

# Wangi Wangi Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Wangi Wangi 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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## School background

### School vision statement

At Wangi Wangi Public School we believe all students can be **successful**.

We support all students to achieve this through being:

**Engaged learners** – feeling challenged and inspired to develop a lifelong love of learning

**Confident students** – developing positive thinking to be well-rounded and respectful students

**Proud of their achievements** – valuing their intellectual curiosity to achieve their full potential by taking control of the direction of their learning

**Equipped with a positive mindset** – involving their overall wellbeing, health and safety

**Connected to the community** – building strong, collaborative relationships with parents/caregivers and the wider community

### School context

Wangi Wangi Public School is a thriving, growing, K–6 school located in a suburb of the City of Lake Macquarie in New South Wales. The school is located on the traditional land of the Awabakal people and is surrounded by beautiful Lake Macquarie.

Students at WWPS enjoy a safe, caring and productive school environment where they are exposed to a range of exciting extra-curricular activities.

Staff are highly dedicated professionals who go beyond what is required to provide outstanding educational opportunities for all students. There is a mixed age and gender profile among the staff.

The school community sets high expectations and is supportive, proud of student achievements and involved in learning programs. The Family Occupation and Education Index has remained consistent at 110.

The proportion of students with Indigenous backgrounds has remained at 20%. The school has close connections with the Itji–Marru AECG, who continue to support all Aboriginal students.

The general trend in reading indicates that there is a gradual increase in the percentage of students performing in the top bands in Years 3, 5 and 7. Writing and Mathematics are areas identified as needing significant improvement. The school is focusing on improving the percentage of students performing in proficient bands in both Years 3 and 5.

School funds (SBAR) support key initiatives, targeted at lifting the level of reading, writing and numeracy results across the school. SBAR has also supported the establishment of a Curriculum Leader position. In the broader school community, the school has established long standing connections with many local business groups.

## 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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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

### High Expectations

#### Purpose

Establishing an environment where **high expectations** underpin a quality school culture, where pedagogical practices focus on improving, engaging and accelerating students in an education which inspires them to be active participants in future focused learning opportunities.

#### Improvement Measures

Teacher observations demonstrate effective evidence-based teaching strategies used across the school.

Students take responsibility for their own learning through goal setting, monitoring and receptive feedback practices.

Teaching and Learning programs demonstrate high expectations, effective use of student data and evidence based pedagogy linking to literacy and numeracy benchmarks.

#### Progress towards achieving improvement measures

##### Process 1: Quality Teaching

The school has an integrated approach to quality teaching, curriculum planning and delivery, and assessment to promote high expectations, learning excellence and responsiveness in meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>During 2019, in the area of quality teaching, teaching staff continued to build on collaborative approaches to planning, programming and reporting, inclusive of engaging parents/carers to support the achievement of educational outcomes for students that were established in 2018. Teachers have actively participated in literacy and numeracy Learning Walks with the support of the curriculum leader. This allowed teaching staff to confidently follow a structure when giving constructive feedback. This has encouraged the sharing of quality ideas and resources across the school.</p> <p>STEM continued to be a large component of the RFF curriculum giving students the opportunity to engage in future focused pedagogy. Explicit and targeted professional learning for staff has continued throughout 2019. School based internal data and external NAPLAN data has provided the direction for school wide staff professional learning, ensuring specific student needs and data trends are met. Evidence based teaching and learning programs continued throughout 2019 were Seven Steps to Writing success, Number Talks and the Super Six Reading Comprehension strategies.</p>	<p>Curriculum Leader \$62,000, LAST \$20,823, SLSO intervention support \$21,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$20000.00)</li><li>• Socio-economic background (\$20000.00)</li><li>• Socio-economic background (\$7494.00)</li></ul>

##### Process 2: Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies to effectively engage students in their learning to become self regulated learners.

Evaluation	Funds Expended (Resources)
<p>The major Infrastructure Project at Wangi Wangi Public School provided the direction for most of the planned professional learning during the 2019 academic year. The School Learning Environments and Change team were engaged to provide learning around the use of Innovative Learning environments. Staff at Wangi Wangi PS also visited future focused schools both in Sydney and locally to ensure all teaching staff gained sound knowledge of future focussed learning environments and how they functioned within a primary setting.</p>	<p>9,500 Professional Learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

**Process 3: Professional Learning**

Teachers will engage in explicit professional learning that promotes quality teaching and achieves student academic growth.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Effective Number talks occur daily across the school K–6. These lessons allow students to demonstrate their working out to complex number problems. Students are encouraged to use mathematical language when explaining their answers to their peers. Whole number data across the school has improved throughout the 2019 academic year.</p> <p>Wangi Wangi PS now has a consistent approach to assessing writing by use of a progressive writing rubric. Students are familiar with the writing rubric and assessment procedure. As the rubric has been in use, students are identifying expectations and levels of progression to improve their writing results.</p>	<p>8000 Professional Learning 20,000 Curriculum Leader</p>

## Strategic Direction 2

High Value Added

### Purpose

Providing an educational setting where **high value added** teaching and learning is present across all classrooms with identified professional learning that supports rich data analysis to inform and drive evidence based practices.

