

Milperra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Milperra 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.

School contact details

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Message from the principal

The Annual Report for 2019 is provided to the community of Milperra 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.

S Casuccio

Acting Principal

Message from the students

The student leadership team have enjoyed their roles this year. The highlights were leading the Minister for Education visit in Term 1 and being involved in decision-making. We are proud to have been part of such a wonderful school and will remember our primary school years fondly.

School background

School vision statement

At Milperra Public School we enable all students to become successful and resilient learners. Our inclusive and dynamic environment empowers our students to think ethically, creatively and empathically in order to make critical and informed decisions, for themselves, about others and as citizens of our rapidly evolving world.

School context

Milperra Public School is in South West Sydney with approximately 273 students enrolled in 2018. The area is very established and enrolments have been in steady increase. The school has ten mainstream classes in 2018 and proudly established a Support Unit comprising of three classes for students with Autism in 2017. The number of students from non-English speaking backgrounds has increased to 21%. Due to its unique history as a soldier settlement school for the children of returned servicemen, Milperra Public School is able to draw on a strong community commitment in both scholastic and sporting ventures. The school aims to provide quality teaching and learning, up to date technology in a stimulating, secure and pleasant environment where children are encouraged to develop to their full potential for a future focused world.



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

Strategic Direction 1

Quality Learning

Purpose

To guarantee learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents and carers.

To ensure students are committed to the pursuit of excellence through critical and creative thinking, in order to become skilled, active learners. A rigorous curriculum is central to this process.

To sustain an environment that is inclusive of our thriving collective efficacy.

Improvement Measures

- Increased proportion of students achieving expected growth in literacy.
- Increased proportion of students achieving expected growth in numeracy.
- Increased levels of student wellbeing and engagement.

Overall summary of progress

The staff of Milperra Public School are on track for each milestone for Strategic Direction 1. The activities planned in the areas of personalised learning, visible learning and wellbeing have been beneficial in sustaining an environment that is inclusive of our thriving collective efficacy. The learning environments have become more student-centred with meaningful feedback being provided to our students. Respectful relationships are continuing to develop.

Progress towards achieving improvement measures

Process 1: Personalised Learning:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
Targeted LST groups for literacy K–2 formed after extensive assessment and evaluation. Students were identified and resources are placed at points of greatest need i.e SLSO, LAST, Speech. Mainstream Review meetings took place for students receiving IFS. Targeted LST groups and support for 3–6. A Gifted and Talented proposal put forward to Director. Assistant Principal attended course through GERRIC to effectively develop a GAT/enrichment program and share knowledge with teaching staff. Pathways meetings took place. Staff were introduced to Every Student is Known, Valued and Cared For project with a focus on Personalised Learning. PAT– Progressive Assessment Tests administered with Years 1–6. Results used to help inform Spiral of Inquiry focus. NCCD Data– Collected and analysed Assessing and Reporting Procedures amended. Student progress reports now include three personalised future directions for English and Mathematics to provide parents with more information on 'where to next'.	Funding Sources: <ul style="list-style-type: none">• Total–Personalised Learning (\$52000.00)

Process 2: Visible Learning:

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

Evaluation	Funds Expended (Resources)
Personalised learning goals were developed across whole school. Two stars	Funding Sources:

Progress towards achieving improvement measures

and wish implemented across school for assessing Writing. Learning Intentions, Success Criteria (LISC) revisited. Differentiation PL for whole staff. Individual student progress reported on in reports. Formative and summative assessment revisited during Spiral of Inquiry. Student reflections on goals. Shared in Stage teams.

• (\$500.00)

Process 3: Wellbeing:

Targeted program to ensure learners are able to experience, regulate and express emotions; form close and secure relationships; and explore the environment and learn.

