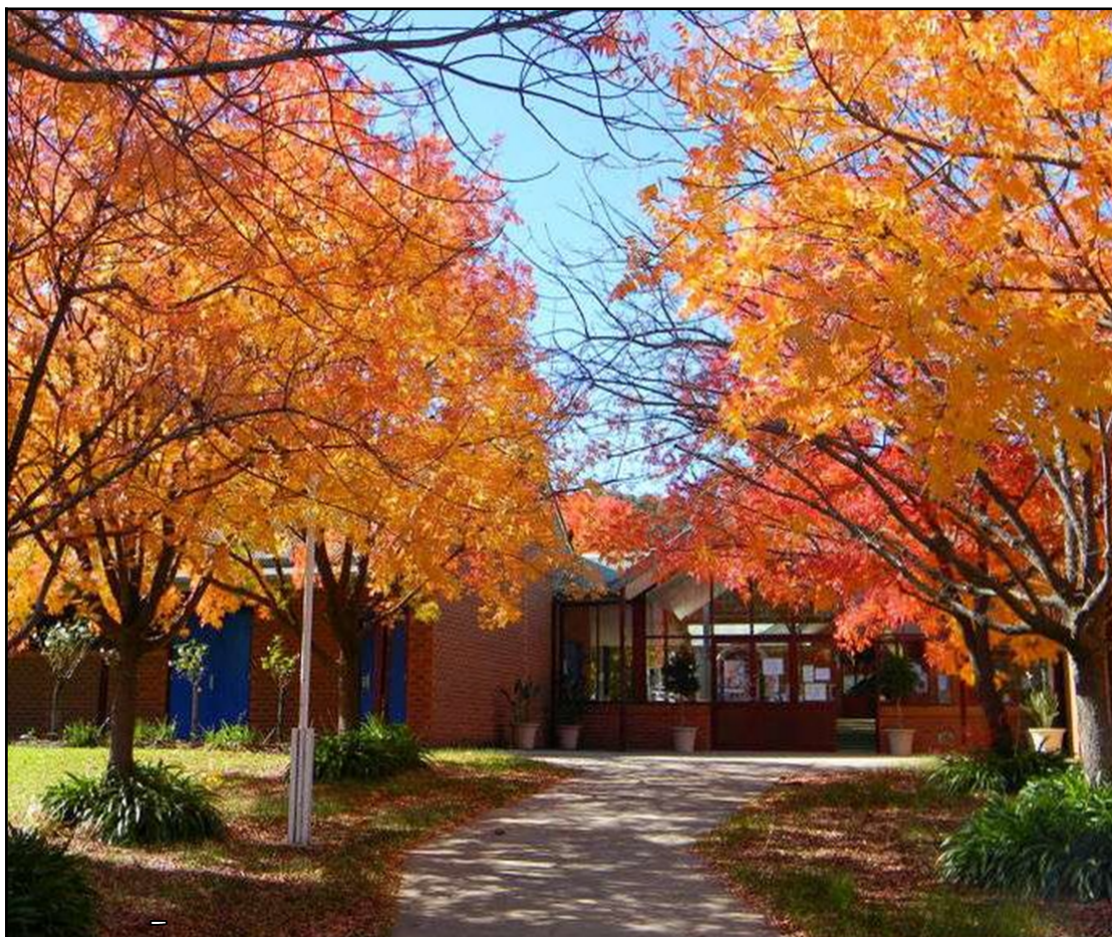


Thurgoona Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Thurgoona 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

Thurgoona Public School

Bottlebrush St

Thurgoona, 2640

www.thurgoona-p.schools.nsw.edu.au

thurgoona-p.school@det.nsw.edu.au

6043 1244

School background

School vision statement

At Thurgoona Public School staff provide innovative teaching and learning programs that will engage and challenge students to achieve excellence. Students will become responsible, resilient, creative and successful lifelong learners.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of 598 students which equates to 24 classes arranged in staged-based groups. The school enjoys strong support from family and community members and encourages and values this partnership.

The school's motto is 'learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and a passion for knowledge.

Dedication and commitment from school staff combined with strong family support ensures that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Thurgoona Public School is a member of the Northern Spirit Learning Community. Strong partnerships within the community of schools exist and have resulted in the establishment of networks to effectively build capacity across schools.

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

In the domain of **Learning**, teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups or individual students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Information is collected and analysed to inform and support students' successful transitions. Students reports are personalised and comprehensive, providing detailed, clear and specific information about students learning, growth, next steps and improvement measures. The school's wellbeing approach focuses on creating an effective learning environment for learning with teachers and other school staff explicitly communicating expectations of behaviour across school the setting.

In the domain of **Teaching**, explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content differentiate to support student need and check that students understand the feedback received and the expectations for how to improve. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement and develop plans and strategies for improvement. All teachers use professional standards and PDPs to identify and monitor specific areas for development. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.

In the domain of **Leading**, the leadership team ensures that implementation of syllabuses and associated assessment

and reporting processes meet NESA and Department requirements, forming a sound basis for learning. The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. The school collaborates with the local community where appropriate on decisions about access to school assets and resources, delivering benefit to both the school and community. All staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

Strategic Direction 1

Collaboration and Engagement

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

An increase in the percentage of students in the High Skills High Challenge quadrant of the Tell Them From Me survey.

The value add trend is positive and equal to or above the average school.

