%.

While the P&C host a wide range of afterschool activities, it suggests a potential opportunity to expand and diversify extracurricular offerings, catering to a broader range of student interests and preferences.

While the school's mean for students' sense of belonging sits at a respectable 79%, slightly below the state average of 80%, it remains a long-term goal to increase this percentage. Efforts to achieve this include ensuring consistent understanding of the term "belonging" across the school. This consistency promotes clarity and facilitates meaningful responses, aiding in the school's ongoing efforts to enhance students' sense of belonging and connectedness.

Importantly, the data also highlights areas where the school's performance aligns closely with state norms, such as positive student-teacher relationships and teacher expectations of success. These consistent benchmarks serve as reassuring indicators of the school's overall alignment with broader educational objectives and standards.

The "Tell them from Me" survey data provides valuable insights into various aspects of student experience and engagement, informing targeted strategies for continuous improvement and ensuring the school remains committed to providing a supportive and enriching learning environment for all students.

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.