

Cooerwull Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Coerwull 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

One dynamic community working together to grow self-regulated learners, high functioning leaders and socially responsible citizens

School context

Cooerwull Public is a split site located in the township of Lithgow. The student population is steadily growing with 428 students currently enrolled. Comprising of 16 mainstream classes, 1 Autism Class, 1 MC Class, 18% Aboriginal and Torres Strait Islander, 8% English as an Additional Language or Dialect.

The school is steeped in history and tradition and in 2017 celebrated 150 years of public education and service to the Lithgow community. The school has a long history and connection with the state choral and recorder festivals, K–2 Frolic, representative sports, debating and public speaking and supported by a group of school patrons.

The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

Student leadership is valued with students actively engaging and making decisions regarding learning goals, extra-curricular activities and community partnerships including the Aboriginal Education Consultative Group and local schools network.



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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

A community of quality teaching and learning

Purpose

Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and how to set and achieve their learning goals.

Provide teacher professional learning based on evidence, solid research and best practice to grow self regulated learners.

Create a dynamic culture of community partnerships collaborating in the process of life long learning supporting the implementation and delivery of quality teaching and learning..

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

Increase the number of teachers using innovation including STEAM, flexible learning spaces, visible learning and formative assessment practices.

Increase proportions of community partners working across all aspects of school life.

Progress towards achieving improvement measures

Process 1: Draw on research to develop a whole school integrated approach in visible learning practices.

Evaluation	Funds Expended (Resources)
Visible learning strategies have been explored by staff and examples of these include; learning intentions, success criteria, individual learning goals and simple feedback gathered using formative assessment. Executive and new staff need to reload with visible learning professional learning with a focus on feedback.	Instructional Leader employed 0.833 across 3–6. AP in higher duties as DP \$19505 to provide focussed support with establishing visible learning strategies across the school.

Process 2: Draw on evidence based research to implement best practice in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Teachers participated in professional learning to increase their capacity to plan and deliver rich tasks, using the English and mathematics syllabus to plan effective learning tasks. A focus on number talks was implemented across all the stages and a numeracy team collaborated to work through the 7 practices professional learning. Staff were provided with weekly time to work as a team to analyse student data in reading and mathematics. Stage teams created data walls to track and monitor the progress for students.	Teacher employed to release AP–TL to work with staff K–6 0.6 during collaborative teaching time each week. \$64029 Instructional leader was employed with a focus on stages 2 and 3. Instructional leader worked collaboratively with the K–2 instructional leader to implement the goals of the school plan

Process 3: Use best practice to engage community partners in providing quality feedback.

Evaluation	Funds Expended (Resources)
Community partners have engaged in a variety of activities and have provided quality feedback to guide future events, organisation and planning. Stage information sessions were well attended and participants indicated that they found them informative, useful and would welcome more opportunities. Parents and Carers actively engaged in the 3 Way Interviews and feedback from students indicated that they enjoyed the opportunity to share their	

Progress towards achieving improvement measures

learning goals. Community events including the Frolic, Easter Hat Parade, K–6 Assemblies, ANZAC Day assembly were well supported by community. Feedback from the school reporting process indicated that the inclusion of student goals and feedback on their learning was useful, important and created a positive link between school and home.

Process 4: Increase community partners knowledge and understanding around high expectations and equity.

Evaluation	Funds Expended (Resources)
Parents completed surveys. A key theme was knowing more about how their children are going on a more regular basis. K–2 staff have decorated their windows with student photos and work showing the learning that is happening in the classrooms. 3–6 classrooms have continued to display learning goals and learning intentions. FACEBOOK posts have included an increased focus on student learning. Book Week and open classrooms were successful and feedback indicating that this was a very positive experience.	

Next Steps

The next steps area as follows;

- Provide professional learning opportunities for new staff to engage in the visible learning professional learning.
- School teams to introduce the Spiral of Inquiry pedagogy to build collaborative decision making based on evidence.
- Increase the focus on effective feedback. learning intentions and success criteria in all classrooms.
- Establish collective efficacy through continuing organised collaborative planning time for all stages.
- Continue to build teacher and leadership capacity to lead the teaching and learning through evidence based practices and deep knowledge of the professional teaching standards.
- Provide more opportunities for parents and carers to connect with their children's learning through meet the teacher, visits to classrooms and by providing more information in student reports with a focus on learning goals.
- Build capacity for teachers to engage in formative teaching practises and develop a range of assessment strategies in Literacy and numeracy.
- Establish a Community Engagement Officer position to work with staff to develop positive links at transition points including Preschool to Kindergarten and Year 6 to 7.