Progress towards achieving improvement measures

Process 1: Effective Learning

Deliver quality student centred self-regulated learning experiences which are driven by effective and consistent assessment practices.

Evaluation	Funds Expended (Resources)
I can statements have been created in Understanding Text and Creating Texts which link to the progressions identified by members of staff as our focus areas. Resources are available and have been demonstrated as a 'how to' tool in whole school and stage meetings. Staff in some areas of the school are using these I can statements as goals for students.	Whole school I can statements, Professional Development with Instructional Leader and Stage Leaders, ongoing focus, follow up and support in collegiate meetings.

Process 2: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Student Wellbeing: All students are aware of the behavioural expectations when they are learning and playing in different zones within the school. There are very clear structures in place as to how students can access any support required for physical, social, emotional and academic needs.	Planning days and time to implement behaviour expectations and social skills into our units of learning. Parent Information sessions with guest speakers (OT's)

Strategic Direction 2

Innovative and Creative Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators., supported by a positive collaborative culture that develops high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

100% of teachers show an improved level of teaching practice as evidenced by the increase in the school mean of the Tell Them From Me Survey in the aspect of collaboration.

100% of teachers show an increase in data skills and use.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

Utilise current and effective research to collaboratively develop and implement high quality learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>SMART Spelling was implemented across the school with a focus on consistent teaching and learning protocols in place across K–6. A SMART spelling Scope and Sequence was developed in consultation with staff within stages to support students and their individual needs.</p> <p>A school funded Instructional Leader (IL) was employed to support and meet the needs of K–2 staff and students. This was developed in response to the School Plan priority areas, individual needs of teachers (Performance Development Plans) and from the analysis of student data. In addition this role supported Early Career Teachers. This focused on departmental policy, building a strong collegial network of support, planning, programming, behaviour management and response to the individual needs of the teacher.</p> <p>All staff had the opportunity to develop a deeper understanding of the Literacy Progression with the focus on Creating Texts and Understanding Texts with the Literacy and Numeracy Strategy Advisor. This enabled a way of practicing consistent teacher judgement and analysing reading and writing tasks, which then were added to the PLAN 2 software</p>	<p>–Purchase of the SMART Spelling program</p> <p>Extended Staff meetings x2 for SMART Spelling training.</p> <p>–Time to develop SMART Spelling Scope and Sequence and learning resources across stages.</p> <p>–School funded Instructional Leader</p> <p>–Whole Staff and Stage Collegiate meetings to work with the Literacy and Numeracy Strategy Advisor on both Understanding Texts and Creating Texts elements.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• SMART Spelling (\$12644.00)

Process 2: Data Skills and Use

Strengthen evaluative culture and practice by engaging in professional learning to collaboratively analyse and interpret data to inform and drive quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>Staff across stages had the opportunity to attend PLAN2 Technical Support training. From this they were able to support and mentor staff within their stage with understanding and utilising the PLAN2 software. This complemented the training that staff undertook with the Literacy and Numeracy Strategy Advisor on Understanding Texts and Creating Texts for consistent teacher judgement when analysing reading and writing tasks.</p> <p>Reading Text Level Data continued to be collected every five weeks. This</p>	<ul style="list-style-type: none">• Staff within Stages to deliver Professional Development through Collegiate and whole staff meetings• IL and Executive staff to delivered Professional development through collegiate meetings and Staff meetings.• Last teachers given time to test

Progress towards achieving improvement measures

data was analysed by the Instructional Leader in consultation with staff to review and consider the Bump it Up Students to create shift. This also allowed for opportunities for teachers to use this data to inform teaching programs and set goals at point of need.

MiniLit and MacLit intervention programs continued to be implemented across the year for identified students to assist with their progress in reading.

2019 students on MiniLit and MacLit programs.

Strategic Direction 3

Fostering Leadership

Purpose

To create and maintain a culture of excellence through instructional leadership, high expectations and effective performance management and development.

To provide leadership development and professional learning to ensure excellence.

Improvement Measures

Increased levels of teacher accreditation at and beyond proficiency.

Increased attributes of Leadership measured using the AITSL Leadership Self-Assessment Tool.

Progress towards achieving improvement measures

Process 1: Leadership Development

Build the capacity of staff in and beyond the school through the provision of leadership opportunities to support the accreditation process.

Evaluation	Funds Expended (Resources)
<p>Induction processes are developing although need to be formalised to ensure that school based procedures are sustained. This will include the development of induction manuals for staff, the development of role statements, the introduction of mentors for new and aspiring staff the alignment of professional learning.</p> <p>Graduate teachers were supported at a school level and participated in the regional Graduate Support Project. Graduate teachers were surveyed and the data will be used to review and refine the Graduate Teacher model of support at Thurgoona Public School.</p> <p>Two graduate teachers were invited to deliver professional learning to teachers in training at Charles Sturt University.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$50838.00)• Professional Learning/Operational (\$16385.00)

Process 2: Instructional Leadership

The leadership team creates a focus on continuous improvement of teaching and learning. Provision of timely quality observation and feedback systems and professional learning appropriate to the needs of staff is developed and implemented.

