

Wingham Brush Public School

2019 Annual Report



4575

Introduction

The Annual Report for 2019 is provided to the community of Wingham Brush 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

This year the school underwent an exhausting External Validation. It produced very positive results one of which was that we were excelling in several areas, most importantly the area of wellbeing. The school was commended for its attention to individualised support and the strong theme that every child is known and cared for.

The students and staff have shown tremendous cooperation, tolerance, respect and resilience throughout the year with a cracked water pipe damaging our infants rooms and three classes having to relocate then the disruption of our bushfires and devastation across our community. Our thoughts, prayers and best wishes are with all those effected specifically Bobin Public school. The heartfelt and sincere letters students wrote to the Rural Fire Service highlighted the beautiful character that our students have.

To all parents and caregivers, I thank you for your passionate support of all things Brush and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education.

Our P&C have given tirelessly of their time and expertise for the enormous benefit of our students, providing valuable services and resources to our school. Through all their efforts our basketball court was finally installed and looks sensational.

To our parent organizations and many many volunteers. Thanks again!! To parent tutors, canteen workers. To P& C members, and volunteers. To classroom helpers, To those who provide transport, make costumes and props. The list goes on. You all provide invaluable support to our school and assist in making learning for our students rewarding and fun. Thank you for your continued commitment and generosity.

Kylie Seaman

Principal

School background

School vision statement

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all student's education to inspire, challenge and empower resilient, self-motivated students. Our supportive staff and engaged community are committed to delivering a rich, inclusive, holistic education in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated 12 km west of Taree, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush – a small pocket of rainforest with attractive boardwalks. It is also home to a large colony of grey-headed flying foxes.

Our structure consists of 9 regular and multi-grade classes. Each classroom is equipped with interactive technology supporting quality teaching and providing a modern learning environment for all students within our heritage buildings.

Our school is supported by the Taree Aboriginal Education Consultative Group (AECG). 12% of our student population are of Aboriginal background.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Successful Learners

Purpose

Teachers know their students and how they learn. Teachers have high expectations, differentiating curriculum delivery to meet the needs of students.

Improvement Measures

NAPLAN data indicates student growth is equal to or greater than the average SSG in writing and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

Evidence against the SEF validates growth from delivering to sustaining and growing in the areas of the elements of learning culture, differentiation and assessment and reporting.

Overall summary of progress

Ongoing professional learning, led and supported by the leadership team has been focused specifically on explicit instruction in writing, differentiation, building teacher capacity and practices in working mathematically, evaluating rich tasks and developing classroom environments that enhance student engagement.

Teachers routinely use evidence of learning to collaboratively analyse and improve their knowledge and understanding across the targeted focus areas. The development of rubrics, learning intentions and success criteria has improved the quality of the data collected and assisted in tracking and monitoring students' achievement. The writing initiative, close reading, L3 and number talks, specifically, have provided teachers with opportunities to engage with the syllabus and collaboratively plan lessons and units to improve their pedagogy

Through Early Action for Success, teachers continued to build their skills in analysing and interpreting their students' performance data. Through collegial conversations they justified their interpretations and determined next steps for student learning. This in turn, required teachers to review their teaching and learning programs and ensure future planning was focused on individual student need.

Progress towards achieving improvement measures

Process 1: Assessment

Teachers increase knowledge and implementation of learning progressions. Development and implementation of quality assessments that are consistent and routine.

Evaluation	Funds Expended (Resources)
Teachers are routinely plotting student progress data into PLAN. Teacher program feedback indicates evidence of differentiation across numeracy and literacy at varying degrees. Classroom walk throughs show evidence of programs reflecting practice. Teachers programming is evolving to incorporate collaborative planning, reflective practice, data driven teaching and learning and consistency across stage expectations and assessments. Substantial preparations, planning, adjustments and supports are provided to students to improve self esteem, engagement and increase achievement of targeted outcomes.	Implementation supported through QTSS funding.

