

# 2021 Annual Report

## Kelso Public School



2275

# Introduction

The Annual Report for 2021 is provided to the community of Kelso Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

**Success through belonging, opportunity and excellence.**

At Kelso Public School we will create a culture of high expectations in learning and belonging so that we fulfill the educational aspirations of every student. Together with the community we will connect, succeed, thrive and learn.

## School context

Kelso Public School has a proud history as being the longest established school in Bathurst. We have a modern, open-planned learning environment where all classrooms are connected to a central picturesque courtyard where the school community can connect as one.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 330 students is inclusive of 93 Aboriginal and Torres Strait Islander students, 14 Languages other than English and 71 students with additional needs.

Our school culture of belonging, opportunity and excellence allows students to engage in a broad range of additional activities including cultural, sporting, academic and creative programs (Sports GALA days, Eisteddfod).

We invite community connection through a model of wrap-around support inclusive of playgroup, Kelso Konnex and wellbeing initiatives that foster and nurture engagement.

Our skilled, caring team of teachers and ancillary employees are committed to quality teaching and creating positive, engaging learning environments.

Our school undertook a deep and thorough analysis of internal and external data to determine our future directions.

We use data consistently and efficiently to support our students achieving at or above state system targets. We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies in partnership with our community.

We have engaged in authentic conversations with our community and local AECG to determine our future directions. As a result, we will focus on student growth and attainment, high expectations, learning culture and connection and belonging.

We will allocate human and financial resourcing to ensure that our activities are fully resourced and we will consistently monitor the impact of our planning through regular review with our finance team and school improvement team.

We will consistently monitor the impact of our plan through the evaluation team and share the findings and our successes with our community.

We will determine our future directions informing our school strategic improvement plan. Our data indicated that we will require explicit teaching in reading and numeracy with a focus on

## 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order for our students to consistently perform at high levels in performance measures in reading and numeracy and to ensure we reduce the equity gaps, we will develop an integrated approach to quality teaching, planning and assessment that promotes excellence and responsiveness in meeting the needs of all our 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.

- Explicit teaching in Reading and Numeracy
- Data to inform our teaching

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$171,512.97

**Professional learning:** \$9,908.84

**QTSS release:** \$70,410.10

**Aboriginal background:** \$15,000.00

### Summary of progress

*Our school exceeded the lower bound targets for the percentage of students achieving expected growth in both Reading and Numeracy. In addition to growth in all target areas, there was significant growth in overall Reading achievement. This was a result of a continued whole school focus on the components of reading such as fluency, phonological awareness, vocabulary and comprehension.*

### ENABLERS OF IMPLEMENTATION: Explicit teaching in Reading and Numeracy

- Guided reading graphs provided evidence of consistent tracking of K-6 instructional reading levels. Observations of teachers showed that they were beginning to make links across all focus areas (phonemic awareness, vocabulary, running records and fluency) to improve explicit teaching of the 'reading process'. All teachers used PLAN2 software to enter student achievement levels in reading and designed point-of-need reading lessons
- Access to Instructional Leader under the Early Action for Success initiative enabled quality professional learning to be facilitated to all staff.
- Weekly collaboration times reflected whole school focus areas in Literacy and Numeracy. All teachers responded positively and found it an effective way to share ideas around quality teaching practices and discuss key understandings as follow-up to school-based professional learning.
- Teachers engaged with the Literacy and Numeracy Hub to help devise lessons for whole class and small group instruction. The feedback and willingness to engage in the professional learning "Sprints" was positive across all classrooms. Teacher capacity was also improved across all classrooms around how to assess and teach fluency. All teachers monitored student growth through the Literacy Progressions and PLAN2 software.
- Teachers were observed to have improved confidence and capability in implementing effective strategies to support students' vocabulary development.

### BARRIERS OF IMPLEMENTATION: Explicit teaching in Reading and Numeracy

- COVID 19 interrupted multiple professional learning opportunities on site, and at times restricted staff from collaboratively completing professional learning offered by the Department.