Strategic Direction 2

A community of leadership

Purpose

Offer students a range of purposeful leadership prospects that promote the development of high functioning leaders.

Create distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Establish a culture of community partnerships engaged in educational leadership that supports a culture of high expectations resulting in sustained and measureable whole school improvement.

Improvement Measures

Increased proportions of students leading and mentoring across all aspects of a community of schools.

Increased number of teachers accredited at the Highly Accomplishment and Lead Teacher levels.

Progress towards achieving improvement measures

Process 1: Draw on research to develop a pipeline of teachers who are leading learning across the whole school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The executive team established protocols in the areas of communication, executive responsibilities, accountabilities and professional expectations.• Professional learning was provided to the leadership team to build their capacity with time management, ethical standards and deeper knowledge with Department of Education policies and procedures.• Coaching sessions were timetabled for all executive staff and additional teachers and support staff completed the introduction to growth coaching professional learning.• Professional learning was provided to the leadership team in the Respect, Reflect and Reset PL- ongoing with executive Modules 7- Story Telling Module 8 and Acting Early Module 9- Speaking Up.• A focus on Formative Assessment was the theme for a co-designed professional learning package presented to the executive in collaboration with the Director, Educational Leadership and Student Services.• Australian Professional Standards for Teachers professional learning for executive and delivered in collaboration with the Director, Educational Leadership.• Executive led the staff in a focussed professional learning opportunity focussed on the school excellence framework –data skills and use.	

Process 2: Implement a whole school approach to student leadership.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Student Representative Council continued to meet on a regular basis and made informed decisions about a range of issues including; the establishment of a suggestion box, team tickets, reward days and the Fun Fair.• School Student Leaders participated in an induction day, professional learning days with the principal, attended the Young leaders Conference in Sydney and actively represented and led the school at the ANZAC DAY Assembly, Presentation Day and welcomed many guests to the school.• The Student Leadership Team and Student Representative Council organised and held a highly successful Ready Set Go Fun Fair for the pre-kindergarten students at the end of the year.	

Progress towards achieving improvement measures

Process 3: Use best practice to establish positive partnerships with community groups to reflect on student progress, achievement data and develop strategies and plans for improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A focus on including learning goals, established by students, in school reports was evident across the stages.• 3 way Interviews were offered twice, throughout the year, to build partnerships.• Effective links were established and utilised between early childhood providers, local police, Health and family and Community Services.• The Police Youth liaison Officer presented key information to students and staff about anti-bullying and cyber safety.	

Next Steps

- The school leadership team to engage in the Spiral of Inquiry pedagogy professional learning and implement across all stages.
- Executive staff to continue to build capacity as instructional leaders through engaging in tailored professional learning in the Australian Professional Teaching Standards, school excellence framework with a focus on data skills and use, formative assessment, visible learning, effective student feedback, coaching skills, professional reading and a reload of the respect, reflect and reset professional learning modules.
- Students provided with an opportunity to participate in research based peer support opportunities across all stages.
- Co-constructed learning goals developed by students and teachers and represented in learning plans and reports.



Strategic Direction 3

A community of well-being

Purpose

Build positive, respectful relationships that promote student well being to ensure optimum conditions for student learning

School-wide, collective responsibility for student learning informed by sound holistic information about each students well being and learning needs.

Consultation with the wider school community to develop wellbeing processes that support well being of all students so they can connect, succeed, thrive and learn.

Improvement Measures

Increased proportion of students and parents reporting a sense of belonging, expectations for success and advocacy at school.

Progress towards achieving improvement measures

Process 1: Implement an evidence based whole school approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• PBL team introduced the social curriculum to all staff and trained all staff in data entry, expectations of PBL framework and lessons timetabled K-6 PBL allocated times across the school.• External AP conducted the SAS with all staff PBL Team analysed SET data.• PBL team met fortnightly and analysed data, made recommendations and communicated to staff.• The continued teaching of weekly PBL expectations , observations of systems by the principal, internal and external PBL coach, the weekly promotion of team tickets and weekly expectations were completed and communicated to community.• Data manager was upskilled by PBL AP on data harvesting and the PBL focus area was communicated at K-6 assemblies.• Self Assessment survey results were presented to staff and recommendations made to improve the system.	