Process 2: Writing Initiative

Through mentoring and professional learning, strengthening the capacity of staff to address all learning needs in writing.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All data sources indicate that teacher programs are utilising rich text to deliver quality teaching in writing. Student work samples and PLAN2 data indicates that all students demonstrated growth in writing. Teachers are effectively providing explicit and differentiated teaching in the area of writing. Collaboration across stages, teachers shared curriculum knowledge, data and student progress to develop evidence based writing programs that meet the needs of all students.

\$3000 Executive professional learning

Process 3: Building Numeracy Leadership

Leaders engage in mentoring to implement collaborative teacher professional learning to build capacity in using student assessment data to plan and implement differentiated numeracy instruction.

Evaluation	Funds Expended (Resources)
Data sources indicate that all teachers are routinely implementing number talks, three to five times a week, in their programs and practice. Routine walk throughs by executive indicate student engagement in number talks. A growing number of students are able to articulate their thinking processes. Teachers are enthusiastically engaging in the number talk lesson model and embedding it into their classroom practice. NAPLAN data indicated that students are performing above state and SSG growth in numeracy.	\$11000 professional learning funds



Strategic Direction 2

Innovative Visible Learning

Purpose

Build capacity of teachers and leaders that enables evidence to be used to create effective high quality instruction and student growth.

Improvement Measures

100% of classrooms use success criteria and effective feedback to students in writing and numeracy to improve learning outcomes.

Demonstrated individual student growth equivalent to one year or more evidenced through Progressive Achievement Tests (PAT) in literacy and numeracy.

Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.

Overall summary of progress

In stage teams, teachers used their class data in writing to analyse their teaching and determine future directions based on the English syllabus. Teachers regularly examine student performance data with a focus on formative assessment as evidenced through the writing initiative, Learning progressions, PLAN2 data plotting and tracking, L3 monitoring graphs and stage collaboration around student writing samples.

Executive delivered professional learning, demonstration lessons and team teaching to support the teachers in the implementation of the school priorities. The increase in teacher capacity to cater for individual learning needs through point of need teaching was regularly and consistently monitored.

Teacher programming is evolving to incorporate collaborative planning, reflective practice, data driven teaching and learning and consistency across stage expectations and assessments. Personal goals and whole school systemic goals, aligned with school strategic directions, reflecting the Teaching Professional Standards are evident in Performance Development Plans.

Teachers are gaining confidence in providing explicit, specific and timely formative feedback related to defined success criteria as evidenced with classroom WALT & WILF. What I am learning to (WALT) provides students with the learning intention of the lesson. What I'm looking for (WILF) defined the success criteria for the lesson. Teachers K-6 use WALT and WILF, specifically in writing to support student learning. Teacher's feedback supports improved student learning as evidenced through visual displays and teacher conferencing. This remains a priority for future development across all stages.

Progress towards achieving improvement measures

Process 1: Visible Learning

Through action learning, mentoring and professional learning, develop and implement evidence based teaching practices connected with Visible Learning.

Evaluation	Funds Expended (Resources)
Observations reflect that teachers have embraced the learning intentions and success criteria and they are displayed and communicated to students. Writing is the focus area for all classes with some teachers developing goals across other KLAs. Some teachers are utilising effective methods of feedback directly related to the learning intentions.	QTSS funds to support implementation \$5000 professional Learning through Corwin Visible Learning
Learning intentions and success criteria are being effectively communicated and used in classrooms for writing. A future direction will focus on the development of teachers capacity to provide effective feedback and facilitate opportunities for students to articulate their learning progress.	

Process 2: Data Analysis

Teachers routinely gather and analyse data to inform teaching direction and enhance teaching practice.

The learning goals for students are informed by analysis of internal and external students progress and achievement data supported through collaborative practices.

Evaluation	Funds Expended (Resources)
Teachers are effectively collecting data from a range of sources to inform teaching and learning, including PLAN2, work samples, L3 monitoring graphs, PAT, observations and stage based assessments. Teachers programming is evolving to incorporate collaborative planning, reflective practice, data driven teaching and learning and consistency across stage expectations and assessments.	Allocation of funds and timetabling of human resources to enable regular teacher collaboration and planning.