Evaluation	Funds Expended (Resources)
<p>Lesson Studies were embedded into the school calendar although not conducted as often as planned due to unforeseen interruptions.</p> <p>The Lesson Study model at Thurgoona Public School was evaluated via Minti. There was a variation of the model across stages which impacted consistency. Documentation and processes need to be refined.</p> <p>At times staff from other schools and graduate teachers visited Thurgoona Public School to view specific lessons. A number of Thurgoona Public staff nominated to participate in these opportunities.</p> <p>Learning Lounges were an extremely positive introduction at Thurgoona Public School. They provided staff with the opportunity to demonstrate their leadership when delivering targeted professional learning and enabled staff to participate in additional professional learning at a school level.</p>	<p>Dedicated staff meetings for lesson studies and learning lounges</p> <p>Dedicated collegiate days to participate in Lesson Studies</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Staff costs (\$39000.00)

Progress towards achieving improvement measures

In 2020 additional times will be allocated on the weekly timetable to enable staff to drive specific projects and develop their leadership.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Professional expertise and advice from AECG, Aboriginal families and Department of Education professional staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$42 206.00) 	<p>An increased number of Aboriginal families are represented at school cultural meetings and the school Yarn Up.</p> <p>Personalised Learning Pathways were developed and implemented for all Aboriginal students with an increased number of parents or carers engaging in meetings with teachers.</p> <p>Staff released to attend local AECG meetings and school based meetings with Aboriginal families were attended by a growing number of Aboriginal parents or carers.</p> <p>Targeted academic, social and emotional support provided to identified students.</p>
English language proficiency	<p>A local resource was identified and will be utilised in 2020.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$13 000.00) 	<p>Identified students supported academically, socially and emotionally.</p> <p>Targeted professional learning for teaching staff has been sourced and will be available for staff in 2020.</p> <p>A teacher will be employed to work directly with identified students in 2020.</p>
Low level adjustment for disability	<p>Fulltime Learning Support Teacher</p> <p>Additional professional development for staff.</p> <p>Additional School Learning Support Officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$149 498.00) 	<p>As a result of additional targeted support a large number of students achieved extensive growth, this was especially evident in literacy. Teachers noted that combined with academic growth students displayed more confidence, independence and enjoyment when engaging in literacy.</p> <p>An extensive review of learning and support processes, at a school level, was conducted resulting in adjusted and streamlined school based procedures. The Learning Support Team continue to monitor all students of the caseload. All students requiring adjustments and accommodations were catered for within the school.</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$84 695.00) 	<p>Additional teacher time was funded to support literacy and numeracy development for identified students. This included short, sharp and explicit learning opportunities for students at point of need resulting in academic growth and better access to the curriculum.</p> <p>Students were financially subsidised to ensure that access to additional opportunities was possible for all students.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$50 838.00) 	<p>Thurgoona Public School trialled a new beginning teacher model. Additional release accumulated with teachers having full days of release throughout the term. The mentor time was increased to ensure additional targeted professional development was provided. Additionally the four beginning teachers were members of the Albury Graduate Teacher Project. This included one full day of professional development each term, additional school based mentoring and the</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$50 838.00) 	<p>opportunity to attend optional 'pop up' professional development sessions. Beginning teachers spoke positively in relation to the school based model.</p> <p>Two of the teachers were identified as making excellent progress as early career teachers and were invited to present at a lecture at Charles Sturt University providing insights into their professional growth and development as graduate teachers.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	233	264	295	296
Girls	205	228	280	292

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	94.7	94.4	93.8
1	93.8	95	94.2	95
2	95	93.2	93.9	94.6
3	94.7	96	95.4	94.4
4	93.8	95.2	94	94.9
5	93	93.7	93.6	92.9
6	93.2	93.4	92.3	93.1
All Years	94.1	94.5	94	94.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.02
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	612,400
Revenue	5,534,717
Appropriation	5,394,207
Sale of Goods and Services	3,947
Grants and contributions	128,552
Investment income	4,795
Other revenue	3,216
Expenses	-5,607,600
Employee related	-5,047,632
Operating expenses	-559,968
Surplus / deficit for the year	-72,883

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	375,556
Equity Total	289,398
Equity - Aboriginal	42,206
Equity - Socio-economic	84,695
Equity - Language	13,000
Equity - Disability	149,498
Base Total	4,123,883
Base - Per Capita	134,917
Base - Location	4,650
Base - Other	3,984,316
Other Total	409,608
Grand Total	5,198,446