### ENABLERS OF IMPLEMENTATION: Data to inform our teaching

- Professional learning around PLAN2 software enabled all teaching staff to input data every 5 weeks and track students' progress in Literacy and Numeracy.
- Stage groups evaluated the assessment schedule and made adjustments to the existing schedule to ensure all assessment were relevant and purposeful. This process ensured consistent assessment practices across K-6 and that all teachers were using evidence-based practices to drive teaching.
- Throughout Semester 1, all staff implemented the revised the assessment policy and also collected, analysed and adjusted teaching practices accordingly.

### BARRIERS OF IMPLEMENTATION: Data to inform our teaching

- The impact of remote learning during the COVID 19 pandemic effected teachers' capacity to assess students, collect data and updating student data on PLAN2 software.
- Due to COVID 19 restrictions, some assessment opportunities weren't carried out.
- Need to build a consistent school-wide approach towards valuing assessment data as a tool to inform planning for

future learning.

#### NEXT STEPS:

Next year, to address **Explicit teaching in Reading and Numeracy**, we will focus on consolidation of fluency and vocabulary, reading comprehension and additive strategies. These will be our focus areas due to high turnover of staff, change of teachers in stages and interruptions to planned professional learning in 2021. We will also focus on implementation of the new K-2 curriculum, providing necessary training and support to upskill staff. In the initiative of **Data to Inform our Teaching** we will revisit routine running record assessments and ensure that teachers use this data to frame future learning opportunities for students based on identified needs. In addition, we will address the explicit learning intentions and success criteria which support student literacy and numeracy progress.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students in the top two bands by 3.9% from a baseline of 16% (achieving toward the lower bound target of 23.8%).	Combined for Year 3 and Year 5 top 2 bands in (Reading) 36.9% Students surpassed the lower bound target of 23.8% by 13.1%
• Increased percentage of Aboriginal students in the top 3 bands by 3.4% from a baseline of 30.3% (achieving toward the lower bound target of 37.1%).	Percentage of Aboriginal students achieving NAPLAN top 3 bands in Reading was 40.74% Students surpassed the lower bound target of 37.1% by 3.65%
• Increased percentage of students achieving expected growth in reading from a baseline of 44.2% by 5.5% (achieving toward the lower bound target of 55.1%).	Students achieving at or above expected growth in reading was 82.61% Students surpassed the lower bound target of 55.1% by 27.51%
• Increase the percentage of students in the top two bands by 3.3% (achieving toward the lower bound target 20.9%).	Combined for Year 3 and Year 5 top 2 bands in Reading was 20.99% Students surpassed the lower bound target of 20.9% by 0.9%
• Increase the percentage of Aboriginal students in the top 3 bands by 3.7% (achieving toward the lower bound target 26.5%).	Percentage of Aboriginal students achieving NAPLAN top 3 bands in numeracy was 29.17% Students surpassed the lower bound target of 26.6% by 2.57%
• Increase the percentage of students achieving expected growth by 3.4% (achieving towards lower bound target 58.8%).	Students achieving at or above expected growth in numeracy was 61.9% Students surpassed the lower bound target of 58.8% by 3.1%

## Strategic Direction 2: High Performing Culture

### Purpose

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We will create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. When teachers work together, plan and design together, then student achievement and wellbeing will consistently improve.

### Initiatives

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

- High Expectations
- Collaboration

### Resources allocated to this strategic direction

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Professional learning: \$10,000.00

### Summary of progress

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#### High Expectations

##### Enablers

Throughout 2021 the leadership team emphasized the school vision statement of Success through excellence, opportunity and belonging. In order to experience success, it was identified that maintaining High Expectations for student achievement is essential in order to achieve this aspiration. Learning Intentions and success criteria was identified as a pedagogy that aligns with communicating High Expectations and a High Performing Learning Culture. Almost all classroom teachers use Learning Intentions and Success Criteria in Literacy and numeracy however a consistent source of exemplar would see improved consistent teacher judgement of learning outcomes across the school.

##### Barriers to Implementation:

The 2021 school year was interrupted by the Covid pandemic whereby there was no face to face learning for close to a term. Less than 50 % of students accessed the online learning platform making it difficult for the explicit instruction of Learning Intentions and Success Criteria. At the commencement of face to face learning, a number of students did not return. Staff leave and turnover also impacted the consistent delivery of Learning Intentions and Success Criteria.

##### Next Steps:

In 2022, we will readdress the Learning Intention and Success Criteria theory of action to ensure new staff have the knowledge and understanding to enable them to implement this pedagogy effectively into classroom practice. This will enable a school wide consistent approach with the goal of achieving a High Performing Culture at Kelso Public School.