### Improvement Measures

Increase the percentage to 35% of students achieving in the top two Literacy and Numeracy bands in NAPLAN (Bump It Up).

All teachers use formative and summative assessment practices as an integral part of daily classroom instruction.

85% of students reaching or exceeding expected stage appropriate literacy and numeracy benchmarks.

85% of Aboriginal students meet or exceed stage appropriate benchmarks.

### Progress towards achieving improvement measures

#### Process 1: Data monitoring

Accurate data tracking processes, programs and interventions address identified student specific needs and inform future school directions.

Evaluation	Funds Expended (Resources)
Data tracking and student assessment continued to be a major focus for staff at Wangi Wangi Public School. 5 weekly staff meetings were held where student data was both analysed and celebrated. Teachers confidently plot students on data walls, highlighting their growth. Teacher effect size data continued to be used, highlighting quality teaching occurring across the school.	13,000 Literacy and Numeracy funding – SLSO support

#### Process 2: Evidence based Curriculum Enhancement

Teachers implement high quality professional understanding in literacy and numeracy teaching practices achieved through modelled and supportive instructional leadership. Evidence based professional learning, demonstration teaching and a culture of high expectations will contribute to measurable whole school improvement, to ensure maximized student academic growth.

Evaluation	Funds Expended (Resources)
The curriculum leader employed through the allocation of school funds continued to work effectively with teaching staff K–6. Shared expectations for all literacy and numeracy lessons were created ensuring explicit and effective curriculum content was taught daily. Across the school there are agreed practices in place for the delivery of literacy and numeracy, regularly evaluated through the collection of student data. These familiar practices are resulting in improved student data through consistent teaching strategies.	60,000 Curriculum Leader <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$14000.00)</li></ul>

## Strategic Direction 3

### Highly Effective Partnerships

#### Purpose

**Highly effective partnerships** drive a shared understanding and commitment where learning is the collective responsibility of all stakeholders, ensuring engagement, achievement and inclusivity for every student.

#### Improvement Measures

Parents and caregivers are informed and committed to the direction of the school.

Community are proud of their local school and have confidence in the school to engage their children in productive learning with high expectations and respectful relationships.

Increased retention of local placements enrolled at the school.

Minimum 95% attendance rate across the school.

#### Progress towards achieving improvement measures

##### Process 1: Community engagement

The school will develop meaningful relationships with all stakeholders

Evaluation	Funds Expended (Resources)
The numbers of parents and caregivers coming into the school to support student learning has grown significantly over the 2019 academic year. Tell Them From Me data indicated that parents felt a stronger connection to the school and felt welcomed by all staff members. Sharing data with parents and caregivers regularly also encouraged parents to take a deeper interest in their child's education.	

##### Process 2: Transition

The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.

Evaluation	Funds Expended (Resources)
Students participated in enhanced transition processes inclusive of science lessons led by Morisset High School Science faculty. A music program where students formed a rock band led by Morisset High School music teachers, was also a highly effective transition activity that assisted in forming closer connections with the local High School.	

##### Process 3: Student Wellbeing

The school develops a planned and strategic approach to student wellbeing that ensures they can connect, succeed and thrive while at school.

Evaluation	Funds Expended (Resources)
The FISH Philosophy was successfully established at WWPS. This wellbeing program operates under the 4 areas of 'be there', 'make their day', 'choose your attitude', 'Play'. Sentral welfare data indicates an improvement across the school with reduced behaviour referrals.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4000.00)</li></ul>
The school has updated the school attendance policy to ensure the school executive tracks attendance data every 5 weeks. Schools work closely with	



**Progress towards achieving improvement measures**

the Home School Liaison Officer (HSLO) to support any student having problems getting to school.

