

Metella Road Public School

2019 Annual Report



4444

Introduction

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

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

School contact details

Metella Road Public School

Metella Rd

Toongabbie, 2146

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

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

9636 1922

School background

School vision statement

Metella Road Public School's vision is to provide its students with opportunities to pursue academic and personal excellence in a nurturing, community environment.

School context

Metella Road Public School is a vibrant learning community in the Bungarribee School Education area, approximately 30 kilometres from Sydney. With an enrolment of approximately 725 students, the school provides educational programs for students from a range of socio-economic and cultural backgrounds. The school consists of 28 mainstream classes. A high-quality learning environment is provided by a highly qualified and dedicated staff comprising a dynamic mix of highly experienced and early career teachers.

Our core business is to improve student outcomes in literacy, numeracy and all key learning areas, developing outstanding inclusive teaching programs that meet the individual needs of the learner, encouraging students to pursue academic and personal excellence. Learning is supported by futures driven learning principles, that are deeply engaging and academically rigorous, developing the skills, knowledge and dispositions students need.

The core values of the school are embedded within our student welfare policies and programs which promote the Positive Behaviour for Learning model. The core expectations of being Motivated, Respectful, Proud and Safe are consistently embraced by students, staff and the community.

A strong partnership exists between the school and the wider community, including an international school in Shanghai. Following the school's motto of Aim High, a strong ethos of high expectations exists. The school delivers high quality educational, cultural and sporting programs with strong community support.

The school community continually evaluates and reviews current operations to ensure that we move forward and continue to provide the best possible educational experiences, learning environment and learning outcomes for students. Metella Road Public School is part of the Blacktown Learning Community.

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

Strategic Direction 1

Excellence in Learning

Purpose

To challenge students and engage them in rich learning experiences, promoting learning excellence to ensure they connect, succeed, thrive and learn.

Improvement Measures

Increased proportion of students achieving in the top two bands for NAPLAN reading, writing and numeracy.

The school continually improves on its value-added results in English and numeracy as evidenced through Scout and NAPLAN data.

School data shows that student progress and achievement on external measures is consistent with strong student progress and achievement on internal measures.

Progress towards achieving improvement measures

Process 1: Up Size

Implement a whole school approach to achieving high valued added results using effective practices and self-management skills to enable students to pursue academic and personal excellence.

| Evaluation | Funds Expended (Resources) |
|---|--|
| The school continued to improve results in the top two bands of NAPLAN in reading and numeracy with an increase of 3.84% to 51.05% (47.21% in 2018). This is very pleasing considering the school is continuing the transition to NAPLAN Online. SCOUT data indicates that the value-added result for K-3 has increased and the 5-7 value-added remains at excelling. The value-added result for 3-5 is slightly below 2018 results. The school provided additional professional learning time for staff through the engagement of an external organisation to ensure all stages could work together to analyse internal assessment data and participate in assessment moderation activities, including the development of marking rubrics. This has assisted with consistent teacher judgement between classes and ensure that student progress on external data measures is consistent with student achievement and progress on internal school measures. | \$81,400.00 (this includes socio-economic background equity loading) |

Process 2: Kids Do Matter

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

| Evaluation | Funds Expended (Resources) |
|---|---|
| Metella Road Public School integrated Bounce Back, a positive wellbeing, resilience and social-emotional learning program into Personal Development, Health and Physical Education programs. A Wellbeing Officer worked with small groups of students in class and on the playground, resulting in a decrease in negative behaviour incidents for identified students. Data collected through <i>Tell Them From Me</i> Surveys indicates that in the areas of Advocacy, Expectations and Belonging, Metella Road Public School achieves well above State levels with a high percentage of students reporting positive outcomes. | \$31,324.00 + FTE 1.1 Staffing (Low Level Adjustment for Disability equity loading) |

Process 3: Engage Me

Create an environment that promotes learning and higher levels of student engagement.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|--|--|
| Inventionist support focused on Year 3 students, with support staff including the Learning and Support Teacher and English as an Additional Language or Dialect Teachers working in class with teachers to promote higher levels of learning and engagement. NAPLAN results across all domains show that Year 3 students achieved well above statistically similar school groups. Internal data measures also support this data. | \$24,071.00 + FTE 1.4 Staffing (English Language Proficiency equity loading) |

Process 4:

| Evaluation | Funds Expended (Resources) |
|-------------------|-----------------------------------|
| Not applicable | Not applicable |

Strategic Direction 2

Excellence in Teaching

Purpose

To create a shared responsibility for student improvement and contribute to a transparent learning culture using evidence based and innovative teaching practices.

