

Tweed Heads South Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Tweed Heads South Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Tweed Heads South Public School is:

- **Vibrant**
- **Caring**
- **Successful**

Academically, Tweed Heads South Public School delivers excellence in learning that is characterised by high expectations relationships and evidenced-based teaching that personalises every child's individual learning journey from Preschool to Year 6 and the transition to secondary education.

A wide variety of artistic, musical, sporting and talent development programs ensure every child has the opportunity to excel and explore the world around them as futures focused learners.

School context

Tweed Heads South Public School is a vibrant, caring and successful school located on the picturesque Far North Coast. Our students and families enjoy the benefits of living, learning and working in an area surrounded by waterways, beaches and mountain ranges that provide an abundance of healthy lifestyle choices.

Community partnerships and authentic relationships between home, school and the staff are highly valued and nurtured at every opportunity. The learning spaces are fully equipped with the latest technology and staff continually update their knowledge, understanding and skills to ensure every child experiences high quality engaging learning experiences, every lesson, every day.

The school community is characterised by a diversely rich community that includes aspirational families, a proud Indigenous community and a concentration in the community of low SES background families. There are presently 248 students enrolled, made up of 130 girls and 118 boys from Preschool to Year 6. Of these students 37.5% identify as Aboriginal and or Torres Strait Islander and 4.8% identify with a nationality with a Language Background other than English.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

Learning – high quality learning is at the centre of all we do.

Purpose

To develop for all learners the key skills, competencies and dispositions:

- Within a learning culture that delivers and is evidenced in collaborative, visible, applied and future-focused learning practices including communication, collaboration, critical thinking and creativity in a nurturing, connected and holistic manner – transitioning learners from discovery to discovery.
- By establishing valid and reliable measures and assessment tools for the key skills, competencies and dispositions.

Improvement Measures

School-wide valid and reliable assessment tools for key skills, competencies and dispositions developed and implemented to establish baseline data and used in ongoing systematic way and incorporated into reporting.

- Student data from matrix of key skills, competencies and dispositions.

Improved levels of student wellbeing and engagement with school PBL and PLP processes. Data shows following % of students in green zone of PBL data triangle and have an active up to date PLP with 0% variance for indigenous students

- 2018 – 80%
- 2019 – 90%
- 2020 – +95%

Students will achieve their year appropriate expected growth in literacy & numeracy with 0% variance for indigenous students

- 2018 – 85%
- 2019 – 90%
- 2020 – +95%

Progress towards achieving improvement measures

Process 1: Growth Mindset & Visible Learning team

Stakeholder representative team – executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 1; fully integrated with the elements of the SEFv2 and the results of the school's SEF S-aS.

- **Growth Mindset** – teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom.
- **Visible learning** – ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted interventions and feedback for all students reflecting best practice and students access tailored support, intervention, extension or enrichment to maximise outcomes utilising visible learning.

Evaluation	Funds Expended (Resources)
Stage meetings with CTJ sessions of key assessment items. Review of PLAN & NAPLAN data for students. PLP – learning targets and success criteria in student reports.	Half day relief for class teachers – inclusive of planning and producing reports (# teaching staff x \$200 approx. per 1/2 day)

Process 2: Curriculum, Learning & Student Wellbeing team

Stakeholder representative team – executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 1 fully integrated with the elements of the SEFv2 and the results of the school's SEF S-aS.

- **Curriculum & Learning** – deliver quality student centred, future-focused learning and self regulated

Progress towards achieving improvement measures

Process 2: learning experiences which enable students to understand how they learn and to set and achieve their learning goals with defined success criteria.

- **Student wellbeing** – continue to implement whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling in a vibrant, caring and successful environment. Address each area within SEFv2 namely – caring for students, a planned approach to wellbeing, individual learning needs and behaviour.

Evaluation	Funds Expended (Resources)
Student reward system is well-received by students, staff and parents. Students are motivated to strive to build on their rewards to achieve the highest levels of the reward system. Parents indicate satisfaction that their children feel acknowledged for demonstrating positive learning and social behaviours.	Equity funds utilised to provide teachers with release to develop, implement and assess wellbeing initiatives in meaningful and sustainable ways.