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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$31 124.00)</li> </ul>	<p>100% of Aboriginal students in Years 3 and 5 who participated in NAPLAN testing achieved minimum stage benchmarks. Targeted intervention and PLP goal setting has enabled the school to implement different levels of curriculum support to assist students to achieve their set goals.</p> <p>100% of Aboriginal students had PLP's inclusive of learning goals, developed with parent input.</p> <p>Supplementation of the employment of a Learning and Support Teacher (LaST) to support the improvement of educational outcomes of Aboriginal students. School Learning Support Officer time was timetabled to ensure all Aboriginal students academic goals and results were being targeted.</p> <p>3 staff members regularly attended the WSLA Aboriginal Education meetings each term and each participated in the successful Connecting To County program delivered by members of the Itji–Marru AECG.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$30 060.00)</li> </ul>	<p>Low level adjustment for disability funding allowed our school to employ a Learning and Support Teacher 1 day a week to support at risk and vulnerable students.</p> <p>Teachers identified students at risk of not meeting minimum benchmarks who were then referred to the Learning Support Team for additional intervention support.</p> <p>Additional SLSO hours were provided to support students both in the classroom and playground.</p> <p>Funding was also utilised to ensure all identified students through data collection of academic or social outcomes, had Individual Education Plans and these were updated as needed or after each 5 weekly data cycle.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$19 316.00)</li> </ul>	<p>This funding was used to employ a Curriculum Leader to drive teaching and learning and work closely with teaching staff to ensure growth in student learning by establishing consistent classroom practices school wide. This role also included conducting learning walks across the school to drive change. Staff who worked with the Curriculum Leader valued this time and all saw improvements in both their teaching practice and rapid growth in their class data.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$39 708.00)</li> </ul>	<p>A significant proportion of the Socio-Economic funding went towards the employment of additional SLSO hours to provide student assistance across the school and support intervention practices.</p> <p>A whole school wellbeing program was</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$39 708.00)</li> </ul>	<p>established to support the mental wellbeing of all students</p> <p>Technology was purchased using equity funds to ensure all students have improved access to online learning.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$6 000.00)</li> </ul>	<p>During the second semester of 2019, Beginning Teacher Funding was accessed to support a newly qualified teacher. This funding was used to provide additional RFF time and the employment of a mentor teacher to support with assistance in grasping the wholistic role of a teacher incorporating: curriculum responsibilities, assessing and reporting requirements and skills in strengthening behaviour management strategies and knowledge of how to best support wellbeing concerns.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	49	49	58	62
Girls	48	52	50	62

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.4	92.2	92.9	93.6
1	94.2	93.6	93.7	92.2
2	93.8	94.1	94.4	92.4
3	93.6	95.8	95.4	93.2
4	92.9	94.3	92.4	89.7
5	95.2	95.7	94	91.5
6	95.3	94.8	95.1	91.6
All Years	93.8	94.2	94	92.1
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
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	139,362
<b>Revenue</b>	1,201,290
Appropriation	1,141,135
Sale of Goods and Services	1,320
Grants and contributions	58,345
Investment income	491
<b>Expenses</b>	-1,206,816
Employee related	-1,090,005
Operating expenses	-116,811
<b>Surplus / deficit for the year</b>	-5,526

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	7,675
<b>Equity Total</b>	105,041
Equity - Aboriginal	31,124
Equity - Socio-economic	39,708
Equity - Language	1,268
Equity - Disability	32,941
<b>Base Total</b>	926,365
Base - Per Capita	25,341
Base - Location	0
Base - Other	901,024
<b>Other Total</b>	70,479
<b>Grand Total</b>	1,109,561

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.