#### Collaboration

##### Enablers

Throughout 2021, 45 minutes of collaboration time was allocated to each stage across the school. Executive and teachers identified areas of need within elements of our strategic directions to create a timetable of Professional Learning to be conducted weekly.

##### Barriers to Implementation

Staff absenteeism at times impacted the consistent approach to implementing the professional learning identified and completed in Collaboration sessions. At times, staffing issues were a barrier in replacing teachers to attend collaboration sessions.

##### Next Steps

In 2022, we are doing an CPL audit on where we sit with implementing Learning Intentions, Success Criteria and Feedback using collaboration time to establish exemplars. We will also use Curiosity and Powerful Learning and David

## 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
• Explicit teach-to be working beyond delivering and to reach indicators of achieving the lower bracket of sustaining and growing.	Self-assessment against the School Excellence Framework shows the teachers are skilled at specific teaching techniques such as questioning and assessing to identify students learning needs, and use a range of explicit strategies to explain and break down knowledge.
Assessment: to be working beyond working towards and to achieve indicators of achieving the lower bracket of delivering.	There is a demonstrated commitment within the school that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.
Feedback: To be working beyond towards delivering and to achieve indicators of delivering.	Self-assessment against the School Excellence Framework shows the school currently that teachers respond appropriately to students work. They understand the feedback received and the expectations for how to improve.



## Strategic Direction 3: Connection and Belonging

### Purpose

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We will embed researched and innovative wellbeing practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community. We will build authentic connections and a strong sense of belonging.

### Initiatives

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

- Attendance
- Wellbeing
- Community High Expectations

### Resources allocated to this strategic direction

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**Socio-economic background:** \$207,082.08

**Aboriginal background:** \$32,536.07

**Professional learning:** \$19,408.09

### Summary of progress

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#### Attendance

Throughout 2021, attendance has continued to be a high priority for our school, evident in the many initiatives that have been implemented to improve student attendance rates. This included the development of a whole school 'Attendance Policy and Flow Chart' as well as staff completing further online professional learning on attendance. A new school bus was purchased to assist in the successful implementation of a morning bus run, operating 5 days a week to assist target students with 80%-90% attendance to further improve their attendance rate. An attendance tracking wall was also established, which is updated and reviewed on a weekly basis during staff collaboration time, to assist teachers in monitoring attendance data and implementing necessary strategies.

These activities were successful in improving targeted student's attendance rates, evident in over 75% students on the bus run showing improved attendance data. Staff feedback on the professional learning and new policies was positive, however learning from home prevented consistent engagement with and application of the new documents and initiatives across Term 3 and 4. It also impacted the regular operation of Breakfast Club and the re-focus of attendance data to target students who had not returned to school after home learning.

Next year, in this initiative, we will focus on directing more time during staff meetings to frequently collaborate on attendance strategies and strengthen staff understanding and confidence in utilising the new policies and procedures. Breakfast club will commence again when restrictions are eased and will now be operational 5 days a week. All attendance activities from 2021 will carry over to 2022 to be further consolidated.

#### Wellbeing

Throughout 2021, we have implemented a range of initiatives to enhance student and staff wellbeing across the school, specifically targeting higher academic achievement, school completion, improved mental health and more pro-social and responsible lifestyles. This has included:

- Staff training in and implementation of the 'Rhythm 2 Recovery' music program
- Staff training in and implementation of the Positive Living Skills program
- Opening of Kelso Konnex hub - external agencies using this to deliver services to the community
- Staff training in the Management of Actual or Potential Aggression (MAPA)

- Working with the School Specialist Team to develop policies and procedures targeting cyber safety, responsible use of digital devices, an anti-bullying policy and shared process for addressing workplace concerns
- Utilising the Therapy Dog throughout the school
- Increased involvement of the School Chaplain
- Connecting to Country - excursion to Wilcannia

These activities have demonstrated success and high levels of student engagement, particularly the Rhythm 2 Recovery program, Positive Living Skills program, Hercules our Therapy Dog and programs implemented by the School Chaplain and Wellbeing Officer. The involvement of the School Specialist Team has supported our staff to develop and implement new policies and procedures to be utilised across our school.