Strategic Direction 2

Teaching – high quality evidence based teaching in every lesson of every classroom, everyday.

Purpose

To sustain and grow highly skilled, motivated and actively engaged teachers and students collaboratively working together in the learning process that is characterised by the delivery of evidence based practices including:

1. High expectations
2. Explicit teaching
3. Effective feedback
4. Use of data to inform practice
5. Classroom management
6. Wellbeing
7. Collaboration

(What works best: Evidence-based practices to help improve NSW student performance 2014)

Improvement Measures

Base line qualitative & quantitative data against all seven evidence-based practices (7 EBP's) is determined through examination of SEF S-aS and other internal measures to comprehensively analyse and guide action plans and inform annual improvement goals set for the next three years.

- 7 EBP's matrix data analysis and report
- TTFM survey data analysis and report

Qualitative and quantitative analysis of school internal data including:

- Australian Professional Standards
- PDP and other system achievement measures for staff
- QTR data
- What works best matrix

Students will achieve their year appropriate expected growth in literacy & numeracy with 0% variance for indigenous students

- 2018 – 85%
- 2019 – 90%
- 2020 – +95%

Progress towards achieving improvement measures

Process 1: *Evidence-based best practice team*

Stakeholder representative team – executive, teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 2; fully integrated with the elements of the SEFv2 and the results of the school's SEF S-aS.

Effective classroom practice – teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom.

Data skills and use – ensure teaching is data driven and based on formative assessment practices and learning continuum. Timely, targeted interventions and feedback for all students reflecting best practice and students access tailored support, intervention, extension or enrichment to maximise outcomes utilising visible learning.

Evaluation	Funds Expended (Resources)
Staff are engaging in focused explicit interactions with students, identifying examples of when students are demonstrating Growth Mindset and when they are exhibiting Fixed Mindset thinking. Students are becoming more	Teacher professional learning funds utilised to engage providers in delivering quality professional learning

Progress towards achieving improvement measures

confident in identifying Growth vs Fixed mindset in their approach to learning tasks.

for staff.

Process 2: *Professional standards, learning and development team*

Stakeholder representative team – executive, teaching, non-teaching, parent & student develop milestones and detailed action plan (Timperley's Spiral of Inquiry) and enact in conjunction with full school community to deliver practices and products of Strategic Direction 2; fully integrated with the elements of the SEFv2 and the results of the school's SEF S-as.

- **Professional standards** – teachers and students embed a culture of growth mindset in order to cultivate engagement, motivation, perseverance, productivity and achievement of their talents and abilities in and out of the classroom. Learning conversations drive regular QTR led by the instructional leaders and academic mentors.
- **Learning and development** – instructional leadership ensures teaching is data driven and based on formative assessment practices and learning continuum. Teachers engage in evidence-based collaborative inquiry using Timperley's Spiral of Inquiry Framework to transform the learning system in classrooms. They have a deep understanding of the Quality Teaching Framework and embed this in their teaching and learning programs. Teachers participate in Professional Learning Communities and regularly undertake Quality Teaching Rounds to enhance classroom practice.

Evaluation	Funds Expended (Resources)
Teachers are reflecting on their practice and ensuring the elements of the Quality Teaching Framework are evident in delivering quality learning experiences for students.	Teaching release for planning, observation and feedback, in addition to time for professional learning to develop in leaders the capacity to lead Quality Teaching rounds.

Strategic Direction 3

Leading – high quality leading to ensure engaged, ethical and entrepreneurial learners graduate from our school.

Purpose

To ensure school leadership both supports and is accountable for:

- Ensuring teachers and learners actively demonstrate the key skills, competencies and dispositions of a Growth Mindset (Dweck – Mindset 2017), the seven themes of 'What works best: Evidence-based practices to help improve NSW student performance' (NSW DoE 2014) and '*the exploration of strategies to strengthen teaching and the assessment of these*' (Lambert – Hard focus on "soft" skills 2017) future-focused 21st century competencies and evidence-based practices.
- Developing transformative leadership capacity across the school community.
- Providing systematic opportunities for students, staff and school community members to develop and demonstrate their strengths, skills and passions through a model of parallel leadership.

