

# Mount Brown Public School

## 2019 Annual Report



4423



## Introduction

The Annual Report for 2019 is provided to the community of Mount Brown 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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### Message from the principal

2019 was a year for Mount Brown Primary to clearly target student and family 'connectedness' to school in order to better engage all students in their school life. Much effort was directed at relationship building throughout the year to increase this family and student connection. We believe strongly that better connected students and families engage, achieve and excel. In this, a dynamic effort across the school was given to the making of school as a place to feel safe, be inspired and to be enjoyed. This saw huge emphasis on not only making academic learning a strong focus but the provision of exciting experiences offered through the creative arts.. through sports and through creative pursuits. In this two school bands with thirty children engaged, a wonderful dance and drama group of more than ninety children engaged and two school choirs again with more than forty children engaged meant that considerably more than one third of all Mount Brown children (closer to 50%) were engaged in exciting creative arts performance throughout 2019. This level of growing engagement leads to better student relationships and improved student outcomes as displayed in our improving NAPLAN, PAT and PLAN data. This is also reflected in the extremely positive Schools Excellence Framework evaluation completed for 2019.

Many school achievements were attributed to Mount Brown Primary School's continued striving for excellence in 2019. Following the highly satisfying 2018 school validation at a high standard we were not satisfied at simply resting on our laurels but preferred to use our validation as the launch-pad for further school growth. This is measured through numerous internal evaluations and driven by the annual SCHOOL EXCELLENCE FRAMEWORK evaluation completed by all New South Wales public schools.

Following extensive staff and executive consultation, collection of evidence and comparison with previous data Mount Brown recorded yet again an exemplary result with the school excelling in no less than nine elements. Those elements rated at 'EXCELLING' in the following elements:

1. **Learning Culture**– with particular success with *high expectations/ transitions and continuity of learning/ attendance*
2. **Well-being**– with particular success with *caring for students/ a planned approach to well-being/ individual learning needs/ behaviour*
3. **Reporting** – with particular success with whole school reporting/ parent engagement (Target area from here– student reports)
4. **Effective Classroom Practice** – with particular success with lesson planning/ explicit teaching/ classroom management (Target area from here– Feedback)
5. **Learning and Development** – with particular success with collaborative practice and feedback/ coaching and mentoring/ professional learning/ expertise and innovation
6. **Educational Leadership** – with particular success with instructional leadership/ high expectations culture/ performance management and development/ community engagement



**7. School Planning, implementation and reporting** – with particular success with continuous improvement/ school plan/ annual report

**8. School Resources** – with particular success with staff development/ facilities/ technology/ community use of facilities/ financial management

**9. Management Practices and Processes** – with particular success with administrative systems and processes/ service delivery/ community satisfaction

Of the remaining five elements Mount Brown Primary School was rated at 'SUSTAINING AND GROWING'. These elements include:

**1. Curriculum**

**2. Assessment**

**3. Student Performance Measures**

**4. Data Skills and Use**

**5. Professional Standards**

Each of the five 'SUSTAINING & GROWING' elements along with the singular attributes highlighted as individual target areas in the 'EXCELLING' elements will be taken as a focus in the next 2021–2024 school plan.

### Message from the school community

Our P&C committee has yet again worked hard through a very busy 2019 and we have been able to continue to contribute towards school resources, equipment and experiences for our students at Mount Brown.

Our fundraising this year included our Mothers and Father's Day stalls, Easter Raffle, Welcome BBQ, an election BBQ, two discos and our Christmas Raffle. As well as fundraising, we have also raised funds through our firewood sales and fence advertising. The P&C has also been successful in grant applications this year totaling over \$13,500. Through our fundraising events and successful grants and some funds from last year, our financial contribution to the school for 2019 is just over \$34,000.

With these funds, our P&C has been able to:

- provide a defibrillator and new first aid kits,
- fund a musical sensory playground equipment (which will be a part of the new and exciting outdoor playground commencing over the school holidays)
- provide the Project Rock–It parent and Stage 3 seminars
- support our school band, Wakkakirri and choir
- heavily subsidise the Swim Scheme
- purchase Kindy orientation book and squishy bees
- support the Leadership conference for our school leaders
- presentation day gifts and award vouchers
- provide a disco for rewards day and
- contribute to the tiered decking in the primary COLA.

It has been wonderful being able to fund and support these things for our school, our children and our school community. A special thanks goes out to Tracey McDonald for writing the grant applications for us.

Mt Brown is incredibly fortunate to have such a dedicated, hard-working, compassionate and supportive parents and carers who are invested in our children's school and education. As a result 2019 has been a year of wonderful success and I would like to thank all of those who have contributed to it. On behalf of the P&C committee I would like to thank anyone who has volunteered their time in any way throughout the year from helping at our events to volunteering regularly in our canteen and uniform shop. You make all that we do possible. Thank you to our Principal, Mr Mayhew, and his teaching and administration team for their continued support and encouragement and thank you to our families for supporting our fundraising efforts. Our achievements are a collaborative effort by all of us, for which we should all feel collectively proud.