Learning from home and covid restrictions have impacted the progress of some of the listed activities, including the completion of MAPA training and the Connecting to Country excursion, and the involvement of outside service providers utilising the Kelso Konnex Hub. Next year, in this initiative, we will reschedule postponed activities including the completion of MAPA training for teaching staff, the Connecting to Country excursion and the continuation of outside service providers utilising the Kelso Konnex Hub. All other activities will be carried on, encouraging consistent implementation and data will be gathered to assess impact and inform future direction.

## Community High-Expectations

Across Term 2, 3 and 4, three staff members completed the Stronger Smarter Leadership Program, involving them completing workplace challenges to strengthen our whole schools understanding of the Stronger Smarter philosophy. This enabled the participants to begin the process of fostering a stronger sense of cultural identity, acknowledging and embracing positive community leadership, and enabling innovative and dynamic approaches and processes that are anchored by high expectation relationships.

This process was successful through;

- the participating staff members presenting professional learning to the teaching staff about their workplace challenges,
- forming a Stronger Smarter school committee and exploring research released from the Stronger Smarter institute,
- outlining goals for further whole school development for 2022.

Although success was evident, further work is required next year to make up for unexpected delays in professional learning due to learning from home. Next year, in this initiative, we will expand the Stronger Smarter School Committee by sending another group of participants to complete the leadership course. This will support the current committee members to continue designing and facilitating whole school professional learning opportunities to strengthen high expectation relationships across our school and community.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students achieving 90% attendance by 1.6% (achieving toward or beyond the lower bound target of 77.3%).	The percentage of students attending is 63.2%, which is 14% lower than the lower bound target. However, is 3.2% higher than the state average and 16.2% higher than SSG.
• Increase the percentage of students achieving advocacy, belonging and expectations by 2.2% (achieving toward or beyond the lower bound target of	School mean is 66.6%, which is lower than the lower bound target of 90.2%. This was due to the survey being conducted the week after working from home. Advocacy is 79%, expectation for success is 88% and the sense of belonging is 56%. This has been impacted from working from home.

90.2%).	
<ul style="list-style-type: none"> <li>• School self-assessment of the School Excellence Framework (SEF) elements Reporting: Parent engagement indicates improvement from Delivering to Sustaining and Growing.</li> </ul>	Self-assessment against the School Excellence framework indicates the element of Reporting shows improvement from Delivering to Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,410.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kelso Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around phonemic awareness.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Funds have impacted on increasing staff capacity to cater for students with additional needs, students have had learning adjusted for their specific needs and learning requirements. Together this has allowed students to engage within the mainstream setting in an inclusive manner experiencing a wide range of developmental and academic experiences to ensure equity for everyone.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school will continue to conduct LSP reviews in consultation with parents and develop new plans for the 2022 school year</p>
<p>Socio-economic background</p> <p>\$560,717.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kelso Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to implement literacy and numeracy to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p><b>Attendance</b></p> <p>Throughout 2021, attendance has continued to be a high priority for our school, evident in the many initiatives that have been implemented to improve student attendance rates. This included the development of a whole school 'Attendance Policy and Flow Chart' as well as staff completing further online professional learning on attendance. A new school bus was purchased to assist in the successful implementation of a morning bus run, operating 5 days a week to assist target students with 80%-90% attendance to further improve their attendance rate. An attendance tracking wall was also established, which is updated and reviewed on a weekly basis during staff collaboration time, to assist teachers in monitoring attendance data and implementing necessary strategies.</p>