Improvement Measures

By the conclusion of this three year plan in 2020 the school's students, staff, parents and carers will:

- actively demonstrate the skills of a growth mindset in their work and beyond.
- follow well established structures and processes of support and accountability, that enable stakeholders to develop within all students, the key skills, competencies and dispositions so they may become engaged, ethical and entrepreneurial citizens.
- expect and deliver high-expectation relationships, through instructional leadership to both staff, students and the wider school community.
- collaborate to guarantee the delivery of quality learning and teaching.

Progress towards achieving improvement measures

Process 1: Educational leadership and school planning team

The executive team with consultation from stakeholders including teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 3; fully integrated with the elements of the SEFv2 and the results of the school's SEF S-aS.

Focus areas include:

- Instructional leadership
- High expectations culture
- Performance management and development, and
- Continuous improvement

Evaluation	Funds Expended (Resources)
All staff are fostering the conditions in which a high expectations culture can thrive. The construct of learning environments and the appropriate supportive technology are evident in all learning spaces.	Teacher time to engage in meaningful professional learning and planning.

Process 2: School resources, management practices and processes team

The executive team with consultation from stakeholders including teaching, non-teaching, parent & student develop milestones and detailed action plan and enact in conjunction with full school community to deliver practices and products of Strategic Direction 3; fully integrated with the elements of the SEFv2 and the results of the school's SEF S-aS.

Focus areas include:

- Facilities
- Technology
- Financial management
- Administrative systems and processes, and
- Service delivery

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Teachers are demonstrating growing understanding of and capacity to deliver learning experiences for students that incorporate the latest technology and research based practices.	Teacher release time and access to quality professional learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of Aboriginal Education Officer and other Indigenous support staff to directly support Aboriginal students and whole school programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$182 029.00) 	Programs for Indigenous students, families and whole-school initiatives were successfully implemented.
Low level adjustment for disability	<p>Additional specialist support staff were employed and professional learning undertaken by staff on meeting the needs of learners with additional needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$150 083.00) 	Identified students received funding support through the State program and low-level adjustment for disability was applied equitably for all identified students and classes.
Quality Teaching, Successful Students (QTSS)	<p>Staff engaged in additional professional learning to meet the identified needs of our students and this was supported by the school executive in educational leadership.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$19 588.00) 	Providing support and encouragement to staff to meet the goals of their Personal Development Plans (PDPs) has ensured continued improvement in teaching standards and helps teachers and support staff to remain engaged and passionate about the ideas they bring to the classroom, as well as to the whole school programs implemented at Tweed Heads South Public School.
Socio-economic background	<p>Employment of additional teacher and professional learning for all staff.</p> <p>Additional resources for student learning, wellbeing and environmental programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$418 684.00) 	Individual student learning needs have been met and additional support provided to students to overcome the relative disadvantage experienced due to socio-economic background.
Support for beginning teachers	<p>Beginning teacher support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$22 654.00) 	Beginning Teacher development plans and support were implemented under the coordination of the Instructional Leader. Performance and Development Plans were incorporated into this program.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	91	88	97	105
Girls	115	92	99	99

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	93.4	88.3	91.2
1	89.4	91.8	90.3	91.8
2	90.5	90.9	88.2	92.3
3	92	90.8	92.7	88.5
4	93.6	91.6	87.8	88.8
5	90	92.9	87	85.5
6	90.2	87.2	91.9	91.6
All Years	91	91.4	89.4	90
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)	2
Classroom Teacher(s)	9.54
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	4.72

*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	433,964
Revenue	3,038,308
Appropriation	2,963,968
Sale of Goods and Services	-1,016
Grants and contributions	73,835
Investment income	1,521
Expenses	-3,032,801
Employee related	-2,632,444
Operating expenses	-400,357
Surplus / deficit for the year	5,507

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	128,962
Equity Total	607,663
Equity - Aboriginal	138,432
Equity - Socio-economic	290,573
Equity - Language	10,093
Equity - Disability	168,565
Base Total	1,728,888
Base - Per Capita	48,335
Base - Location	0
Base - Other	1,680,552
Other Total	468,642
Grand Total	2,934,156

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

School performance - NAPLAN

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

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

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

The following information was obtained from the Partners in Learning, Perspectives of Parents at Tweed Heads South Public School as part of the Tell Them From Me Survey which was conducted during 2019.