To our P&C committee, you continue to work tirelessly for our school, our children and each other. I feel very honored to yet again work alongside such an amazing group of parents. And finally, thanks to our wonderful children at Mt Brown. At the end of the day we work together so that you can all have the best school experience possible. We hope that you will



be inspired to always do your best and to represent our wonderful school with pride. 2019 also brings an end of an era as two of our P&C families leave our school. Rod and Julie, and Josh have been a big part of the Mt Brown school and P&C family over the last 7 years. Rod was on a committee for too many years to count and most of you would know Julie as an ever present face and support in the uniform shop. And Josh who is always at a meeting, always good for a laugh and ready to help. Thank you on behalf of the P&C and Mt Brown for your continued support and dedication to the P&C, for your love for our school and your friendship.

We look forward to another amazing year in 2020.

Rebecca Fackender

*P&C President*

### Message from the students

Being School Captains in 2019 has been a great year as well as a challenging year. Last year's leaders had given us many goals to aspire too, and with the help of our fellow students and teachers we managed to succeed in achieving those goals. Some of these goals were too:

1. Build a new seating arrangement in the Primary COLA. Many events have been showcased at our school that weren't previously because of this, such as Wakikirri, choir and band. This fantastic idea was suggested by our wonderful principal Mr Mayhew and provides a beautiful outdoor space for students, parents and the community to gather.
2. Organise many fundraisers earning the school helpful funds that also let our fellow peers and ourselves have great fun. Some examples are the Crazy Sock Day, several Mufti Days and School Discos.
3. We have also raised a lot of money for different charities such as Vision Australia and also helped a little girl from another school who has a life threatening disease.

A big thanks to the SRC members for providing us leaders with great ideas to make our school a better place. In sport we had many successful performances such as many students making South Coast representative teams in sports such as: rugby union, netball and soccer. Some students went to Regionals in Cross Country and Athletics and we had one student successfully go to state in Athletics. It has been a great journey being Mount Brown's School Captains and we wish the 2020 School Leaders and all of Year 6 all the best for next year and the rest of the school, including the staff.

**Caleb and Shayne,**

**Mount Brown School Captains 2019.**



## School background

### School vision statement

Mount Brown is committed to nurturing independent, resilient and creative life-long learners to equip them for a rapidly changing future.

### School context

Mount Brown Public School is a regional school situated on the western side of Lake Illawarra near Wollongong. The school's enrolment of 394 students has been stable for a number of years. The number of students with Aboriginal heritage has steadily increased from 23 in 2014 to 41 in 2019. The school boasts an enthusiastic and dedicated Aboriginal Education team strengthened by the appointment of a teacher with Aboriginal heritage since 2018 and the continuation of contribution from an SLSO with Aboriginal heritage. Together, along with a dedicated and enthusiastic Aboriginal Education Team has seen much success for indigenous students and their families in 2019. Aboriginal dancing was a feature at a number of whole school performances along with the Aboriginal choir teaching all Mount Brown students the National Anthem in local indigenous language at a school assembly.

With an ICSEA of 971 the school has significantly higher proportion of students in the lower two socio-economic quartiles and lower proportion in the top two socio-economic quartiles. Equity funding is at the core of school capacity to address this inequity through the funding of support personnel and provision of quality professional learning and teaching and learning resources.

School NAPLAN results in 2019 saw a highly satisfying improvement in Year 3 results when they have typically shown results well below State in Year 3. This has been a work in progress with much effort throughout the 2017–2019 School Plan aimed at strengthening K–2 academic performance. This was clearly demonstrated in our VALUE ADDED data for 2019 NAPLAN which you can see later in this Annual School report.

Key to school improvement is to replicate the excellent later growth in the earlier years of schooling.

By providing highly engaging programs, a wide range of exciting school experiences across all KLAs, and a focus on improving teaching and learning through data driven evidence based pedagogy we aim to increase both student and family 'connectedness' to school as we drive academic excellence.





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

Following the school's external validation in August 2018 Mount Brown Primary School staff had clear direction for further school growth and a determination to continue to build upon recent school success. As indicated in the External Validation, a number of elements only needed further refining and identification of relevant evidence of impact to move the school to 'Excelling' in three more elements. With this in mind school executive had the clarity of purpose necessary in selecting sufficient artifacts to explicitly demonstrate our proficiency at these higher levels.

The School Excellence Framework will provide a strong body of evidence which we also aim to collect in 2020, building on the evidence already available from our 2019 SEF work. This is intended to inform the planning cycle for the 2021–2024 school plan along with other invaluable data and evidence from which much important information can be gleaned. In addition to the SEF information Mount Brown Primary will also gain valuable information from a wide variety of other sources:

- BEST START data, NAPLAN, PAT assessment and Internal student assessment data,
- CENTRAL behaviour and well-being data,
- TELL THEM FROM ME student, teacher and parent data,
- PEOPLE MATTER –DoE annual staff evaluation data
- MBPS student, parent & teacher survey data, and focus group responses and associated data.



## Strategic Direction 1

### INSPIRED TEACHING AND LEARNING

#### Purpose

Our purpose is to ensure quality innovative and evidence-based teaching and learning. Through collaboration we implement well-resourced teaching and learning programs in an inclusive environment that provides opportunities for all students to succeed.

#### Improvement Measures

All teachers use Formative Assessment and Visual Learning strategies.

All students reflect on their learning.

#### Progress towards achieving improvement measures

##### Process 1: Embedding Formative Assessment and Visible Learning

Professional training in John Hattie's Visible Teaching and Learning and Dylan William's Embedding Formative Assessment focused on explicit quality criteria, effective feedback and self-regulation.