<p>Socio-economic background</p> <p>\$560,717.48</p>	<p>These activities were successful in improving targeted student's attendance rates, evident in over 75% students on the bus run showing improved attendance data. Staff feedback on the professional learning and new policies was positive, however learning from home prevented consistent engagement with and application of the new documents and initiatives across Term 3 and 4. It also impacted the regular operation of Breakfast Club and the re-focus of attendance data to target students who had not returned to school after home learning.</p> <p><b>Wellbeing</b></p> <p>Throughout 2021, we have implemented a range of initiatives to enhance student and staff wellbeing across the school, specifically targeting higher academic achievement, school completion, improved mental health and more pro-social and responsible lifestyles. This has included:</p> <p>Staff training in and implementation of the 'Rhythm 2 Recovery' music program</p> <p>Staff training in and implementation of the Positive Living Skills program</p> <p>Opening of Kelso Konnex hub - external agencies using this to deliver services to the community</p> <p>Staff training in the Management of Actual or Potential Aggression (MAPA)</p> <p>Working with the School Specialist Team to develop policies and procedures targeting cyber safety, responsible use of digital devices, an anti-bullying policy and shared process for addressing workplace concerns</p> <p>Utilising the Therapy Dog throughout the school</p> <p>Increased involvement of the School Chaplain</p> <p>Connecting to Country - excursion to Wilcannia</p> <p>These activities have demonstrated success and high levels of student engagement, particularly the Rhythm 2 Recovery program, Positive Living Skills program, Hercules our Therapy Dog and programs implemented by the School Chaplain and Wellbeing Officer. The involvement of the School Specialist Team has supported our staff to develop and implement new policies and procedures to be utilised across our school.</p> <p>Learning from home and covid restrictions have impacted the progress of some of the listed activities, including the completion of MAPA training and the Connecting to Country excursion, and the involvement of outside service providers utilising the Kelso Konnex Hub. Next year, in this initiative, we will reschedule postponed activities including the completion of MAPA training for teaching staff, the Connecting to Country excursion and the continuation of outside service providers utilising the Kelso Konnex Hub. All other activities will be carried on, encouraging consistent implementation and data will be gathered to assess impact and inform future direction.</p> <p><b>Community High-Expectations</b></p> <p>Across Term 2, 3 and 4, three staff members completed the Stronger Smarter Leadership Program, involving them completing workplace challenges to strengthen our whole schools understanding of the Stronger Smarter philosophy. This enabled the participants to begin the process of fostering a stronger sense of cultural identity, acknowledging and embracing positive community leadership, and enabling innovative and dynamic approaches and processes that are anchored by high expectation relationships.</p> <p>This process was successful through;</p> <p>the participating staff members presenting professional learning to the teaching staff about their workplace challenges,</p> <p>forming a Stronger Smarter school committee and exploring research released from the Stronger Smarter institute,</p> <p>outlining goals for further whole school development for 2022.</p> <p>Although success was evident, further work is required next year to make up for unexpected delays in professional learning due to learning from home. Next year, in this initiative, we will expand the Stronger Smarter School Committee by sending another group of participants to complete the leadership course. This will support the current committee members to continue designing and facilitating whole school professional learning opportunities to strengthen high expectation relationships across our school and community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Next year, in this initiative, we will focus on directing more time during staff meetings to frequently collaborate on attendance strategies and strengthen</p>
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<p>Socio-economic background</p> <p>\$560,717.48</p>	<p>staff understanding and confidence in utilising the new policies and procedures. Breakfast club will commence again when restrictions are eased and will now be operational 5 days a week. All attendance activities from 2021 will carry over to 2022 to be further consolidated.</p>
<p>Aboriginal background</p> <p>\$145,197.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kelso 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Attendance</li> <li>• Data to inform our teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An improved sense of belonging for Aboriginal students. Attendance has improved as too have literacy and numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to close the gap for our Aboriginal students, hear their voice and analyse their needs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support for students with early English skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review data on ESL students for 2022 and ensure appropriate supports are in place for dau 1 of the new year.</p>
<p>Low level adjustment for disability</p> <p>\$240,178.68</p>	<p>Low level adjustment for disability equity loading provides support for students at Kelso Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$240,178.68</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have been provided with additional learning experiences to ensure that the gap is limited and they are able to achieve as close to their appropriate chronological age as possible. The purchase of technology has been advantageous to students who learn outside of the traditional pen paper model. They have gained autonomy and the ability to engage,</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review progress and redesign initiative for 2022 after consulting LSP's and parent discussions.</p>
<p>Location</p> <p>\$1,817.52</p>	<p>The location funding allocation is provided to Kelso Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This has supported students to have access to new uniform and not miss out on events because of financial struggles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding allocation will need to be increased for the 2022 budget.</p>
<p>Professional learning</p> <p>\$39,316.93</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 Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> <li>• Data to inform our teaching</li> <li>• Wellbeing</li> <li>• Collaboration</li> <li>• Community High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul>