Parents

The online survey includes seven separate measures which were scored on a 10-point scale. A score of 0 indicates strong disagreement; 5 is neutral (neither agree or disagree) and 10 indicates strong agreement. The overall score presented here is gained from the responses to each question.. A copy of the full report is available from the school.

- * Parents feel welcome – 6.3 (NSW Govt Norm 7.4)
- * Parents are informed – 5.8 (NSW Govt Norm 6.6)
- * Parents support learning at home – 8.1 (NSW Govt Norm 6.3)
- * School supports learning – 6.3 (NSW Govt Norm 7.3)
- * School supports positive behaviour – 7.0 (NSW Govt Norm 7.7)
- * Safety at school – 6.8 (NSW Govt Norm 7.4)
- * Inclusive school – 6.4 (NSW Govt Norm 6.7)

There has been a notable downward shift in parent satisfaction between 2016 and 2019. In 2016 and 2017 parent satisfaction was above the norm for NSW Govt schools in all areas (with the exception of Safety at School which in 2017 had dipped to just below the state norm). There was no data collected in 2018 however by 2019 we had fallen to below-state norms for all areas, with the exception of parents supporting their child's learning at home which remains high. Fresh strategies are needed to restore parent engagement.

Students

The school's version of the Tell Them From Me survey measures 18 indicators based on the most recent research on school and classroom effectiveness. Of these, 10 are social emotional outcomes and 8 measured the drivers of student outcomes.

Social-Emotional Outcomes

- * Participate in Sports – 74% (NSW Govt Norm 83%)
- * Participate in Extra Curricular Activities – 63% (NSW Govt Norm 55%)
- * Sense of Belonging – 67% (NSW Govt Norm 81%)
- * Positive Relationships – 83% (NSW Govt Norm 85%)
- * Values School Outcomes – 93% (NSW Govt Norm 96%)
- * Homework Behaviour – 34% (NSW Govt Norm 63%)
- * Positive Behaviour at School – 72% (NSW Govt Norm 83%)
- * Interest and Motivation – 69% (NSW Govt Norm 78%)
- * Effort – 83% (NSW Govt Norm 88%)

Getting our students to do homework is a challenge for us, particularly among our boys. We are significantly lower than the State average, (63%) as well as low when compared to a replica school (63%)

The motivation of our students in 2019 shows a decline the closer they get to high school. Year 4 students in 2019 Year 4 have above State average interest and motivation. However this was also the case for Year 4 students in 2017 but by 2019 those same students, now in Year 6, were showing a below average interest. This is a trend we are watching and implementing strategies to address.

Early disengagement is associated with family socio-economic factors, and some analysts attribute it to factors

associated with living in poverty as well as parenting styles and levels of parental involvement in their children's education. Tweed Heads South Public School recognises it also has an important role to play in addressing this issue, particularly given the significant concentration of our families in the low socio-economic bracket.

We support our students by employing learning support staff to assist teachers in classrooms across all grades and provide student support in the playground. We also have a committed welfare team, Indigenous cultural programs and community engagement strategies.

Drivers of Student Outcomes

- * Effective Learning Time 7.9 (NSW Govt Norm 8.2)
- * Relevance 7.5 (NSW Govt Norm 7.9)
- * Rigour 7.8 (NSW Govt Norm 8.2)
- * Bully–Victim 39% (NSW Govt Norm 36%)
- * Advocacy at School 7.2 (NSW Govt Norm 7.7)
- * Positive Teacher–Student Relations 7.9 (NSW Govt Norm 8.4)
- * Positive Learning Climate 6.4 (NSW Govt Norm 7.2)
- * Expectations for Success 8.1 (NSW Govt Norm 8.7)

Creativity, Self–Motivated and Curious are the dispositions that resonate most strongly with our students.

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.