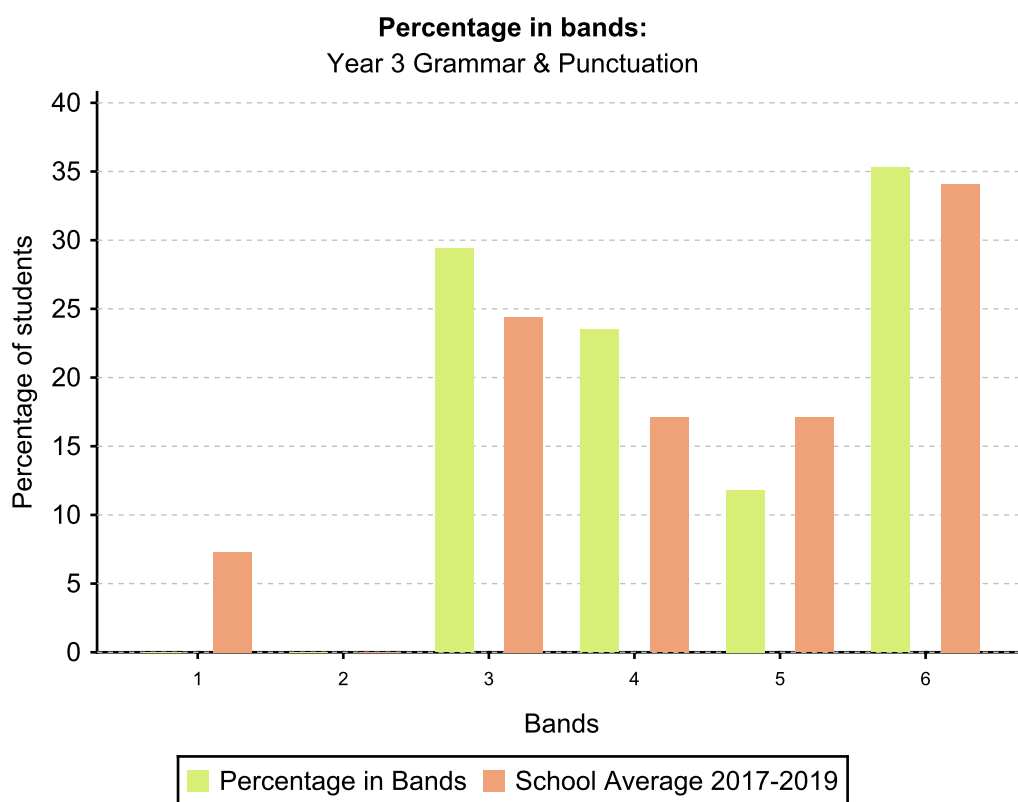
## School performance - NAPLAN

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

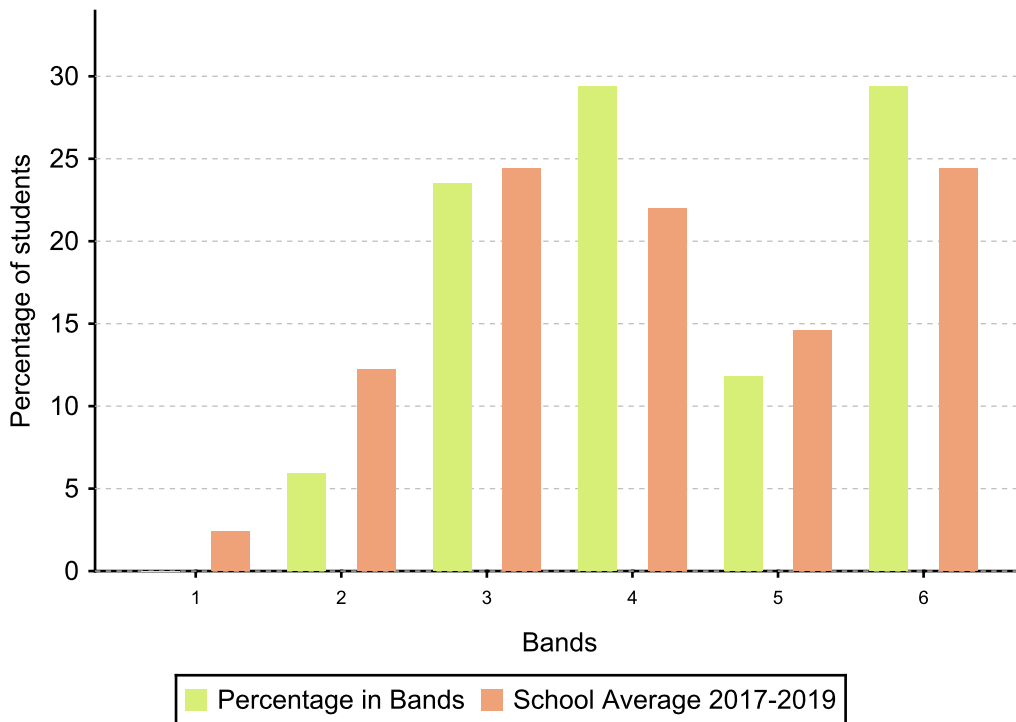
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	29.4	23.5	11.8	35.3
School avg 2017-2019	7.3	0	24.4	17.1	17.1	34.1