Process 2: Draw on research to develop and implement high quality resources and professional learning in student well being and leadership practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Positive Behaviour for learning (PBL) resource folder developed and located on the 365 Drive Shared Folder space for all staff to access and share.• Lithgow Valley Schools Network established student well being initiatives across the group of schools including National Action Day Against Bullying and Violence & Harmony Day.• Student leaders from across the Lithgow Valley Schools network created an oath to be read at all schools on the National Action Day Against Bullying and Violence 2019. The oath is displayed in the foyer and was communicated to all families.• Staff and students participate in activities across the Lithgow valley Schools network to educate students and community about anti-bullying strategies	

Progress towards achieving improvement measures

- All staff participated in Harmony Day activities with a focus on a K–6 strategy, whole school assembly and buddy class activities
- Staff participated in the Lithgow Valley Schools combined staff development day with a focus on research based and effective well being practices for students, staff and community.
- Lithgow Valley Schools social skills program (Second Step) was implemented with Stage 3 students participating in 15 lessons from second steps.

Next Steps

- PBL team to establish flow chart of referral processes for teachers, executive and clear guidelines for communicating with parents.
- Stage 3 to participate in the Second Steps program in Term 3
- Positive Behaviour for Learning team to move towards classroom supports.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Employment of an ACLO 0.8 (4 days per week) \$54860 • Employment of SLSO 0.720 \$44102 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$98 962.00) 	<ul style="list-style-type: none"> • The Aboriginal Community Liaison worked four days per week providing support to students with their learning goals, liaised with Health, Department of Community Services, provided Aboriginal perspectives in lessons, facilitated meetings between families and school and coordinated well-being support for targeted students. • The K-2 Yarning Room was established and utilised for lessons, jointly delivered by the teachers and Aboriginal Community Liaison Officer, Homework club and provided a space for family support. • Local Elders visited the school and provided opportunities for students and staff to hear their stories and share cultural knowledge. • Yarning Room activities were provided for student groups including the dance, didgeridoo and NAIDOC public speaking. • Calendar of important events were established and communicated to staff and community on a regular basis. • The Student Learning Support Officer provided targeted intervention for students with their reading and worked with the instructional leaders to ensure that the review of student progress was consistent. • Yarning Room utilised for meetings to establish personalised learning plans. • Aboriginal peer leaders group was established, where Stage 2 and 3 students mentored early stage 1 and stage 1 students in Dance. • Parents and carers participated in a variety of Aboriginal Education Consultative Group approved workshops. • Personalised Learning Plans (PLP) reviewed with student, teacher and family representative – goals evaluated and adjustments made if required • Established an early years playgroup in the K-2 Yarning Room in conjunction with THRIVE and ACRC one morning per week. • Teacher and ACLO provided with professional learning about M-Goals and a Coerwull profile uploaded to the MGOALS website. • Cultural Awareness training presented to staff in Term 4.
Quality Teaching, Successful Students (QTSS)	<p>QTSS: Teacher employed to release AP-TL to work with staff K-6 0.6 during collaborative teaching time each week. \$64029</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$64 029.00) 	<ul style="list-style-type: none"> • Assistant Principal/Instructional leader was released to lead teachers during collaborative planning time. This time was provided to all teachers, across the stages, to participate in data conversations, establishing learning intentions, professional reading and learning and plan lessons collaboratively. • Teachers worked with the instructional leader to observe lessons, provide feedback and co-construct rich learning tasks.
Socio-economic background	<ul style="list-style-type: none"> • Business Manager 	<ul style="list-style-type: none"> • Business manager worked collaboratively