Evaluation	Funds Expended (Resources)
<p>The embedding of Formative Assessment strategies K-6/ improved student engagement through greater student inquiry (STEM)/ building of stronger creative and critical thinking skills/ increased teacher understanding and use of progressions/ teachers increasing the use of data to drive teaching and learning.</p> <p>Whole school evaluation has been an ongoing process throughout 2019 with a summary evaluation report which embeds the Principal's 10 Point Theory of Action/ What Works Best reflection and the Set and reflect document:</p> <p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment through:</b></p> <p>James Nottingham PL led to improved teaching strategies/ recognition of BIU students by classroom teachers/ teachers build capacity of colleagues through staff meeting PL follow-up and feedback/ use of EFFECT SIZE data from Dylan Williams, John Hattie and James Nottingham/ completion of S&amp;S for all KLAS and shared with whole staff on GOOGLE DRIVE/ significant analysis of PAT data and how teachers can use this in classroom AND staff begin to video each other to demonstrate explicit teaching.</p> <p>In Semester 2 all Assistant Principals were trained in Quality Teaching Rounds (QTR) and completed one rotation with two other teachers all engaged in explicit teaching observations, feedback and developing value added impact to their teaching and learning.</p> <p>All identified students for our Bump It Up strategy achieved the premier's target.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity through:</b></p> <p>Class teachers sharing PL in feedback sessions/ teacher observation and feedback barriers being broken down/ staff meeting time allocated to BIU reflection AND teachers beginning to use progressions more confidently.</p> <p>One teacher was videoed engaged in best practice use of formative</p>	<p>Staff Meeting reflection time—Formative Assessment and Visible Learning.</p>



## Progress towards achieving improvement measures

assessment strategies. This was presented to staff meeting with several teachers showing interest in developing this concept in 2020.

**Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency** through:

Executive PL– James Nottingham/ Beginning stages for QUALITY TEACHING ROUNDS following executive attendance at PL/ Teachers beginning to change pedagogy as a result of PL/ Delegation of leadership responsibilities to aspiring school leaders/ executive and leading teachers mentor less experienced teachers.

Quality Teaching Rounds in Terms 3 and 4 exemplified effective feedback with the planned collegiality and peer support associated.

**Prioritising and focusing on what matters most and using resources more strategically** through:

Formative Assessment used across all classrooms and all KLAS/ development of NESA focused S&S for all KLAS.

**Building deep and lasting change that really matters and built greater pride in school** through:

The embedding of Formative Assessment strategies K–6/ improved student engagement through greater student inquiry (STEM)/ building of stronger creative and critical thinking skills/ increased teacher understanding and use of progressions/ teachers increasing the use of data to drive teaching and learning.

### Process 2: Effective Class Practice

Develop effective Scope and Sequences for all KLAS targeting creative and critical thinking. Deepen understanding and pedagogy through targeted professional learning and the leadership of experts.

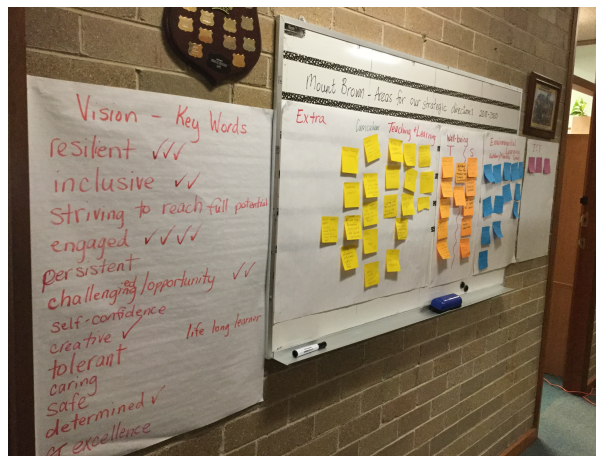
Evaluation	Funds Expended (Resources)
Greater knowledge of every student through the portfolio process, the handover data.  Refer to the extensive evaluation statement in process One.	3h. Purchase folders for incoming kindergarten students.

### Process 3: BIU

Through the identification of 'Bump–it–up' students, develop deep teacher understanding, analysis, implementation and use of data from targeted Assessment programs to strengthen pedagogy in reading and numeracy.

Evaluation	Funds Expended (Resources)
Refer to the extensive evaluation in Process One.  With three sets of PAT data, greater teacher focus upon the 'where to now' focus is taking place. NAPLAN AND PAT data analysed and worked through in stages increasing all teachers ability to reflect on and use their data to better direct their teaching and learning strategies.	ACER PAT data and website resources  Reports created by Lead teachers







## Strategic Direction 2

### ENGAGED ENVIRONMENTS

#### Purpose

Environments that elicit positive emotional responses lead to enhanced learning with important cognitive and behavioural consequences.[1] Our purpose is to create and maintain stimulating and engaging environments for developing self-regulated, critical thinkers; a professional environment for educators and a place of connectedness within our community.

1 The Psychology of Learning Environments by Ken A. Graetz Winona State University.

#### Improvement Measures

Student commitment to their learning and community participation within the school is increased as indicated by the Tell Them from Me survey.

Staff collaboration is increased as evidenced through shared programming and professional learning opportunities.

Community engagement is increased at school events as evidenced by attendance data.

#### Progress towards achieving improvement measures

##### Process 1: Staff Engagement

Develop an inviting and professional workspace for educators to collaborate.