Improvement Measures

All teachers utilise student feedback to provide continuous improvement for all students.

All students cooperatively develop, and analyse and articulate learning goals to pursue high levels of achievement.

All teachers display and regularly reference to students explicit learning progressions in classrooms to demonstrate performance benchmarks for students.

Progress towards achieving improvement measures

Process 1: Feedback Feeding The Future

Implement a whole school systematic approach, using student feedback and assessment to monitor progress and enable students to effectively articulate learning intentions and goals.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Student feedback continued to facilitate the development of lessons that are responsive to need. In response to feedback, a higher proportion of classroom teachers are now utilising applications such as SeeSaw, Gradebook and other digital portfolios to monitor student progress and support assessment. Differentiated professional learning for teachers was provided in these areas to ensure their ongoing development and improvement. Learning goals are effectively and systematically articulated by students. | \$30,531.00 |

Process 2: What Works Best

Draw on research to develop, implement and evaluate high quality and innovative professional learning in literacy and numeracy teaching practices.

| Evaluation | Funds Expended (Resources) |
|--|---------------------------------------|
| Instructional leaders and executive staff worked collaboratively to evaluate assessment across the school. Scopes and sequences, programs, assessment tasks and work samples were analysed to ensure syllabus outcomes were being achieved, while simultaneously catering for the various characteristics and needs of students to enhance their learning. This has resulted in a more consistent approach to teaching and learning across the school. | \$1016.00 QTSS Release (\$124,644) |

Process 3: Walls That Speak

Implement a school wide approach using visible learning progressions within classroom environments, to show students how to achieve success and continuous improvement.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Instructional leaders and executive staff worked with classroom teachers to annotate writing samples against rubrics for students to illustrate how their writing can be improved to achieve higher levels of success. This has resulted in students gaining a clear understanding of what they need to do | QTSS Release (\$124,644) |

Progress towards achieving improvement measures

and what their writing looks like when they have succeeded. It has helped to develop in students a organised and structured approach to writing tasks, and develop greater self-confidence.

Strategic Direction 3

Excellence in Leading

Purpose

To develop leadership capacity at all levels to foster a school-wide culture of high expectations and shared sense of responsibility for whole-school improvement.

Improvement Measures

An increase in the number of parents and carers actively engaged in and supporting the school's educational priorities through meaningful school partnerships (from 2017 baseline data).

Increased leadership capacity of aspiring leaders and of current executive through the BLC Aspiring Leaders Program, Growth Coaching and growth mindset, using the AITSL Leadership Profiles and Principal Standard.

An increased percentage of parents/carers attending community events (from 2017 baseline data).

Progress towards achieving improvement measures

Process 1: Coaching is Key

Implement a whole school approach to coaching and mentoring to develop the leadership capacity of staff at a grade, stage, whole school and community level.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Peer coaching was undertaken by all staff to enhance collaboration, provide formal opportunities for teachers to share their learning, set professional learning goals and improve the quality of their relationships and feedback to enhance student learning outcomes. Peer coaching has allowed teachers to reflect on feedback to refine and improve their practice, as well as recognise their strengths. This has resulted in increased teacher confidence regarding their own practice and has assisted to establish a culture where teachers feel comfortable giving and receiving constructive feedback. | \$13, 035.00 |

Process 2: Collective Efficacy

School leaders implement practices across the community of schools to provide long-term leadership opportunities for all staff regardless of their position.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Metella Road Public School led the development and implementation of Practice Changing Practice, in partnership with Western Sydney University, to increase leadership capacity of educators across the Bungarabee, Quakers Hill and The Ponds networks. The result of this program has been the development of high-quality leadership to support succession planning as well as the development of a culture of action research within the school to improve student outcomes and experiences. The partnership with Western Sydney University will continue in 2020 with publication of the Phase 1 Program Evaluation and the continuation and expansion of the initiative. | \$5588.00 |