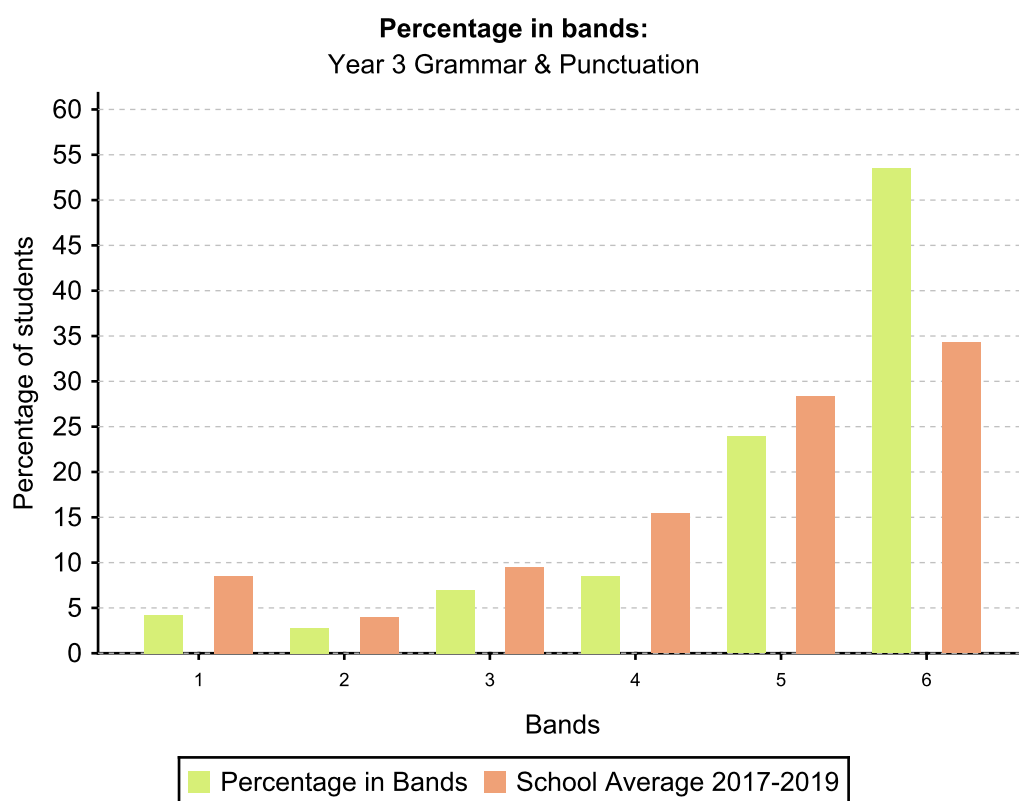
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

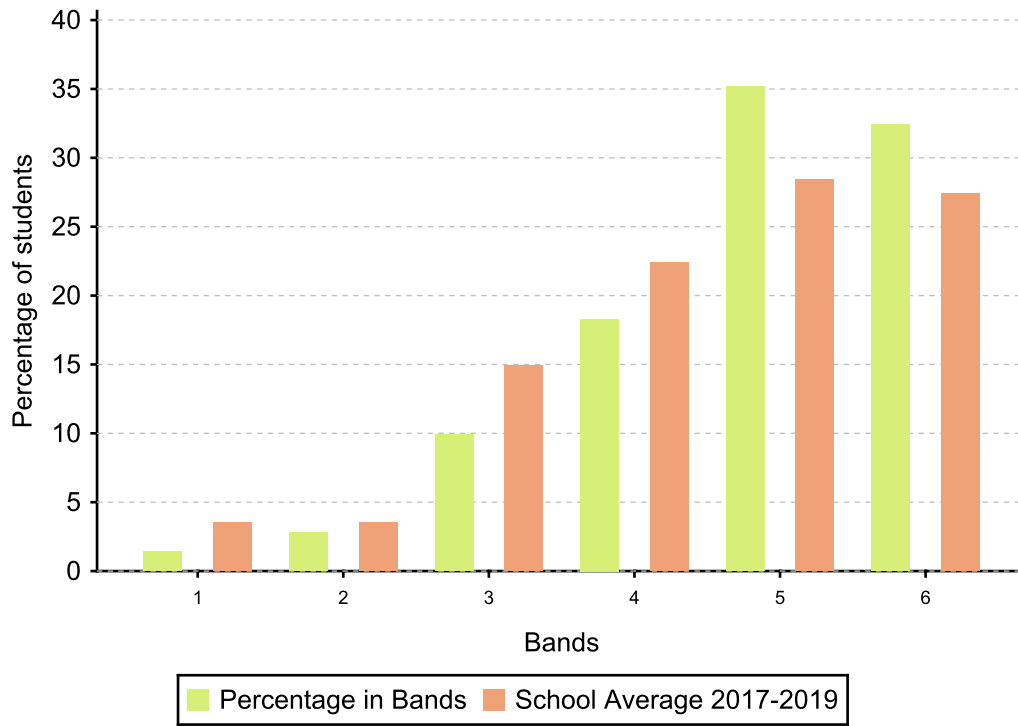
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	4.2	2.8	7.0	8.5	23.9	53.5
School avg 2017-2019	8.5	4	9.5	15.4	28.4	34.3

Percentage in bands:

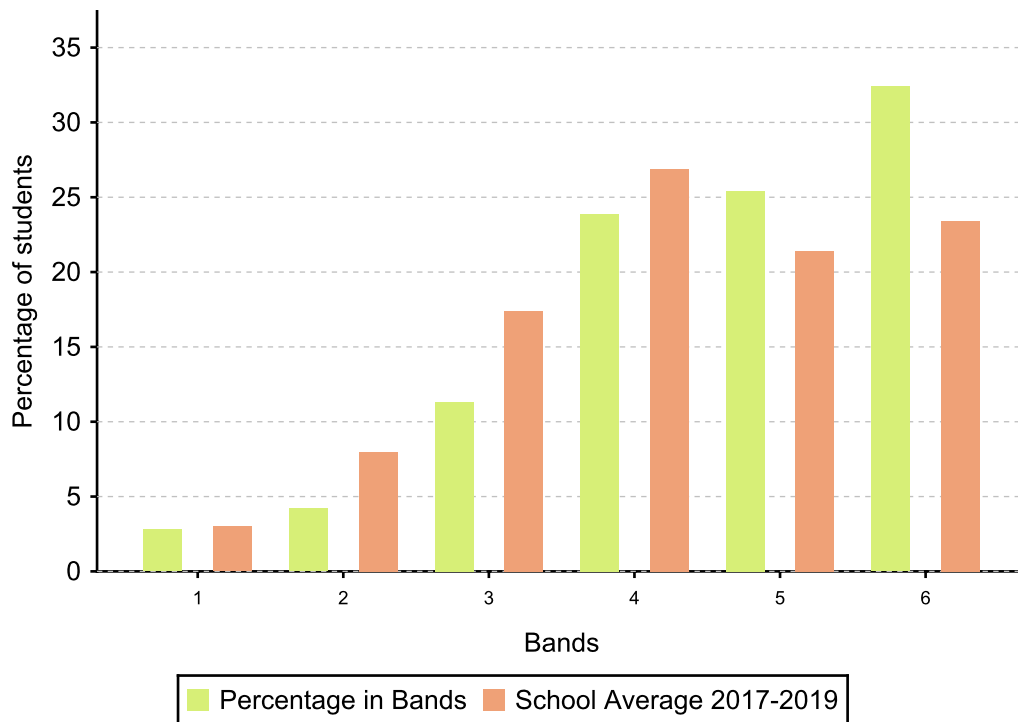
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.4	2.8	9.9	18.3	35.2	32.4
School avg 2017-2019	3.5	3.5	14.9	22.4	28.4	27.4

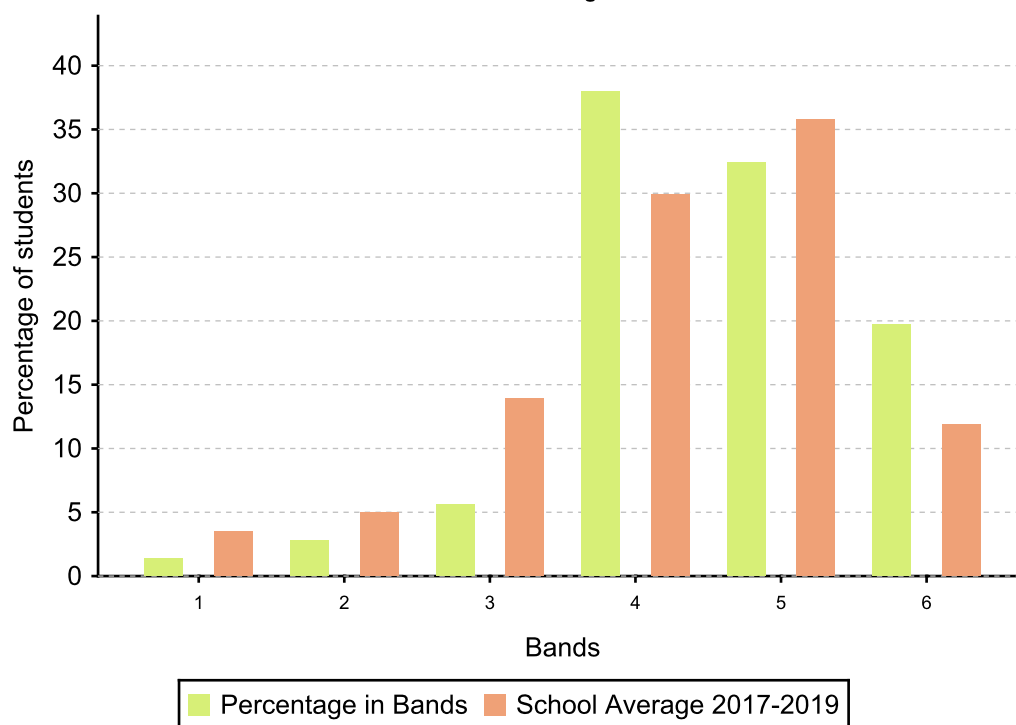
Percentage in bands:

Year 3 Spelling



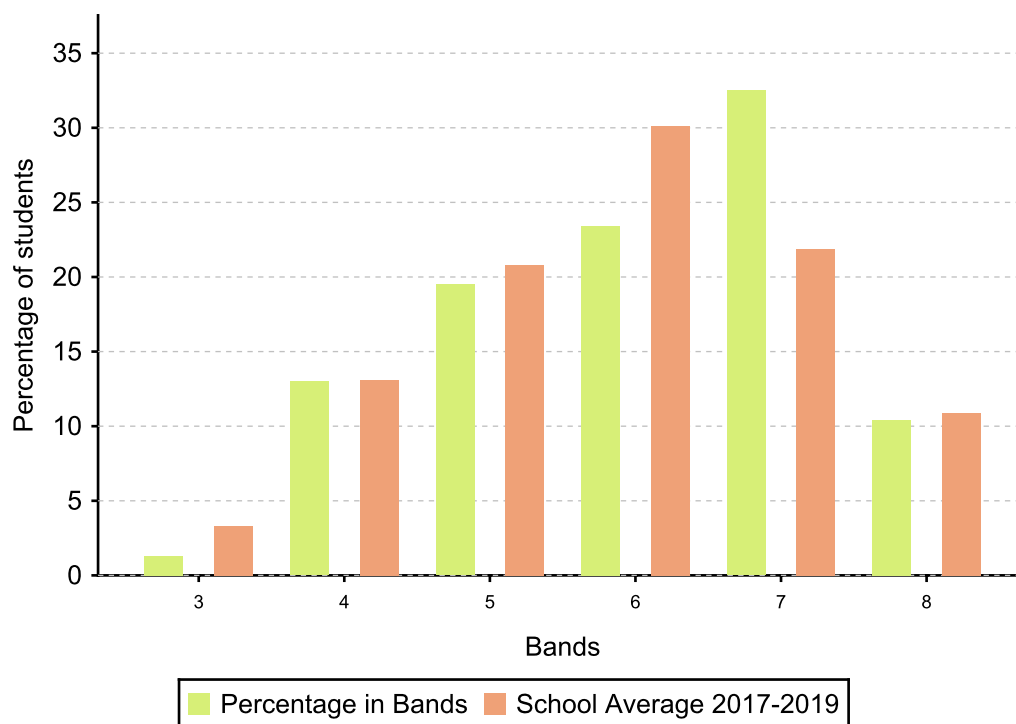
Band	1	2	3	4	5	6
Percentage of students	2.8	4.2	11.3	23.9	25.4	32.4
School avg 2017-2019	3	8	17.4	26.9	21.4	23.4