Evaluation	Funds Expended (Resources)
<p>Whole school evaluation has been an ongoing process throughout 2019 with a summary evaluation report which embeds the Principal's 10 Point Theory of Action/ What Works Best reflection and the Set and reflect document:</p> <p><b>Demonstration of high expectations/ explicit and structured teaching/ data to inform teaching/ the systematic use of data AND the building of an orderly learning environment</b> through:</p> <p>Library office moved to newly constructed office/ Learning-pods including new furniture completed/ new C21st furniture in all Stage 3 classrooms/ New amphitheatre- tiered deck completed/ new Kindergarten concept-PK classroom set up and in use initiating wonderful parental feedback</p> <p><b>Utilisation of collaboration/ development of a culture of shared responsibility/ development and nurturing of colleagues AND the building of school capacity</b> through:</p> <p>Whole staff engaged in Library resource culling and organisation/ strong linking and engaging with P&amp;C/ successful in obtaining grants in collaboration with parents/ deck construction/ working bees involving parents, students and teachers strengthens our harmonious culture.</p> <p><b>Development of strong leadership/ provision of effective feedback/ planning for collegiality AND demonstration of transparency</b> through:</p> <p>Our working closely in teams on school environmental improvement. Greater staff ownership through collegiality and transparency of re-designs and upgrades of learning spaces</p> <p><b>Prioritising and focusing on what matters most AND using initiatives strategically</b> through:</p> <p>Strategic upgrades across the whole school- Stages 3, ES1 received complete renewed classroom sets of furniture/ Tiered decking project</p>	



## Progress towards achieving improvement measures

completed with several school functions taken place involving parents and community. Library upgrade begun– shelving. Library learning spaces changed to incorporate new Learning pods for LAS AND office created for LASTs and SLSOs.

**Building deep and lasting change that really matters AND building pride in our school** through:

Wide across–school upgrades of physical and environmental resources–Aboriginal garden/ upgraded classrooms and Library/ creation of more professional spaces for teachers– Centre For Collaboration/ upgraded staff room/ upgraded LAS spaces– new Learning Pods/ new amphitheatre tiered decking for parent involvement in school happenings/ new Aboriginal murals. The changes in classroom upgrades is reflective of the changed

### Process 2: Student Engagement

Create stimulating and engaging learning areas for students.

Evaluation	Funds Expended (Resources)
<p>Stage 3 classroom environment change has influenced direct pedagogy delivery. This is evidenced in teaching and learning programmes. Stage 1 classroom environmental changes occurred late in 2019 seeing some change in pedagogical approach with expected more substantial changes for 2020. The Library upgrade was stalled due to installation problems, however rearrangement of existing furniture and use of some newly acquired furniture has already seen a shift in the tone of the Library. Major changes planned for 2020.</p> <p>REFER TO THE IN-DEPTH EVALUATION IN PROCESS ONE FOR FINAL ANNUAL MILESTONE EVALUATION</p>	

### Process 3: Community Engagement

Development of the outdoor environment to encourage school community engagement and connectedness.

Evaluation	Funds Expended (Resources)
<p>The tiered decking has been highly successful in a number of school celebrations– Book character parade/ School Showcase. Strategies throughout our milestones have all contributed to increased connection to school for families. Refer to the in–depth evaluation in Process One for further details</p>	





## Strategic Direction 3

### WELLBEING

#### Purpose

We intend to support our community to develop their sense of self-worth, self-awareness and personal identity so that they can manage their emotional, mental, spiritual and physical wellbeing.

#### Improvement Measures

100% of classes participate in weekly lessons in social-emotional learning and Positive Behaviour for Learning.

All staff engage in explicit wellbeing and team building professional development.

Increased community attendance at school functions, including parent workshops in curriculum support and performance events.

#### Progress towards achieving improvement measures

##### Process 1: Student Social-Emotional Learning

Deliver whole school social-emotional learning processes that support all students so that they can connect, succeed and learn.

Evaluation	Funds Expended (Resources)
<p>Deliver whole school social-emotional learning processes that support all students so that they can connect, succeed and learn.</p> <p><b>Demonstrated high expectations/ explicit and structured teaching/ data to inform teaching/ systematic use of data AND the building of an orderly learning environment through:</b></p> <p>SENTRAL data to inform teachers/ explicit welfare programmes– BOUNCE BACK/ ROCK AND WATER/ Strengthening attendance through stricter attention to attendance data and follow up procedures/ reduced incidence of welfare-discipline</p> <p><b>Utilised collaboration/ developed a culture of shared responsibility/ developed and nurtured our colleagues AND built school capacity through:</b></p> <p>Improving teacher acceptance of observation and feedback/ greater attention to Australian Standards for Teachers/ beginning to use videos of teachers demonstrating excellent pedagogy/ greater teacher use of shared drives (Google)/ successful use of strategies such as 'Warm Fuzzies', Met n' Greet, Kindergarten BBQ,/ regular Executive and teacher attendance at P&amp;C meetings, highly productive teacher collaboration academic</p> <p><b>Delivered strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through: collaboration release days/ staff night-out/ DLC COS sharing success</p> <p><b>Prioritised and focused on what matters most AND used initiatives strategically</b> through:</p> <p>A strong focus upon every child is known, valued and cared for (Wellbeing Wall/ CHECKERS programme/ wide range of extra curricular activities– Band/ Wakikirri/ Choir/ Sport/ Gymnastics/ Bounce Back/ Rock and Water/ Increasing parent community involvement improving relationships and connectedness</p> <p><b>Helped build deep and lasting change that really matters AND built</b></p>	



## Progress towards achieving improvement measures

### pride in our school through:

Welfare programmes—Rock and Water, Bounce Back/ Kindergarten Expo/ new Kindergarten concept to improve academic performance for younger students— PK/ increased parental involvement/ improved physical environment increasing parent access and engagement/ marked increased pride and responsibility of students/ greater kindness and acceptance of all students

The highly successful Learning Bee Kindergarten Orientation programme extended with excellent feedback through parent surveys.