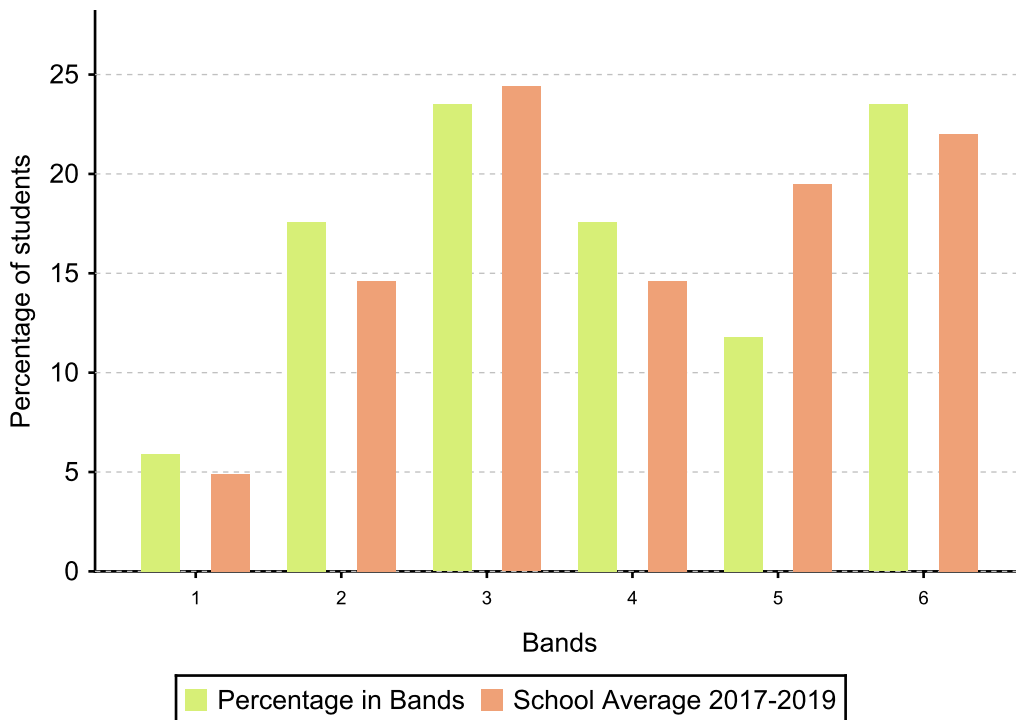


**Percentage in bands:  
Year 3 Reading**



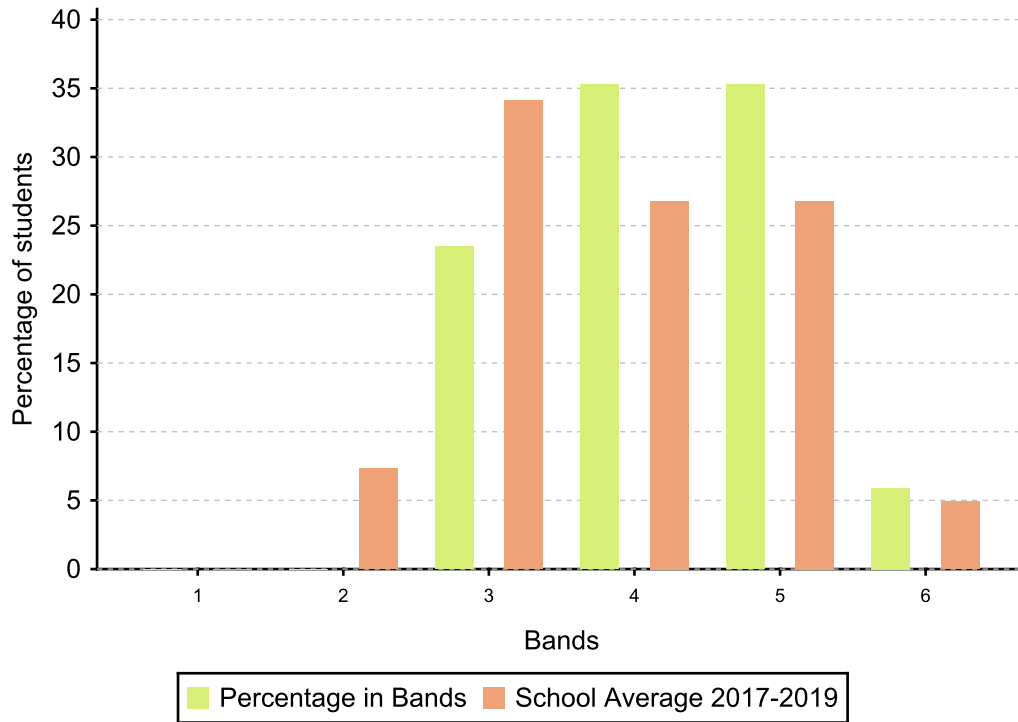
Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	23.5	29.4	11.8	29.4
School avg 2017-2019	2.4	12.2	24.4	22	14.6	24.4