Strategic Direction 3

Resilient, Responsible Citizens

Purpose

To promote and embed a positive inclusive culture of respectful relationships across our learning community to develop successful, confident and resilient learners.

Improvement Measures

Increase in student resilience and confidence, engagement and sense of belonging.

The school self evaluation against the School Excellence Framework is able to evidence growth from *delivering* to *sustaining and growing* in the learning domain element of *wellbeing*.

The school is able to evidence growth from *delivering* to *sustaining and growing* in the Leading domain element *Educational leadership*.

Overall summary of progress

The staff have engaged with professional learning around the Wellbeing Framework and evaluation of our wellbeing practices in order to improve student engagement and develop more resilient and responsible students. Staff analysed data to determine the areas of greatest need and developed quality programs and approaches that addressed student needs both in the classroom and the playground. The creation of the Wellbeing and Discipline Policy implementations was the result of analysis of data, collaboration and consultation with stakeholders and an understanding of the wellbeing framework in our context. There is a whole school approach to wellbeing that has clearly defined behavioural expectations to create a positive teaching and learning environment.

Substantial preparations, planning, adjustments and supports are provided to students to improve self-esteem, engagement and increase students achieving targeted outcomes. The transition programs for both Kindergarten and Year 6 have well-informed action plans and strong collaboration and partnership with parents and interagency professionals, ensuring a smooth and successful transition for students.

Progress towards achieving improvement measures

Process 1: Positive Learning Environment

Whole school approach to wellbeing that has clearly defined behavioural expectations to create a positive teaching and learning environment.

Evaluation	Funds Expended (Resources)
Behaviour expectations through class signage and signage throughout the school playground are being taught and referred to in all interactions. There is increasing consistency across staff expectations and a reduction in specific behaviours and stronger focus on problem solving and teacher responses to minor behaviours. Students have a clearer understanding of the expectations and can articulate mistakes and actions to take in relation to the school values and behaviour matrix.	\$5500 Signage

Process 2: Wellbeing Framework

Professional learning on the Wellbeing framework and development of a new discipline policy to reflect a shift from a welfare approach to a "whole child" ethos that supports student learning.

Evaluation	Funds Expended (Resources)
The Wellbeing and Discipline policy has been completed and communicated to all staff members. Parents have been informed but limited to the P&C meetings. Teachers are actively and consistently engaging with the	\$3000 Wellbeing Journals and Teacher Manuals

Progress towards achieving improvement measures

Wellbeing Journals. Teacher have embraced the Learning Journals and are explicitly teaching the prescriptive lessons, consistently across the school. Students are proud and value their journals. They are able to articulate key messages and behaviours. The program will continue in 2020.

Process 3: Community

Developing a partnership with the school and community groups to create a shared community resource about the National Park 'Wingham Brush'.

Evaluation	Funds Expended (Resources)
The Parent & Community Association (P&C) were successful in a community grant, providing funds to renovate the schools Environmental Education Centre so that school can engage in learning in a modern facility. Our approach to communication with parents and community is multi-layered. Parent involvement and feedback is encouraged and valued. P&C involvement provides a platform for families to be involved in decision making, while parent/teacher interviews and communication through class apps foster collaboration and a deeper understanding of student learning and expectations.	\$8000 Renovation of Environmental Education Centre.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21000	Engagement of SLSOs to target and support students 4–6 in literacy and numeracy intervention programs has produced significant results in student growth across both key learning areas. Targeted students participated and made substantial progress in intervention programs, specifically QuickSmart and QuickLit. Funding was utilised to provide time for teaching staff to develop Personal Learning Plans. Aboriginal students were supported in their development of PLP's and contact with family was consistent and regular.
Low level adjustment for disability	\$32000	Additional learning programs to support students with specific learning needs, eg. writing groups, language support, social support. Targeted students had their needs managed and supported through various sources. SLSO were employed to support students with improving social skills and extra support across the curriculum. SLSO were employed to support both in and out of the classroom setting. The introduction of the PATCH(Playground Activities That Create Happiness) was introduced. Allocation of aides to support playground activities and additional supervision of targeted students. The PATCH program supports the successful transition of high needs students into the broader playground environment.
Quality Teaching, Successful Students (QTSS)	\$33000	Executive supported staff and increased their capacity across a range of areas including explicitly teaching writing, number talks and programming. Teachers are actively engaging in the strategies and student results indicate positive impact on student progress. There has been an increase in collaborative practice including lesson study and stage planning. Teachers are valuing and responding positively to the support and delivery model. Teachers are actively engaging in the strategies and student results indicate improved student outcomes and engagement.
Socio–economic background	\$160000	<p>Financial resources are used to achieve improved student outcomes and high quality service delivery through the engagement of School Learning Support Officers (SLSOs). SLSOs are critical to the successful implementation of the PATCH program as well as supporting teachers with playground supervision. The leadership team deploys non–teaching staff to make best use of available expertise to meet the needs of students.</p> <p>Funding was used to employ Learning Support Officers to deliver QuickSmart and QuickLit intervention programs to targeted students. To further support the implementation of quality, personalised literacy and numeracy programs, SLSO provided support in the classroom for small</p>