1.Extremely improved K student transitioning into kindergarten. Vastly improved behaviour, academic engagement has stemmed from our highly successful and nationally recognised Aboriginal and Torres Strait Islander initiatives. This has led to far improved whole of family engagement at school as measured by our roll taken after information sessions, school presentations etc.

2.mental health across the school has developed as a priority with all staff to engage in PL in 2020 engaging with the BEYOU initiative consisting of 15 modules of online learning to build teacher and school capacity.

### Process 2: Collegial Relationships

Further enhance collegial relationships that foster support, respect and collaboration to enhance staff wellbeing.

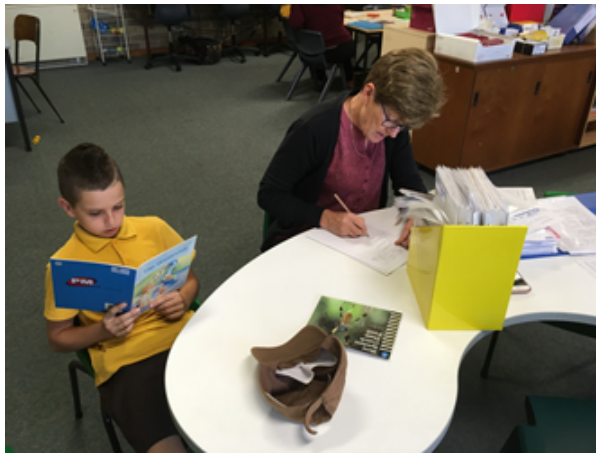
Evaluation	Funds Expended (Resources)
Refer to Process One for full evaluation.	
The collaborative planning sessions in particular have been enormously successful in gaining improved teacher consistency of judgement and more strategic planning of units of work.	

### Process 3: Learning Community Relationships

Provide the learning community with authentic opportunities to build authentic relationships.

Evaluation	Funds Expended (Resources)
REFER TO PROCESS ONE FOR FULL EVALUATION	K Transition 2 release days
In particular, all school transitions have been remarkably successful with considerable positive feedback from parents enrolling children in Kindergarten thanks to Learning Bee, Kindergarten Expo, and Kindergarten transition 2019.Good response to school working bees with over 60 participating. Increased engagement in information sessions– child protection– Project Rockit	\$300 showcase







Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staff meeting	<p>The whole school evaluation for this Annual Milestone is reflected in the following:</p> <p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment</b> through:</p> <p>Aboriginal SLSO uses data– monitors, records and reports to class teachers with PLP follow up for all indigenous students. Proud indigenous teacher on Aboriginal team increases focus on raising expectations for all Aboriginal students. LAST regular collation, update and use of academic data with feedback to classroom teachers. Pronounced improvement in the respect for Aboriginality has led to greater inclusion and connectedness to school for students AND their families. Improved behaviour of Aboriginal students– data indicating less welfare slips.</p> <p>All data collected for LAS purposes is now used to inform targeted intervention– this sets up well for start 2020.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity</b> through:</p> <p>Whole Aboriginal community is engaged at school whenever possible– indigenous community leaders involved in painting murals, teaching Aboriginal dance, speaking to all Stage 3 students on sensitive matters such as Stolen Generation etc. Working Bees to engage community in improving school environment. Yarning Sessions increasing indigenous family involvement. The school Aboriginal Education team leads colleagues in PL– staff meeting and Staff Development Days.</p> <p>LAS programmes have resulted in greater utilisation of external support services. Improved whole school culture towards learning and support. LAS programmes have seen a time for weekly PL for all SLSOs. led by the LAST teacher and coordinator. This is significantly improving the skill–set of SLSOs and providing real leadership opportunity for LAST teacher and coordinator. Minutes are provided to all staff on GOOGLE DRIVE.</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through:</p> <p>Whole Aboriginal team trained in Leading Aboriginal Education which led to the team leading PI for the whole staff at staff meetings and SDDs. Greater feedback and involvement</p>