Professional learning \$39,316.93	<p><b>The allocation of this funding has resulted in:</b>  Significant support for literacy and numeracy and Aboriginal Education. See SD1 SD3</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The implementation of initiatives that are part of the introduction of the new English and Mathematics syllabus.</p>
Beginning teacher support \$42,256.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kelso Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• -Mentoring of Beginning Teacher</li> <li>-Relevant professional learning, in conjunction with Personal Development Goals.</li> <li>-Staff observations and team teaching.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Beginning teachers have gained a thorough knowledge of the school structures and procedures and matched these to systemic requirements. This has allowed for staff to build supportive collegial networks and relationships.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Ensure BT time is planned for second year staff and ensure collaboration continues.</p>
School support allocation (principal support) \$19,194.26	<p>School support allocation funding is provided to support the principal at Kelso Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• -Employment of Business Manager to take administration from Principal</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Employment of a business manager who has been able to be delegated many roles of the principal that can be managed and clear the decks of the principal. This has allowed the principal to be involved in a greater instructional leader role working shoulder to shoulder with staff and students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Review the role and ensure all new work tasks are supported with PL and shoulder to shoulder support.</p>
Literacy and numeracy \$8,588.06	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kelso Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>



<p>Literacy and numeracy</p> <p>\$8,588.06</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> See Strategic direction 1</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> See Strategic direction 1</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kelso Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching in Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>• employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff had intensive shoulder to shoulder support and have had the safety to implement new learning in a safe and support environment. Significant PL has been delivered and staff capacity and ability to plan has increased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review whole school data and determine 2022 priorities to design PL schedule.</p>
<p>QTSS release</p> <p>\$70,410.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kelso Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data to inform our teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul>

<p>QTSS release</p> <p>\$70,410.10</p>	<ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff have been able to work together building their collective efficacy, consistent teacher judgement and pedagogical practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide a stronger in class schedule as is reflective of the TTFM survey.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kelso Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater identification of students who need to be challenged in their learning. This has created stronger engagement and participation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Identifying how we can be delivering this model in class by all staff,</p>
<p>COVID ILSP</p> <p>\$212,399.58</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 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students identified as being impacted by Covid-19 being provided additional tuition in small group settings to ensure they have not been disadvantaged. This has resulted in students have improved results in numeracy and literacy compared to where they would have been before the gaps i there learning were supported.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students are constantly be reassessed and reviewed and as a result students will be supported with differentiated learning in the classroom, support from the school LaST and consideration for additional Covid -19</p>

COVID ILSP \$212,399.58	support in 2022.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	150	147	162	177
Girls	120	128	125	145

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	88	88	90.4	91.5
1	88	89.4	90.3	89.4
2	92	92.8	91.9	87.5
3	94	93.5	93.9	87.6
4	91.5	94.4	93.2	92.5
5	89.7	89.2	92.9	85.8
6	91.1	91	94	91.2
All Years	90.4	91	92.2	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous 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 in 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 has 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.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.6
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.42

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	621,765
<b>Revenue</b>	6,310,546
Appropriation	6,245,617
Sale of Goods and Services	1,673
Grants and contributions	63,036
Investment income	221
<b>Expenses</b>	-6,436,573
Employee related	-5,747,821
Operating expenses	-688,752
<b>Surplus / deficit for the year</b>	-126,027
<b>Closing Balance</b>	495,738

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	121,410
<b>Equity Total</b>	948,493
Equity - Aboriginal	145,197
Equity - Socio-economic	560,717
Equity - Language	2,400
Equity - Disability	240,179
<b>Base Total</b>	3,827,793
Base - Per Capita	80,715
Base - Location	1,818
Base - Other	3,745,261
<b>Other Total</b>	795,021
<b>Grand Total</b>	5,692,717

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Combined for Year 3 and Year 5 top 2 bands in (Reading) 36.9%

Students surpassed the lower bound target of 23.8% by 13.1%

Percentage of Aboriginal students achieving NAPLAN top 3 bands in Reading was 40.74%