Evaluation

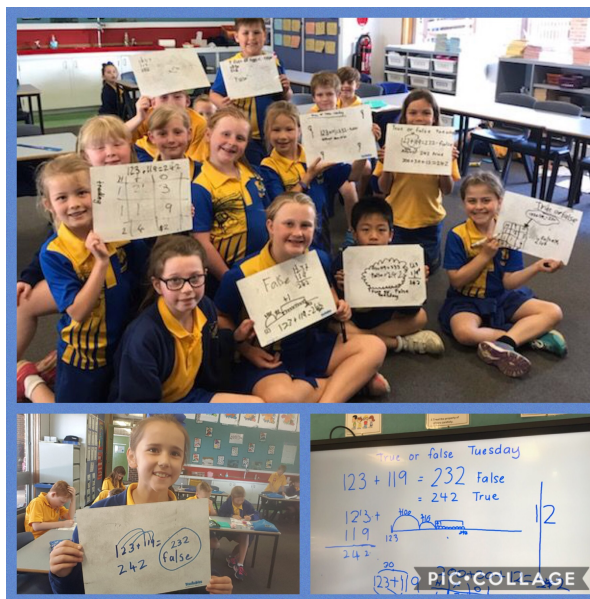
Support Unit students integrated across the school. Reverse Integration for specific mainstream students. Healthy Heads, Healthy Hearts implemented across whole school. Friendship Chair installed in playground for students to sit on if they don't have anyone to play with. SLSOs leading games at lunch time in 'Friendship' area. Quad opened at all times to accommodate increasing numbers. Reviewed Student Welfare and Discipline Policy and made changes where necessary. Bounce Back program implemented in all classes. All students recognised for achievements as part of Presentation Day. SLSO time increased for a particular student who was finding it challenging to regulate emotions (resources developed). Classes for 2020 planned taking into account friendship groups and ensuring that each child has an opportunity to continue to form close friendships.

Funds Expended (Resources)

Funding Sources:
• Wellbeing (\$2000.00)

Next Steps

- Targeted program to meet the needs of K–2 students to further support learning outcomes in literacy (minilit)
- Instructional leadership to support teachers in best practice and to increase Visible Learning strategies in classrooms.
- Focus on the 'Every Student is Known, Valued and Cared for in our schools' project to increase student wellbeing and engagement.
- Continuation of Healthy Heads, Healthy Hearts across the school.



Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

- Increase in staff using achievement data to develop and implement plans for continuous improvement.
- Increase in staff differentiating the curriculum to meet the learning needs of all students.

Overall summary of progress

Milperra Public School is currently on track with Strategic Direction 2. There has been a strong focus on reflective and collaborative practices have involved teachers reflecting on their teaching pedagogy and undertaking professional learning based on improving student outcomes. This has involved teachers engaging in the Spirals of Inquiry model, as stage teams and support groups, looking at professional learning in phonemic awareness, writing, reading, comprehension and differentiated teaching strategies. We have also collaboratively developed scope and sequences for Mathematics and differentiated learning experiences within these.. The learning progressions have enabled teachers to more accurately locate a student's current literacy and numeracy knowledge, understanding and skills, to support planning for learning and teaching from the syllabus.

Progress towards achieving improvement measures

Process 1: Explicit Teaching

Design differentiated learning experiences and sequences that promote, challenge, deep knowledge and understanding and higher order thinking through explicit teaching practices that utilise modelled, guided and independent teaching strategies.

Evaluation	Funds Expended (Resources)
Programs collected by supervisors to ensure modelled, guided and independent teaching strategies are incorporated. Educators set PDP goals–aligned to school plan and Australian Professional Standards for Teachers. STEM Share Kits hired– challenge, deep knowledge and understanding. Half–Yearly report was revised through Sentral– all staff involved. GAT Proposal (explicit teaching, higher order thinking) presented to Director. GAT Program Commenced (28 students involved– pull out groups for each Stage). Focus on Higher Order Thinking, cross–curricular projects). Parent Information Session held on new reports. Instructional Rounds implemented to support teachers with differentiation and strategies for numeracy in line with our spiral of inquiry. Staff supported in using achievement data in numeracy to develop plans for continuous improvement. End of year report revised to include 3 future directions in English and Mathematics based on feedback from staff and parents.	Funding Sources: <ul style="list-style-type: none">• Explicit Teaching (\$29000.00)

Process 2: Growth and Performance

- Unpack syllabus outcomes in English and Mathematics through Teacher Professional Learning to provide next steps for learning. (Literacy and Numeracy Progressions used as a tool to support this).
- Analyse multiple data sources to evaluate the effectiveness of teaching .

Evaluation	Funds Expended (Resources)
Numeracy Progressions used as part of our Spiral of Inquiry. Data used to inform practice. Analysed PAT (Progressive Assessment Tests) results.	Sentral

Progress towards achieving improvement measures

Discussed during 'scanning' phase of Spiral of Inquiry. Numeracy Progressions PL for Staff. Analysed Report Data through Sentral. Analysed NAPLAN results through SCOUT.