<p><b>Aboriginal background loading</b></p>	<p>Staff meeting</p>	<p>through Term Yarning Sessions. Principal attended 'Healthy Culture–Healthy Country PL. LAS programmes have led to increased leadership opportunities for teachers to develop school capacity in 2020.</p> <p><b>Prioritising and focusing on what matters most and using resources more strategically</b> through:</p> <p>Vastly improved Aboriginal engagement has led to– PLP process more authentic thanks to Yarning Circles etc. Meetings held for planning Aboriginal Education led to Team leading the learning of peers through in–school PL greater whole school teaching /S&amp;S. Guest instructors of indigenous background– Culture– Kilallea staff, Parent/local Aunty for Stolen Generation learning, indigenous adult to teach Aboriginal Dance, local Nationally acclaimed Aboriginal artist Darren Dunne employed to teach Aboriginal art. The community's wide resources are tapped into through school's use of community elders/leaders to work at school in arts/crafts/dance and music.</p> <p>All IEPs have been updated along with a whole school LAS database.</p> <p><b>Building deep and lasting change that really matters and built greater pride in school</b> through:</p> <p>Vastly improving school and community acceptance and pride in Aboriginality through engagement of indigenous staff (SLSOs and Teacher) other DoE indigenous staff (Kilallea staff) indigenous community members– dance/ art/ history. Indigenous students created a school Acknowledgement of Country The indigenous students have gained enormously in pride of culture and their representation at school as Aboriginal which has seen spin offs through improved behaviour, better attendance and greater overall participation. parent engagement has also similarly improved along with all students demonstrating improved respect and acknowledgement of all things Aboriginal.</p> <p>Sharing and utilisation of PAT and SCOUT data leading to improved overall effectiveness.</p> <p>Additionally Proud indigenous teacher on Aboriginal team increases focus on raising expectations for all Aboriginal students. LAST regular collation, update and use of academic data with feedback to classroom teachers. Pronounced improvement in the respect for Aboriginality has led to greater inclusion and connectedness to school for students AND their families. Improved behaviour of Aboriginal students– data indicating less</p>
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Aboriginal background loading	Staff meeting	welfare slips.
English language proficiency		<p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment</b> through:</p> <p>Regularly collected –detail data onto ERN. New resource boxes developed with EALD data and information in all classes which is regularly utilised by SLSOs with regular feedback to classroom teachers. LAST assessment data now placed for ease of staff access through GOOGLE DRIVE.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity</b> through:</p> <p>SLSOs and LASTs regularly provide information and feedback regarding student progress to classroom teachers. SLSOs now receiving regular PL through fortnightly meetings with the LAST team. All SLSOs valued through the provision of increased PL linked to their PDPs .</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through:</p> <p>LAST coordinator leading all staff through staff meetings/SDD. Greater interaction between teachers and SLSOs through the introduction of the classroom RESOURCE BOXES.</p> <p><b>Prioritising and focussing on what matters most and using resources more strategically</b> through:</p> <p>Children supported through existing programmes ( LIT programmes target vocabulary and language) and in–class</p> <p><b>Building deep and lasting change that really matters and built greater pride in school</b> through:</p> <p>greater communication between support staff and classroom teachers.</p>
Low level adjustment for disability		<p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment</b> through:</p> <p>Teachers across school have noted the significant improvement in lower end academia is now beginning to impact in–class teaching and learning positively with less attention/focus required on differentiating towards lower academic students. This has been achieved through LASTs and SLSO training in Macquarie–lit programmes and</p>



<p><b>Low level adjustment for disability</b></p>		<p>highly successful implementation– refer to academic data/ restructured groups/ LAS data base is regularly updated providing improved information for classroom teachers/ Individual Learning Goals leading to academic improvements– progressions/ IEPs and PLPs are more authentic leading to greater student performance.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity</b> through:</p> <p>Regular fortnightly meetings for LASTs and SLSOs is building school capacity/ regular referral to LAS meetings using updated data</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through:</p> <p>LAST has been upskilled in Access Request PL and is leading colleagues/ regular LAS meetings with high focus on data and how to use data to direct classroom teaching and learning / LAST leads PL for SLSOs through fortnightly meetings/ SLSOs trained in extra curricular areas– ROCK AND WATER, Mindfulness, Bounce–Back, Meditation</p> <p><b>Prioritising and focussing on what matters most and using resources more strategically</b> through:</p> <p>Focus on in–class support for teachers in identifying student support needs– new tracking sheet for all classroom accommodations/ The strong focus on SLSO and LAST interventions for significant numbers of students struggling with reading and maths has led to noticeable improvements allowing these children to better cope with in–class instruction. Strategically used resources/funding to provide training and successful programmes – LITS/ Rock &amp; Water/Mindfulness/Speech intervention/ SPELD website and other targeted intervention.</p> <p><b>Building deep and lasting change that really matters and built greater pride in school</b> through:</p> <p>Vast improvement in lower academic students is leading to more academic success in classrooms/ stronger SLSO in–class interventions, systems and procedures. Vastly improved knowledge of ACCESS REQUEST process and expectations has led to greater levels of support through IFS. Successes are regularly shared with staff to encourage pride in staff effort and achievement in meeting the needs of students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>		<p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of</b></p>