Percentage in bands:
Year 3 Writing



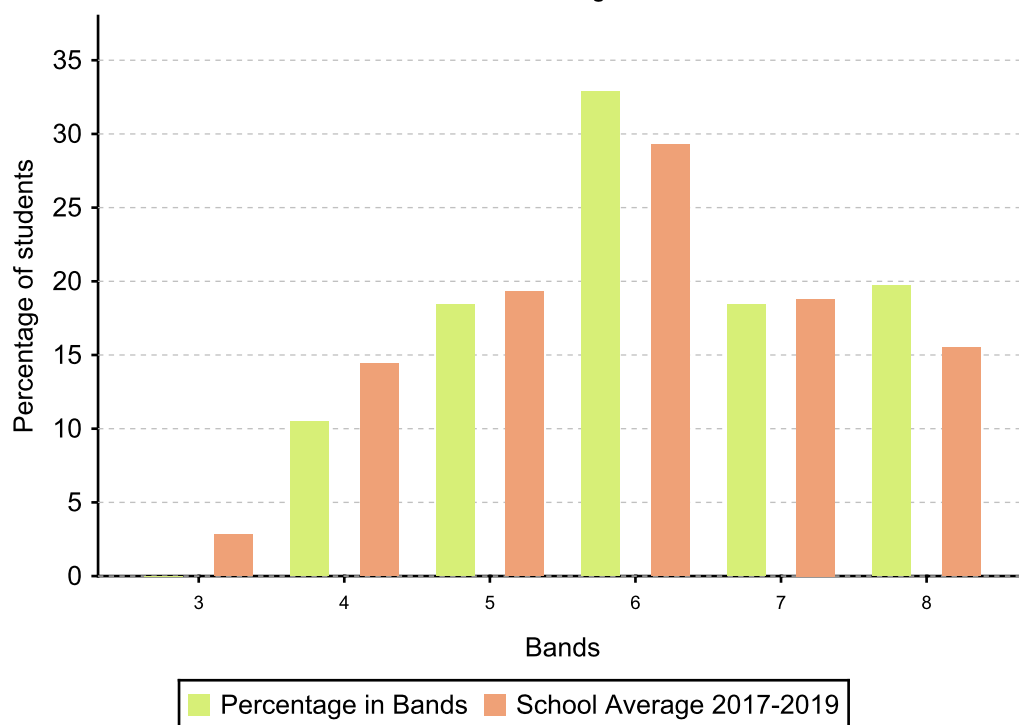
Band	1	2	3	4	5	6
Percentage of students	1.4	2.8	5.6	38.0	32.4	19.7
School avg 2017-2019	3.5	5	13.9	29.9	35.8	11.9

Percentage in bands:
Year 5 Grammar & Punctuation



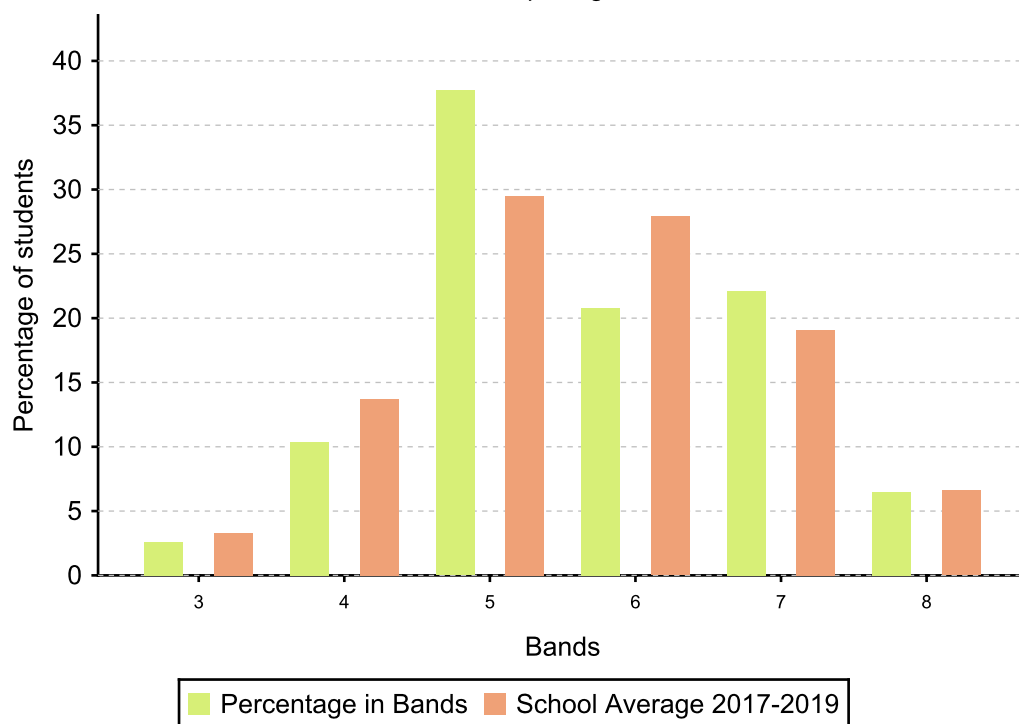
Band	3	4	5	6	7	8
Percentage of students	1.3	13.0	19.5	23.4	32.5	10.4
School avg 2017-2019	3.3	13.1	20.8	30.1	21.9	10.9