<p>Socio-economic background</p>	<p>employed 5 days per week. \$104960</p> <ul style="list-style-type: none"> • CLO employed 5 days per week \$83715 • Teacher employed full time \$85373 • Additional LAST position for 0.2 \$21343 • Interventionist teacher for 0.3 \$32015 • Teachers position 1.0 employed 3–6 \$114719 • Music teacher employed 0.4 \$42686 • Instructional Leader employed 0.833 across 3–6. AP in higher duties as DP \$19505 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$442 125.00) 	<p>with the principal to effectively manage the school resources.</p> <ul style="list-style-type: none"> • Interventionist teachers were employed to provide support for students based on data collection, conversations and targeted interventions. Interventionists provided support K–6. • Interventionist teacher was employed to provide additional support to EALSD students. • K–6 specialist music teacher was employed to provide expertise in band, recorder and choir for students in stage 2 and 3. Students were selected to perform at the State Choral and Instrumental Festivals. • Community liaison officer was employed to maintain connections with community via social media, internet and school based communication practices. Support the school's positive attendance strategy, maintain effective and positive relationships between school, home and with community resources. Provide targeted support for families through guidance from executive and learning support teams. Support enrolment processes and support the principal with community connections and communication. • Instructional leader was employed with a focus on stages 2 and 3. Instructional leader worked collaboratively with the K–2 instructional leader to implement the goals of the school plan
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	173	184	217	224
Girls	155	171	188	199

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	95.8	94.6	93
1	94.1	92.7	92.7	93
2	93.8	93.5	92.6	93.8
3	94.3	92.5	93.3	91.9
4	92.7	93.1	92	92
5	94.9	91.4	92.7	89
6	94.1	92.3	90	91.2
All Years	93.9	93.1	92.6	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	17.2
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.62

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	140,023
Revenue	4,866,953
Appropriation	4,745,374
Sale of Goods and Services	4,362
Grants and contributions	116,639
Investment income	478
Other revenue	100
Expenses	-4,627,825
Employee related	-4,273,462
Operating expenses	-354,363
Surplus / deficit for the year	239,128

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.

	2019 Approved SBA (\$)
Targeted Total	582,736
Equity Total	724,170
Equity - Aboriginal	106,172
Equity - Socio-economic	405,096
Equity - Language	6,537
Equity - Disability	206,366
Base Total	2,777,856
Base - Per Capita	96,239
Base - Location	6,752
Base - Other	2,674,866
Other Total	565,818
Grand Total	4,650,581

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

- 121 students in grades 3,4 and 5 completed the 2019 Tell Them from Me Survey with 79% of students indicating that there was advocacy at the school. The state average, for this area was 69%.
- The 2019 Tell Them from Me Survey results indicated that 90% of the 125 students, from grades 3,4 and 5, stated that they believed there were expectations for success at the school. The state average for this question was 85%
- 64% of the 125 students surveyed, in the 2019 Tell Them from Me Survey, indicated that they felt a sense of belonging. This was compared to 69% across the state.
- 77% of 56 Year 6 students completed the 2019 Tell Them from Me Survey and indicated that they believed there was advocacy for them at the school
- 64% of students surveyed in the 2019 Tell Them from Me Survey indicated that they had high belonging, high expectations at the school. The state average was at 64%.
- 96% of the K–6 students surveyed could state the positive behaviour for learning expectations of being safe, respectful and responsible learners.
- 100% of the Student Representative Council members enjoyed the opportunity to plan, organise and lead community events such as the Transition to School Fun Fair.
- 100% of students surveyed enjoyed the opportunity to spend time with their buddy class.
- All staff continued to support the positive behaviour for learning program and could state the school wide expectations.
- Students, staff and parents surveyed indicated high support for the school's virtues program.
- 96% of surveyed parents indicated that they felt welcomed to the school and they were supported.
- The primary students surveyed stated that playground activities and access to the technology room during the breaks was a great opportunity.
- Parent Feedback from stage information sessions were positive and viewed the opportunity as a worthwhile and informative
- 3 Way interviews have continued to rate very high in school wide surveys and participation rates were at 87% across the school.
- Volunteers in school programs including kindergarten activities, reading, sporting events, whole school events were highly supported by students and teachers
- All of the student leadership team stated that they believed the school provided genuine opportunities to develop leadership skills in the areas of public speaking, organisation and responsibility.
- 100% of the student leadership team enjoyed the opportunity to attend the Young leader's Day Conference in Sydney.
- 85% of students who participated in the 3 Way Interviews welcomed the opportunity to talk about their learning goals







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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