<p><b>Quality Teaching, Successful Students (QTSS)</b></p>		<p><b>data AND the building of an orderly learning environment</b> through:</p> <p>Teachers on track–SMART PDP goals for all teachers/Collegial planning days improves structured teaching– improved and increasing observation and feedback/ Executive closely monitor attendance and welfare leading to marked improvements/ Improving whole staff use of data to inform teaching– PAT PL and use/ Beginning teacher support mechanisms providing smooth transition for new teachers/Executive follow–up of SEVEN STEPS WRITING PL leading to whole school focus and improvements/ Executive follow–up of Formative Assessment PL leading to improved whole of staff use of formative assessment and data use to inform teaching and learning</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity</b> through:</p> <p>Stronger Teacher sharing and growth through Collaborative Planning/ mentoring arranged for experienced teachers with executive overseeing/</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through:</p> <p>Executive identifying aspiring teacher–leaders and supporting them in leadership opportunities/ improved teaching observation and feedback structures which increase teacher expertise with Australian Professional Standards for Teachers</p> <p><b>Prioritising and focussing on what matters most and using resources more strategically</b> through:</p> <p>Strong focus on school plan– executive directing &amp; monitoring Strategic Directions/ Strong leadership from APs improving Attendance and welfare</p> <p><b>Building deep and lasting change that really matters and built greater pride in school</b> through:</p> <p>More authentic school planning approach/development and use.</p>
<p><b>Socio–economic background</b></p>	<p>Whole school evaluation</p>	<p>Whole school evaluation completed – effectiveness of all programmes/ Staff meeting / PMI/ students and parents surveyed with results to inform 2020 milestone planning</p> <p>Please note that this is a repeat item from LLAD with the intention of more clearly differentiating the two aspects for improved</p>



<p><b>Socio-economic background</b></p>	<p>Whole school evaluation</p>	<p>school plan reporting in the future.</p> <p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment</b> through:</p> <p>Teachers across school have noted the significant improvement in lower end academia is now beginning to impact in-class teaching and learning positively with less attention/focus required on differentiating towards lower academic students. This has been achieved through LASTs and SLSO training in Macquarie-lit programmes and highly successful implementation– refer to academic data/ restructured groups/ LAS data base is regularly updated providing improved information for classroom teachers/ Individual Learning Goals leading to academic improvements– progressions/ IEPs and PLPs are more authentic leading to greater student performance.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity</b> through:</p> <p>Regular fortnightly meetings for LASTs and SLSOs is building school capacity/ regular referral to LAS meetings using updated data</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency</b> through:</p> <p>LAST has been upskilled in Access Request PL and is leading colleagues/ regular LAS meetings with high focus on data and how to use data to direct classroom teaching and learning / LAST leads PL for SLSOs through fortnightly meetings/ SLSOs trained in extra curricular areas– ROCK AND WATER, Mindfulness, Bounce-Back, Meditation</p> <p><b>Prioritising and focussing on what matters most and using resources more strategically</b> through:</p> <p>Focus on in-class support for teachers in identifying student support needs– new tracking sheet for all classroom accommodations/ The strong focus on SLSO and LAST interventions for significant numbers of students struggling with reading and maths has led to noticeable improvements allowing these children to better cope with in-class instruction. Strategically used resources/funding to provide training and successful programmes – LITS/ Rock &amp; Water/Mindfulness/Speech intervention/ SPELD website and other targeted intervention.</p> <p><b>Building deep and lasting change that really matters and built greater pride in</b></p>
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<b>Socio-economic background</b>	Whole school evaluation	<p><b>school through:</b></p> <p>Vast improvement in lower academic students is leading to more academic success in classrooms/ stronger SLSO in-class interventions, systems and procedures. Vastly improved knowledge of ACCESS REQUEST process and expectations has led to greater levels of support through IFS. Successes are regularly shared with staff to encourage pride in staff effort and achievement in meeting the needs of students.</p>
<b>Support for beginning teachers</b>	<p>2 X 1/2 days &amp; 3 X 1 day release time</p> <p>MAXINE– 2 day release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$3 400.00)</li> </ul>	<p><b>Demonstrated: High expectations / explicit and structured teaching/ the use of data to inform teaching/ the systematic use of data AND the building of an orderly learning environment through:</b></p> <p>L3 PL training and support building capacity for both early career teachers and mentees. Strong focus and support on collection of authentic data and how to use the data to inform teaching and learning.</p> <p><b>Demonstrated how we collaborate/ develop a culture of shared responsibility/ develop and nurture colleagues AND build school capacity through:</b></p> <p>L3 mentee/mentor relationship building leads to understanding of the importance of collegial sharing for personal growth. Beginning Teacher Conference</p> <p><b>Developed strong leadership/ provided effective feedback/ planned for collegiality AND demonstrated transparency through:</b></p> <p>Mentee/Mentor relationship builds capacity for both parties/ strong focus upon teaching observation and feedback and the building of greater expertise through the use of the in-school feedback forms which build greater teacher awareness and expertise using the Professional Standards for Teachers</p> <p><b>Prioritising and focussing on what matters most and using resources more strategically through:</b></p> <p>Detailed and authentic Beginning Teacher programmes</p> <p><b>Building deep and lasting change that really matters and built greater pride in school through:</b></p> <p>L3 PL training and support building capacity for both early career teachers and mentees. Strong focus and support on collection of authentic data and how to use the data to inform teaching and learning. Building of trust between early career teachers and their peers including supervisors builds dynamic personal improvement.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	189	202	189	211
Girls	180	183	168	177

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	93.2	95.5	92.8
1	92.7	94.8	93.9	93.4
2	94	93.9	94.3	93.9
3	94.7	94.5	92	94.6
4	93.6	95.1	93.3	92.5
5	92	93.6	94.5	92.5
6	92.3	92.3	93.8	93.2
All Years	93.3	93.9	93.9	93.2
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
Assistant Principal(s)	3
Classroom Teacher(s)	14.99
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.22

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	331,706
<b>Revenue</b>	3,712,297
Appropriation	3,432,140
Sale of Goods and Services	17,514
Grants and contributions	260,828
Investment income	1,715
Other revenue	100
<b>Expenses</b>	-3,613,433
Employee related	-3,162,905
Operating expenses	-450,528
<b>Surplus / deficit for the year</b>	98,864

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>	91,983
<b>Equity Total</b>	364,954
Equity - Aboriginal	35,490
Equity - Socio-economic	181,015
Equity - Language	3,533
Equity - Disability	144,916
<b>Base Total</b>	2,715,774
Base - Per Capita	83,766
Base - Location	0
Base - Other	2,632,008
<b>Other Total</b>	213,390
<b>Grand Total</b>	3,386,101

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](https://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.