Funding Sources:

- Growth and Performance (\$2800.00)

Process 3: Performance and Development Framework

Educators set goals which support the school's current initiatives and their own personal learning goals. They engage in professional learning, observe colleagues and have professional dialogue to achieve the goals they have set in line with Australian Professional Standards for Teachers .

Evaluation

Teachers complete PDPs– professional goals, professional learning and evidence (aligned with School Plan). Teachers implementing PDP Goals. Teachers reviewed PDP goals (assessment of progress towards achieving their goals). Annual review of PDP Goals

Funds Expended (Resources)

Funding Sources:

- Performance and Development Framework (\$22122.00)

Next Steps

- Continuation of Spirals of Inquiry professional learning model and planning sessions for teachers to be able to reflect on their own and best practice in order to improve student outcomes across the school.
- Introduce collaborative planning to ensure consistency across the school.
- On going professional learning to meet identified needs of teachers in line with their Performance and Development Plans.



Strategic Direction 3

Quality Leading

Purpose

To build leadership capacity through providing opportunities by fostering a school wide culture of high expectations and a shared sense of responsibility for learning, development and success.

Improvement Measures

Increased percentage of staff undertaking leadership roles and responsibilities.

Increased percentage of students undertaking leadership roles and responsibilities.

Overall summary of progress

The school leadership team worked collaboratively in collating, analysing data and determining the direction of the school for the next 2 years of the plan. The plan was negotiated with the staff and community in a lengthy process throughout Term One. In building leadership capacity, staff undertook a school responsibility through a negotiated process to establish an equitable distribution of roles. Teachers outlined their individual strengths in terms of knowledge and skills that were utilised to mentor others in fulfilling school related roles or to improve teaching practice. Some teachers led whole school professional development exercises during staff meetings and school development day sessions. Aspiring leaders were provided with opportunities to mentor early career teachers and shadow executive staff. Students were provided with additional opportunities for leadership through programs such as our Peer Mediation program.

Progress towards achieving improvement measures

Process 1: Reflective Leadership:

- Leadership and Management Credential.
- Coaching and mentoring opportunities.

Evaluation	Funds Expended (Resources)
Supported staff re Standards and accreditation. Relieving opportunities provided to staff to build capacity– Leadership team to set PDP goals. Peer Mediator program introduced to provide additional leadership opportunities to students. Aspiring leaders to shadow executive and support with EV. Nominations for 2020 student exec (captains and prefects).	Funding Sources: <ul style="list-style-type: none">• Reflective Leadership (\$250.00)

Process 2: Continuous Improvement:

- A broad range of leadership pathways are available to staff and students.

Evaluation	Funds Expended (Resources)
SRC nominated for representation on SRC. Captains and Prefects (student executive) began leadership roles (beginning Term 1). Staff led events and initiatives. Year 5 students supporting Kindergarten buddies. Peer Support commenced (Easter Hats). SRC attended P&C to talk about initiatives and ideas– once per term. Professional learning provided to SLSOs through Chipping Norton Network. Executive staff formalised self–assessment using SEF.	Funding Sources: <ul style="list-style-type: none">• Continuous Improvement (\$1032.00)