Process 3: Community Connections

Implement a whole school, systematic approach to engage families and the community in the school decision making processes, professional learning and school events.

| Evaluation | Funds Expended (Resources) |
|---|-----------------------------------|
| The focus of Community Connections in 2019 was the development of | \$9,300.00 (Aboriginal background |

Progress towards achieving improvement measures

authentic partnerships through the coordination of an Aboriginal art and indigenous gardening program to increase students' knowledge of Aboriginal histories and culture. Metella Road Public School worked closely with a practising Aboriginal artist to provide cultural education and promote the strength, diversity and richness of Aboriginal cultures. Students were highly engaged and the program will continue into 2020. 81% of Aboriginal students reported (in *Tell Them From Me Snapshot II 2019*) they feel good about their culture at school, representing an increase from 68% in 2017 and 77% in 2018.

equity loading)

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | \$9,300.00 | Metella Road Public School continued to maintain meaningful partnerships with our Aboriginal community through the development, implementation and tracking of Personalised Learning Pathways to meet the individual needs of our Aboriginal students. Geoff Sellman, a local Aboriginal artist was engaged to work periodically with Aboriginal students and their buddies to develop a deeper understanding of the local Aboriginal community and culture. Mr Sellman will work with students again in 2020. SLSOs and support teachers worked one-to-one with Aboriginal students to support the achievement of academic and wellbeing outcomes. |
| English language proficiency | Staffing: \$149,402.00 (1.4 FTE) Flexible: \$34,835.00 | This funding supported EAL/D learners who required additional support to assist them to develop English language proficiency. EAL/D and interventionist teachers worked with class teachers to deliver a differentiated curriculum through scaffolding, targeted teaching and interventions (small group and one-to-one) to support students develop listening, speaking, reading/viewing and writing skills. This resulted in significant improvements for students, including improved self-confidence. Teachers delivered responsive teaching and learning programs, effectively catering for students from culturally diverse backgrounds. |
| Low level adjustment for disability | Staffing: \$117,388.00 (FTE 1.1) Flexible: \$74,617.00 | This funding was used to ensure that all students with disability and additional learning and support needs could participate in schooling on the same basis as their peers. Specifically, it was used to provide intensive targeted interventions including Making Up Lost Time In Literacy, Rip-It-Up-Reading and QuickSmart (Numeracy). School Learning Support Officers were appointed to provide both one-to-one support and small group interventions within classroom settings. The Learning and Support Teacher worked with classroom teachers to provide curriculum modifications and adjustments as well as consult and collaborate with parents/carers and external providers (such as speech pathologists and occupational therapists). This has resulted in a higher level of engagement for identified students, and the increased capacity of teachers to provide students with a meaningful, rigorous and dignified education. |
| Quality Teaching, Successful Students (QTSS) | \$124,644.00 | This funding was utilised to appoint an above establishment instructional leader (deputy principal level) to focus on improving the quality of teaching and learning in literacy and numeracy in Years 3–6. The instructional leader provided in-class support and professional development for teachers (demonstration lessons, team teaching, observations) as well as coaching and mentoring to assist teachers to reflect and |