### Literacy

Please refer to the MYSCHOOL website to find detailed information regarding NAPLAN results for 2019. In summary in Literacy areas there was very good improvement in this year's Year 3 results as indicated by the improved percentages in bands– see graphs however the biggest achievement is the continuation of the steady improvement over the last three years in both Years 3 and 5.

This is clearly demonstrated by our VALUE ADDED data (see MYSCHOOL VALUE ADDED GRAPHS) which shows significant school growth from Kindergarten to Year 3 continuously over the last three years with the added achievement of the attainment of SUSTAINING & GROWING for K–3. In Years 3–5 however consistent growth over the last three years at above the expected growth for NSW schools led to the attainment of EXCELLING for Years 3–5.

### Numeracy

As for Literacy:

Please refer to the MYSCHOOL website to find detailed information regarding NAPLAN results for 2019. In summary in Literacy areas there was very good improvement in this year's Year 3 results as indicated by the improved percentages in bands– see graphs however the biggest achievement is the continuation of the steady improvement over the last three years in both Years 3 and 5.

This is clearly demonstrated by our VALUE ADDED data (see MYSCHOOL VALUE ADDED GRAPHS) which shows significant school growth from Kindergarten to Year 3 continuously over the last three years with the added achievement of the attainment of SUSTAINING & GROWING for K–3. In Years 3–5 however consistent growth over the last three years at above the expected growth for NSW schools led to the attainment of EXCELLING for Years 3–5.



## Parent/caregiver, student, teacher satisfaction

Parents', teachers' and students' opinions were surveyed through our annual Tell Them From Me evaluation.

### PARENTS

**In summary, PARENTS RESPONDED POSITIVELY to the following areas:**

1. Feel welcome 2. Can speak easily with their children's teachers 3. Feel listened to by teachers 4. School communicates in clear, plain language 5. School's administrative staff are almost always helpful; 6. Reports are written in terms parents understand 7. Felt informed when there are problematic student behaviours 8. Teachers report positive and negative behaviours promptly 9. Their children feel safe going to and from school 10. Their children feel safe at school 11. Teachers help children develop positive friendships 12. Teachers take an active role in making sure all children are involved in school activities 13. Teachers help students who need extra support. 14. Teachers show an interest in their children's learning 15. Children are encouraged to do their best work 16. Teachers expect children to work hard 17. Teachers take account of children's needs, abilities & interests 18. Teachers have high expectations for children 19. Children are clear about the rules for school behaviour 20. Teachers expect children to pay attention in class

#### ***Areas to build upon–***

**In summary, THERE IS ROOM TO IMPROVE parent perceptions in the following areas:**

1. Teachers expect homework to be done on time 2. Teachers devote their time to extra curricular activities 3. Teachers maintain control of their classes 4. Activities are scheduled at times parents can attend 5. Parents can easily speak with the school principal 6. Parents are informed about children's social and emotional well-being 7. Parents are informed about opportunities for their children's future. 8. Behaviour issues are dealt with in a timely fashion 9. Teachers create opportunities for children who are learning at a slower pace 10. Teachers try to understand the learning needs of students with special needs.

### STUDENTS

**In summary, STUDENTS RESPONDED POSITIVELY to the following areas:**

1. Participation in school sports 2. Extra curricular activities 3. Have positive relationships at school 4. Show positive behaviour at school 5. Try hard at school 6. Believe their learning time at school is effective 7. Believe classroom work is relevant to their lives 8. Believe classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. 9. Students who claim to be bullied at school is 30% less than State 10. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 11. Feel teachers are responsive to their needs and encourage independence with a democratic approach. 12. students AND staff have high expectations for success 13. 87% indigenous students feel good about their culture when I am at school. 14. 63% indigenous students expect to go to University

#### ***Areas to build upon–***

**In summary, THERE IS ROOM TO IMPROVE student perceptions in the following areas:**

1. Feel accepted and valued by their peers and by others at their school. 2. Believe that schooling is useful in their everyday life and will have a strong bearing on their future. 3. Do homework for their classes with a positive attitude and in a timely manner. 4. Are interested and motivated in their learning 5. Understand there are clear rules and expectations for classroom behaviour. 6. For indigenous students only 50% of my teachers have a good understanding of my culture.

### TEACHERS

**In summary, TEACHERS RESPONDED POSITIVELY to the following areas:**

1. School leadership 2. Collaboration 3. Learning culture 4. Parent involvement 5. Inclusive school 6. Setting challenging & visible goals 7. Planned learning opportunities 8. Overcoming the obstacles of learning

#### ***Areas to build upon–***

**In summary, THERE IS ROOM TO IMPROVE teacher perceptions in the following areas:**

1. Data informs practice 2. Teaching strategies 3. Technology 4. Providing quality feedback



# 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.