Next Steps

- Increased leadership opportunities for staff– participation and contributions to EV.
- School leaders to lead staff in preparing evidence for the school's 2020 external validation.
- Student leaders to attend leadership courses to further develop their leadership skills.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$10 672.00) Low level adjustment for disability (\$10 672.00) 	<p>All students from Milperra Public School were engaged in authentic aboriginal education lessons linked to the curriculum. Indigenous students were supported with Pathways (PLPs) and had opportunities to attend specific events to celebrate their culture with their indigenous peers from others schools.</p> <p>75% of Aboriginal students in the top 2 bands for reading compared to 40.9% for state. 50% for numeracy, compared to 30.61% for state.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$47 277.00) 	<p>The 2019 EALD program was implemented on a two day a week basis. The program provided support to EALD students to assist in their learning and build on their language skills needed to access the general curriculum. The program consisted of both in class support and small group withdrawals. Four students from early stage one participated in withdrawal groups twice a week and eight students from year one were involved in withdrawal groups once a week. These groups participated in modelled reading sessions focusing on;</p> <ul style="list-style-type: none"> * an expanding range of common everyday vocabulary * subject specific vocabulary * predicting * comprehending * expanding on descriptive language * talking and listening, responding to texts and teacher. <p>Overall students have shown an improvement by using a variety of learnt vocabulary and descriptive words in their oral descriptions and recounts of texts. In consolidation with the classroom teacher EALD support was provided in the classroom for stage one and two classes. This involved assisting students individually or in small groups within the classroom setting to better develop their reading, writing and maths skills. This was done by;</p> <ul style="list-style-type: none"> * working in small reading groups * rotating maths groups * providing one on one support to students during writing lessons.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$65 630.00) 	<p>This year, as part of our Spiral of Inquiry, a need to focus on numeracy was evident. Students with additional learning needs were supported in their understanding of numeracy, with a particular focus on addition and subtraction strategies.</p> <p>The LST teacher worked with a withdrawal</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$65 630.00) 	<p>group to support students who were experiencing difficulty with numeracy In Stage 2 and Stage 3.</p> <p>The Progressions were used to guide our lessons and were used in conjunction with programming.</p> <p>Team Teaching opportunities with LAST and Classroom Teacher were provided.</p> <p>The Bounce Back program commenced in April. Students were engaged the whole class approach to increase resilience. This had an extremely positive impact on student social/emotional wellbeing and behaviour across the school.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$56 346.00) 	<p>All teaching staff participated in stage based fortnightly Spiral of Inquiry professional learning sessions with a focus on Numeracy.</p> <p>34.6% of students achieved top 2 bands for Numeracy in 2019, compared to 27.6% in 2018.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$28 191.00) 	<p>Literacy and numeracy resources purchased to support the targeted programs as developed through our Spiral of Inquiry.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$2 891.00) 	<p>One teacher received their Beginning Teacher funding under the Great Teaching, Inspired Learning reform.</p> <p>This teacher was provided an hour per week release time for the beginning teacher and one hour per week release for an expert teaching colleague (using QTSS funds), to provide mentoring support.</p> <p>The mentor (AP) assisted the teacher to refine and develop their teaching practice through classroom demonstrations/modelling, co-planning, co-teaching, observation, and feedback and reflection.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	123	147	137	151
Girls	109	116	136	131

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	95.7	95.4	93.9
1	95.2	96.3	95.2	95.7
2	94.6	95.1	96.1	95
3	93.5	95.8	95.1	95.1
4	95.5	93.8	95	93.8
5	95.9	93.6	91	94.2
6	95.1	94.3	93.5	90.8
All Years	94.8	95	94.6	94.1
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)	4
Classroom Teacher(s)	11.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.52

*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	134,404
Revenue	3,490,951
Appropriation	3,247,815
Sale of Goods and Services	4,610
Grants and contributions	235,690
Investment income	1,761
Other revenue	1,075
Expenses	-3,551,517
Employee related	-2,980,138
Operating expenses	-571,379
Surplus / deficit for the year	-60,566

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	642,310
Equity Total	165,591
Equity - Aboriginal	10,548
Equity - Socio-economic	28,191
Equity - Language	37,900
Equity - Disability	88,952
Base Total	2,060,212
Base - Per Capita	68,496
Base - Location	0
Base - Other	1,991,716
Other Total	184,513
Grand Total	3,052,626

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Milperra Public School is proud to have positive, strong links with our parents/carers, as well as the wider school community. We recognise and value the importance of student, parent and teacher feedback as a crucial aspect of school improvement and the pathway to school excellence. Milperra Public School is held in high regard by its students, parents and the local community. There is a strong sense of community within the school, and the students and parents/carers report that staff are knowledgeable, passionate, dedicated and caring. From school based feedback structures, the community appreciated and highly valued the wide range of extracurricular activities that are provided by the staff, with a myriad different extracurricular opportunities provided throughout each school week.

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers, as well as through the following:

An average of 15–20 parents attend the school's monthly P&C meetings.

High numbers of parent/carer, grandparent and community attendance at whole school special events, such as Harmony Day, NAIDOC Week celebrations, Grandparents Day, Education Week/Open Day.

The school's newsletter and weekly update is being electronically delivered through our eSchool News App.

Our electronic sign and message noticeboard, which regularly displays messages about current events and school achievements, as well as parent/carer reminders.

Milperra Public School Facebook Page was launched this year to further open communication channels and positively promote what is happening within the school. This has provided an opportunity to connect with current families and potential enrolments.

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.