Percentage in bands:
Year 5 Reading



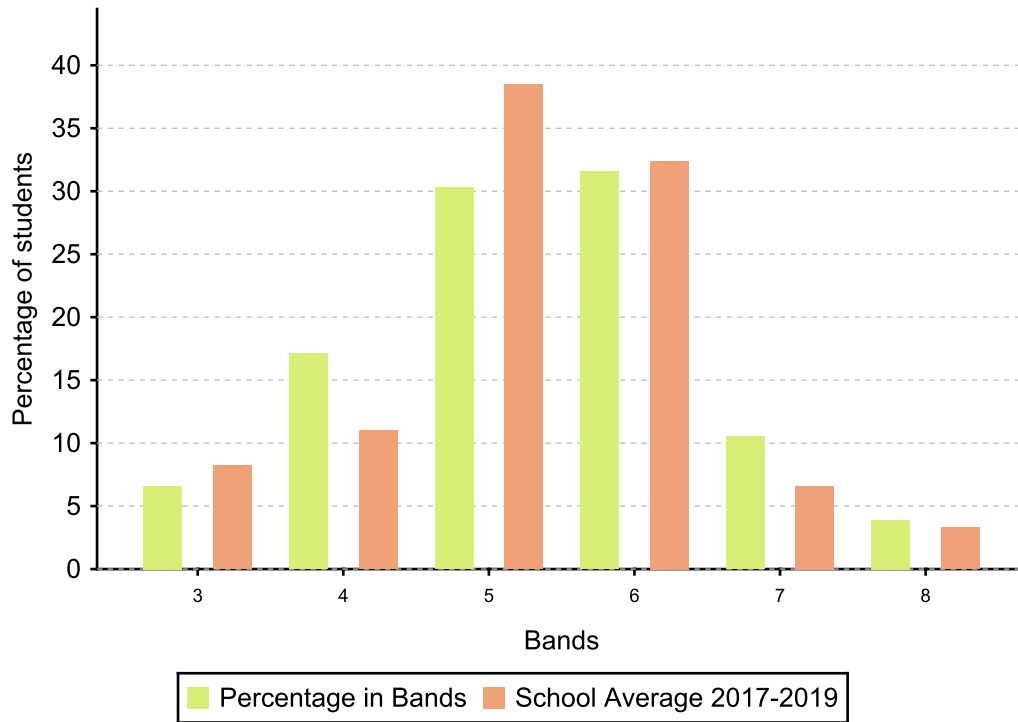
Band	3	4	5	6	7	8
Percentage of students	0.0	10.5	18.4	32.9	18.4	19.7
School avg 2017-2019	2.8	14.4	19.3	29.3	18.8	15.5

Percentage in bands:
Year 5 Spelling



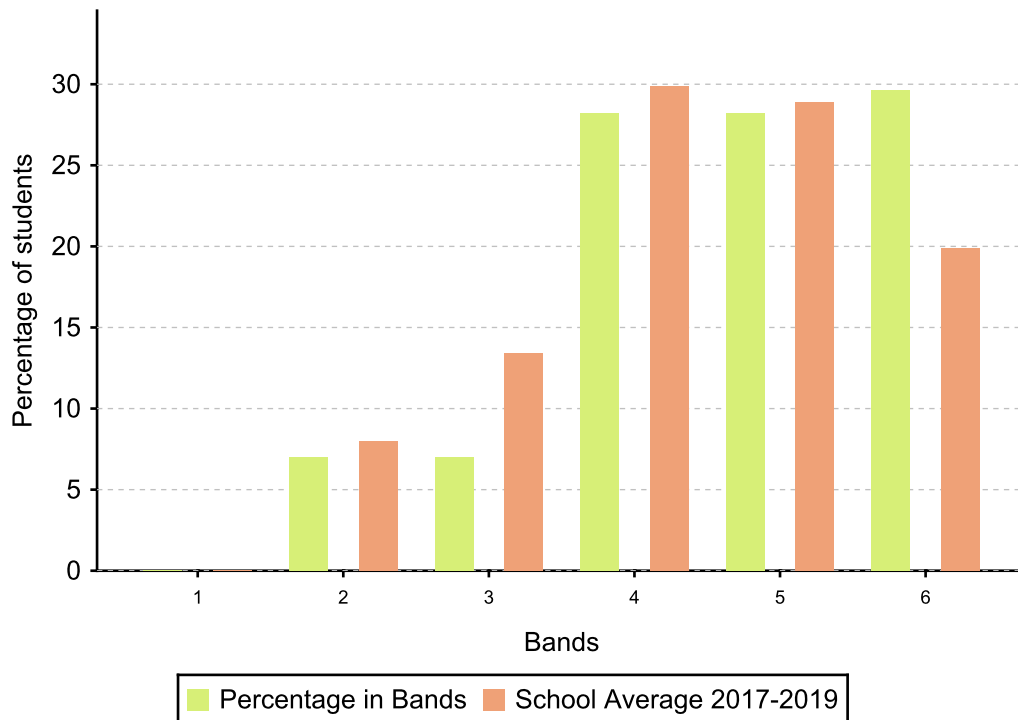
Band	3	4	5	6	7	8
Percentage of students	2.6	10.4	37.7	20.8	22.1	6.5
School avg 2017-2019	3.3	13.7	29.5	27.9	19.1	6.6