**Percentage in bands:  
Year 3 Spelling**



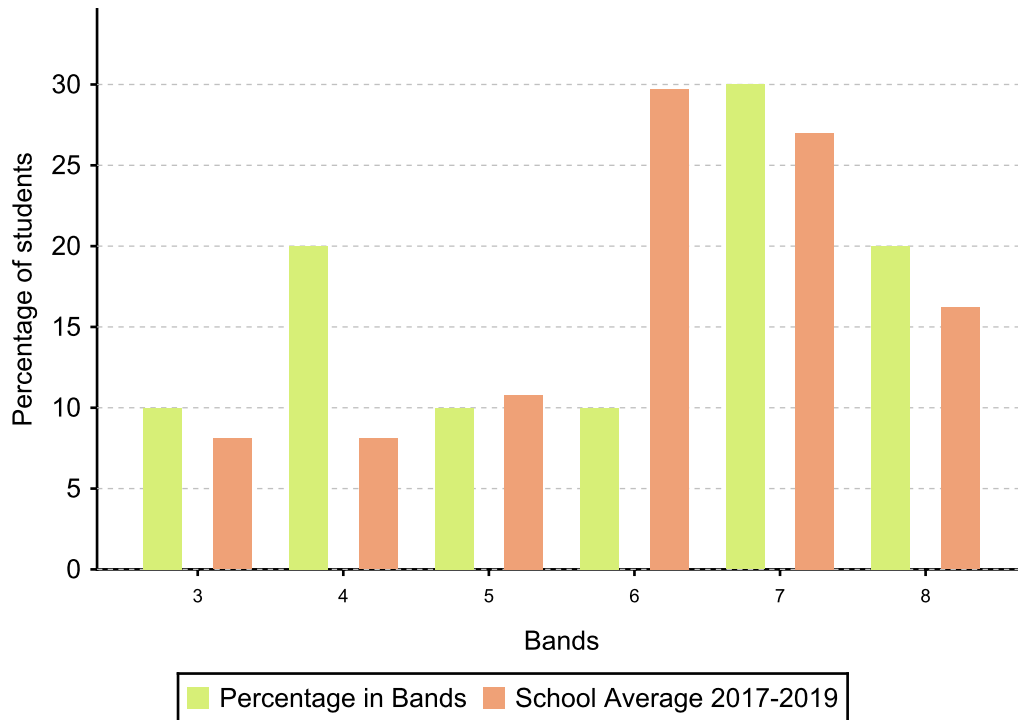
Band	1	2	3	4	5	6
Percentage of students	5.9	17.6	23.5	17.6	11.8	23.5
School avg 2017-2019	4.9	14.6	24.4	14.6	19.5	22

**Percentage in bands:**  
Year 3 Writing



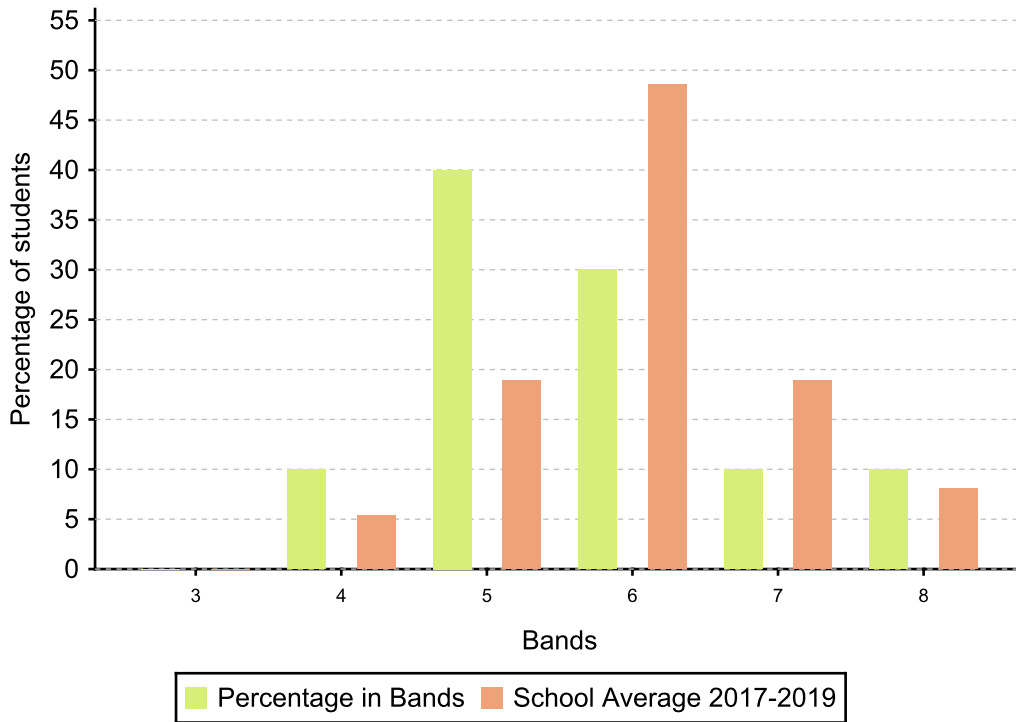
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	23.5	35.3	35.3	5.9
School avg 2017-2019	0	7.3	34.1	26.8	26.8	4.9