Students surpassed the lower bound target of 37.1% by 3.65%

Students achieving at or above expected growth in reading was 82.61%

Students surpassed the lower bound target of 55.1% by 27.51%

Combined for Year 3 and Year 5 top 2 bands in Reading was 20.99%

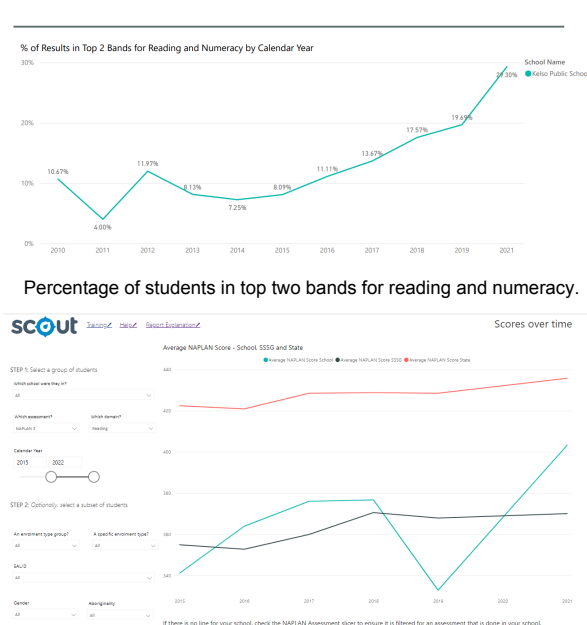
Students surpassed the lower bound target of 20.9% by 0.9%

Percentage of Aboriginal students achieving NAPLAN top 3 bands in numeracy was 29.17%

Students surpassed the lower bound target of 26.6% by 2.57%

Students achieving at or above expected growth in numeracy was 61.9%

Students surpassed the lower bound target of 58.8% by 3.1%



## Parent/caregiver, student, teacher satisfaction

This report provides results based on data from 7 respondents in this school who completed the Parent Survey between 11 Oct 2021 and 23 Nov 2021. Unfortunately this nmaked the findings unable to be used as they are not representative of the whole school parent body.

This report provides results based on data from 22 respondents in this school who completed the TeacherSurvey between 27 Oct 2021 and 15 Nov 2021. They stated the following:

I believe collaboration has been a key component in establishing collaborative practices within stage groups and revising PL or building on the PL with colleagues. It has also been effective to help monitor attendance, reading data etc across the stage. I hope to see collaboration time continue in the future.2.I love collaboration time! It has been the best addition. Instead of having conversations after school or on the run about really important aspects of planning and PL, we have a set time to do this in a relaxed environment. It has brought our team closer together and has definitely improved our collaboration as a team with planning and programming.3.It has been great to share 'concerns' with the collaboration group and devise/discuss strategies together to implement and then reflect on. I find the time is a little short to really get into anything major...we seem to be rushing to get back to class. I would prefer a team planning/collaboration day each term and then to have Stage meeting again every second week to discuss concerns related to behaviour/learning/attendance...

I have found the PL completed throughout the year to be of the utmost benefit not only for me to grow professionally but also to implement with my students. I have seen the growth in my students as a result of the strategies devised with school leaders.2.The Professional Learning I have done this year in regards to reading fluency and comprehension has been quite beneficial to my students. Our Instructional Leader has assisted me to incorporate a wider range of quality texts into my lessons and integrate them across all Key Learning Areas. The PL sessions have allowed me to plan better lessons using quality texts which focus on comprehension through quality talk and writing. Our instructional leader has also supported me to implement activities in the classroom which enhance student fluency. At our school we have lot of opportunities to share the fluency strategies which have worked in our classroom.3.Staff have found the PL in this area very useful. Changes in teacher practice have occurred as a result. Teachers understand that comprehension is the end goal for effective reading with understanding and fluency impacts this. Teachers are now more tuned into how to teach fluency and how to assess it.4.I found the teaching sprint in a small group most helpful, as it was short and sweet. We read the theory ourselves and discussed learning in our group. There was no expectation for success (or what this looked like). We were supported with reminders and collegial discussions to motivate the learning to keep going. I enjoyed the PL on vocab and fluency, however I felt it hard to take in after school and in so many short sessions. I would prefer one all day session and then support in the classroom to implement one thing at a time.

In Kelso Public School, 65 students completed the Tell Them From Me Survey between 22 Nov 2021 and 26 Nov 2021, which included nine measures of student engagement alongside the five drivers of student outcomes. This report summarises the results.

### Skills-challenge

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

40% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

25% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

26% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

9% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

### Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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