| | | |
|---|--------------|---|
| Quality Teaching, Successful Students (QTSS) | \$124,644.00 | evaluate their teaching programs. This has resulted in a more cohesive and consistent approach to teaching and learning in Years 3–6, with both higher expectations for student success and a culture that supports meaningful teacher collaboration. |
| Socio–economic background | \$43,087.00 | This funding was used to fully subsidise Sport in Schools Australia (SISA) for all students, hence creating additional release time for teachers. Teachers used this time to work collaboratively with their stage teams and participate in professional development to support the improvement of outcomes in English and Mathematics. Additionally, this time supported the development of teaching and learning programs to meet new syllabus requirements, as well as allowing stages to work together to participate in assessment moderation activities. This has resulted in higher teacher collective efficacy and the development of a culture that supports meaningful teacher collaboration. |
| Support for beginning teachers | \$35,529.00 | This funding was used to provide regular release time for beginning teachers and executive members of staff to provide mentoring support. Observations, team teaching and demonstration lessons were undertaken during this time. Beginning teachers also utilised additional release time and funding to participate in a broad range of professional learning opportunities that aligned with their Performance and Development Plans and achievement of accreditation at the level of Proficient Teacher. |
| Targeted student support for refugees and new arrivals | \$13,780.00 | This funding provided targeted support for students from a refugee background. A teacher was engaged to work with these students to develop their reading, writing, listening and speaking skills with an emphasis on helping students to acquire the literacies, concepts and skills required to participate in learning activities and meet curriculum outcomes. Teachers were also given time to develop student learning plans to provide targeted support for students from a refugee background. This personalised approach resulted in greater English language competence and greater participation in the curriculum. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 342 | 339 | 358 | 362 |
| Girls | 357 | 347 | 352 | 363 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.6 | 95.3 | 94.3 | 94.3 |
| 1 | 94.7 | 94.4 | 94.5 | 94.2 |
| 2 | 96 | 94.7 | 95.2 | 92.6 |
| 3 | 95.4 | 95 | 95.2 | 94.8 |
| 4 | 95.5 | 93.6 | 95.1 | 94 |
| 5 | 94.7 | 95.6 | 94.6 | 94.5 |
| 6 | 92.5 | 94.3 | 94.5 | 93.2 |
| All Years | 94.8 | 94.7 | 94.8 | 94 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 26.63 |
| Teacher of Reading Recovery | 0.74 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 1.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.47 |

*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 | 1,236,782 |
| Revenue | 6,078,803 |
| Appropriation | 5,812,589 |
| Sale of Goods and Services | 25,758 |
| Grants and contributions | 234,117 |
| Investment income | 6,039 |
| Other revenue | 300 |
| Expenses | -5,865,765 |
| Employee related | -5,069,675 |
| Operating expenses | -796,090 |
| Surplus / deficit for the year | 213,038 |

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 | 21,332 |
| Equity Total | 428,629 |
| Equity - Aboriginal | 9,300 |
| Equity - Socio-economic | 43,087 |
| Equity - Language | 184,237 |
| Equity - Disability | 192,004 |
| Base Total | 4,756,623 |
| Base - Per Capita | 166,593 |
| Base - Location | 0 |
| Base - Other | 4,590,030 |
| Other Total | 471,843 |
| Grand Total | 5,678,427 |

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

Metella Road Public School sought the opinion of students, parents and carers and teachers about school performance to support informed decision making. *Tell Them From Me* student surveys, as well as the *Partners in Learning* parent survey and the *Focus on Learning* teacher surveys were utilised to guide school planning and help to identify school improvement measures.

Student Outcomes and School Climate: Student Survey

The annual results for the *Tell Them From Me* student surveys were pleasing with students reporting positive school outcomes in the areas of Advocacy, Expectations and Belonging.

Advocacy at School

This refers to the active consideration and support of individual students' academic and wellbeing needs and encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life. 85% of students reported positive advocacy at school compared with 69% of State.

Expectations for Success

This is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. At Metella Road Public School, 97% of students surveyed reported positive expectations for success compared with 85% of State.

Sense of Belonging

School belonging refers to a student's perception of being accepted, valued and included in their school setting by peers and teachers and is essential for enhanced student wellbeing. 81% of students reported a positive sense of belonging compared with 69% of State.

Partners in Learning: Parent Survey

This survey assists the school to clarify and strengthen the important relationship between parents/carers and the school. The results indicated that overall we are on par with the NSW Government Norm in all surveyed areas. However, only 52 parents responded to the online format meaning that the dataset size was relatively small. To gain a deeper understanding of parent's views, a Community Liaison Officer (CLO) was engaged. The CLO communicated with parents/carers, gathering information to help build a more accurate picture of the school that could be used to make practical improvements. In response to this, a 'Conversation Cafe' was established where parents/carers could meet and speak with school executive staff. This informal, morning event was held twice a term and was highly successful, providing valuable feedback and will continue in 2020.

Focus on Learning: Teacher Survey

The teacher survey provides school leaders with the insights into school and classroom effectiveness from the perspective of teachers. In 92% of areas teachers responded higher than the state-wide averages. The areas of school leadership, learning culture, data informed practice and teaching strategies indicated that teachers have a highly positive view of school and classroom effectiveness.

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.