**Percentage in bands:**  
Year 5 Grammar & Punctuation



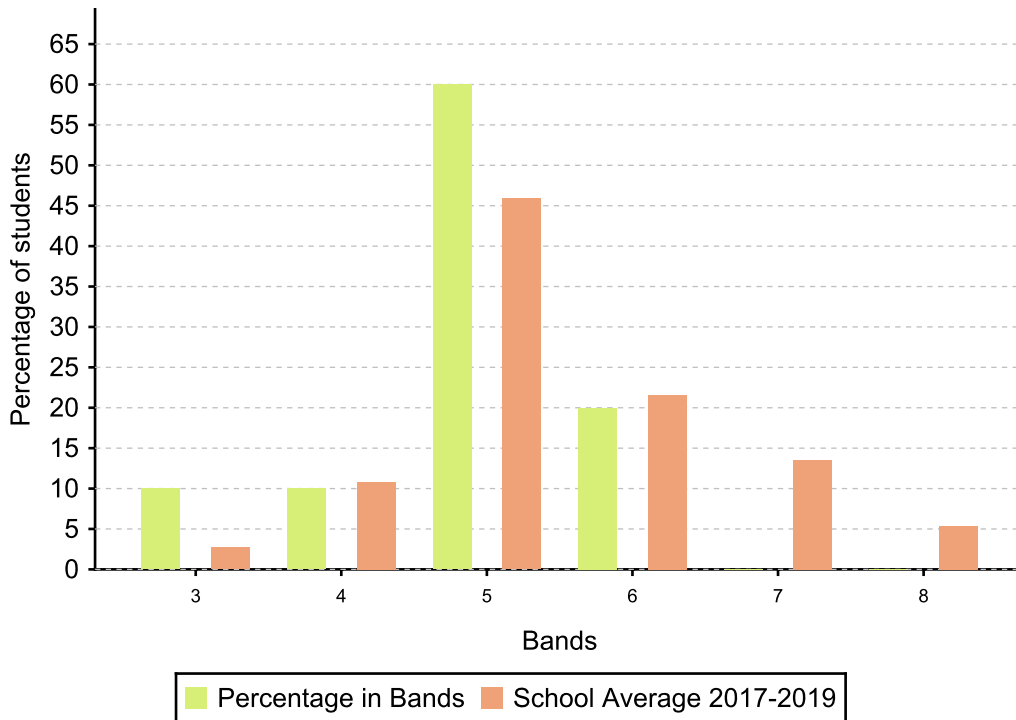
Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	10.0	10.0	30.0	20.0
School avg 2017-2019	8.1	8.1	10.8	29.7	27	16.2

**Percentage in bands:**  
Year 5 Spelling



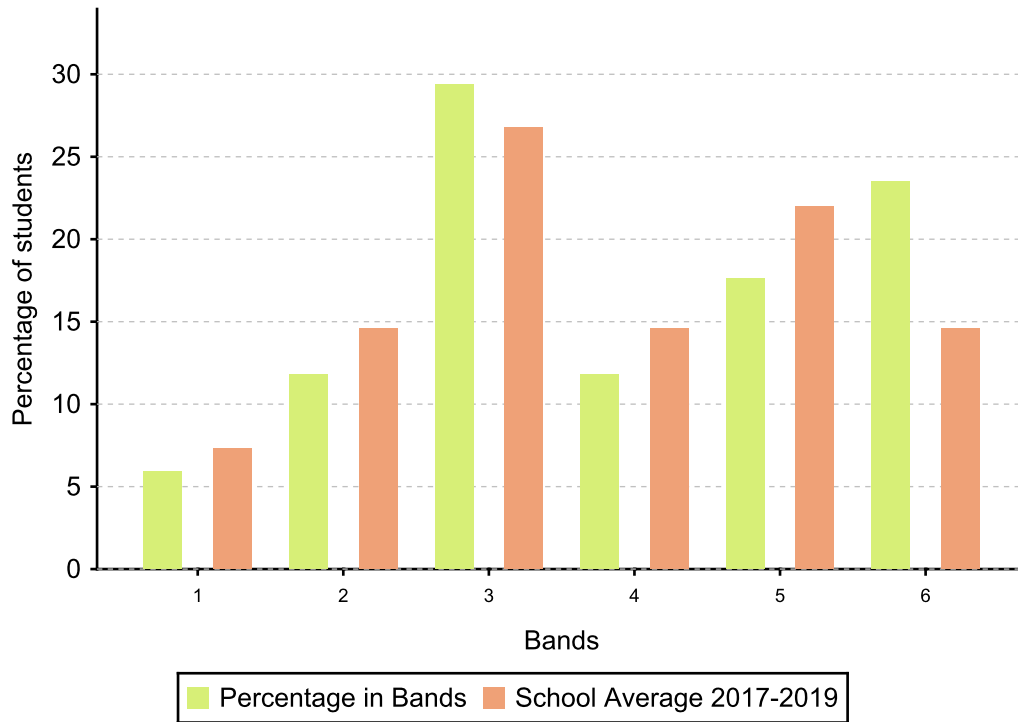
Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	40.0	30.0	10.0	10.0
School avg 2017-2019	0	5.4	18.9	48.6	18.9	8.1