Percentage in bands:
Year 5 Writing



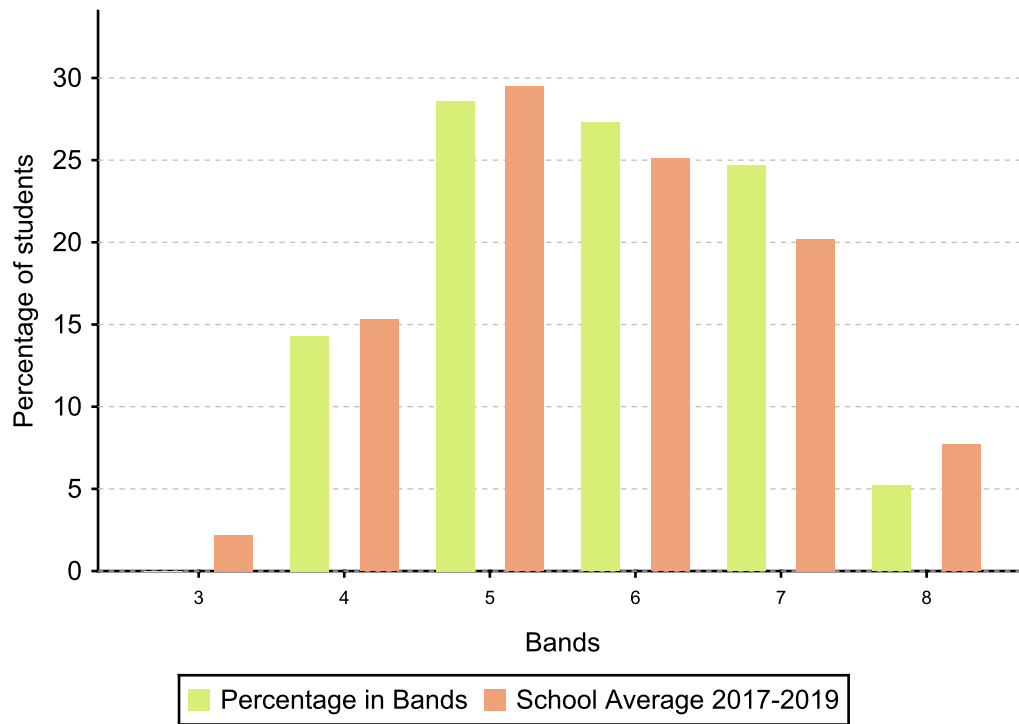
Band	3	4	5	6	7	8
Percentage of students	6.6	17.1	30.3	31.6	10.5	3.9
School avg 2017-2019	8.2	11	38.5	32.4	6.6	3.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.0	7.0	28.2	28.2	29.6
School avg 2017-2019	0	8	13.4	29.9	28.9	19.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	14.3	28.6	27.3	24.7	5.2
School avg 2017-2019	2.2	15.3	29.5	25.1	20.2	7.7

Parent/caregiver, student, teacher satisfaction

Teachers

Using the 'Tell Them From Me' survey tool in 2019, teachers indicated that they work with school leaders to create a safe and orderly school environment and that school leaders observe their teaching and support them through stressful times. Staff indicated that they use assessments to understand where students are having difficulty and monitor the progress of individual students. While setting high expectations when teachers present new concepts they try to link to previously mastered skills and knowledge. Teachers help students to use computers or other interactive technology to undertake research and learn new skills. Teachers establish clear learning expectations for classroom behaviour ensure that the learning environment is inclusive.

Parents

Overwhelmingly parents indicated that they felt welcome in the school and found their child's teacher easy to speak to. Parents felt informed about their child's progress and if necessary their child's behaviour. A large number of parents encourage their children in relation to their learning and talk to them about their learning and any challenges. Parents agreed that teachers encourage students to achieve their best, show a genuine interest in their child's learning and expect positive work habits. A large number of parents agreed that school staff take an active role in making sure all students are included in school activities and help students who need extra support.

Students

In the survey for students in Years four to six, 82% of students identify having friends that they can trust and who encourage them to make positive choices at school. Of the students surveyed 91% believe that schooling is useful in their everyday life and will have a strong bearing on their future and 83% indicated that they try hard to succeed in their learning.

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.