**Percentage in bands:**  
Year 5 Writing



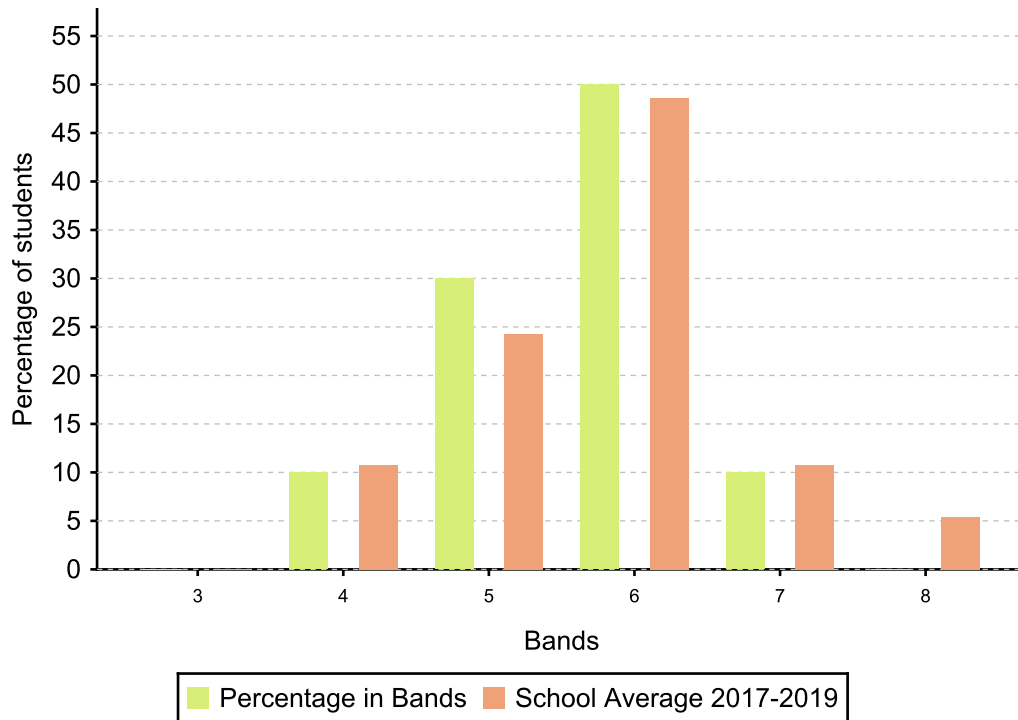
Band	3	4	5	6	7	8
Percentage of students	10.0	10.0	60.0	20.0	0.0	0.0
School avg 2017-2019	2.7	10.8	45.9	21.6	13.5	5.4

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.9	11.8	29.4	11.8	17.6	23.5
School avg 2017-2019	7.3	14.6	26.8	14.6	22	14.6

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	30.0	50.0	10.0	0.0
School avg 2017-2019	0	10.8	24.3	48.6	10.8	5.4

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions and ideas of parents, students and teachers about their local school. Various methods are used to collect this information, including Tell Them From Me surveys, School mobile App, School Website visits, P&C meetings, e-mail correspondence, surveys, verbal conversations through informal and formal meetings and other school events. In the Parent/Caregiver Survey (9 respondents to the survey) 95% of parents felt welcomed when they visit the school and 98% of parents surveyed said they find it easy to speak with their child's classroom teacher and school Principal. 92% felt they were well informed and 100% of parents said the school communicated positive and negative student behaviours well. 95% of responses indicated that teachers listened to parent concerns and acted on these concerns appropriately.

Student Survey data (43 respondents to the survey) Students have friends at school they can trust and who encourage them to make positive choices. 81% of. Students feel accepted and valued by their peers and by others at their school. 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 82% of Students try hard to succeed in their learning. 82% of students felt that school staff emphasise academic skills and hold high expectations for all students to succeed.

Teacher Survey data (10 respondents to the survey) indicated that 90% felt that school leaders provided guidance for monitoring student progress and that they have felt supported during stressful times. 98% of the respondents also felt that they monitor the progress of individual students effectively and set high expectations for student learning. 94% felt that the results gained from formal assessments informed their teaching practice and were used to improve student learning. 94% felt that they establish clear expectations for behaviour across the school learning environment. 84% of teachers felt that they work effectively with parents to solve problems interfering with a student's progress.

# 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.