Socio-economic background	\$160000	<p>groups and individuals.</p> <p>Executive mentored staff and increased their capacity through professional learning, demonstration lessons and lesson study. This was across a range of areas including explicitly teaching writing, number talks and programming.</p> <p>Teacher feedback indicated that executive support and mentoring in the classroom increased their capacity to deliver quality lessons in literacy and numeracy.</p> <p>The school engaged an additional School Administration Officer (SAO) 2 days per week, to support efficient and effective community engagement. As a result the school newsletter, website and other community based correspondence were enhanced.</p>
Support for beginning teachers	\$42000	<p>Additional Release From Face to Face teaching has been allocated to beginning teachers to allow for mentoring and collaborative evaluation of programs to support the accreditation process at proficient level. The funds allocated to school have also been used to support additional professional learning opportunities for teachers to ensure they are using current teaching practices and embedding quality teaching activities for all students. Two early career teachers achieved accreditation.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	96	99	96	100
Girls	101	100	94	100

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	95.1	90.1	94
1	94.9	96.2	92.7	88.7
2	92.5	89.9	94.6	94.2
3	92.1	92.3	89.7	92.9
4	94.9	88.5	90.4	92.5
5	93.6	90.6	91.9	91.6
6	91.9	90.2	91.1	91.7
All Years	93.7	91.4	91.4	92.2
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)	2
Classroom Teacher(s)	6.94
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	273,238
Revenue	2,338,922
Appropriation	2,244,706
Sale of Goods and Services	1,333
Grants and contributions	90,789
Investment income	2,094
Expenses	-2,398,465
Employee related	-2,077,841
Operating expenses	-320,624
Surplus / deficit for the year	-59,543

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	102,979
Equity Total	332,318
Equity - Aboriginal	21,731
Equity - Socio-economic	170,367
Equity - Language	0
Equity - Disability	140,220
Base Total	1,512,343
Base - Per Capita	44,581
Base - Location	2,820
Base - Other	1,464,943
Other Total	214,120
Grand Total	2,161,761

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. Our approach to communication with parents and community is multi-layered. Parent– Teacher communication is delivered through multiple apps, face to face, phone and print. Parents have formal opportunities to meet with teachers and are encouraged to meet informally when needed. Parents and community are kept informed through the school website, newsletter, which is distributed in hardcopy and electronically through both the Skoolbag app and school website. The school has a regular page in the local newspaper where significant events and achievements of our school and students are showcased. The subscription and use of *schoolinterviews.com* has improved accessibility and ease in accommodating parents for formal Parent–Teacher interviews and Kindergarten Best Start assessment timeslots. Feedback from parents has been positive and we have seen a significant increase in parental responses.

In response to parent and community feedback, the school established a before and after school care facility with the support of surrounding schools to provide a service for our parents and the wider community. The use of school facilities by the local community delivers benefits to students. The provision of the OOSH service has increased our enrolments and provided a crucial facility for the whole community.

As a result, parents have the peace of mind knowing that their child is safe and supervised in a supportive environment, before and after school and in vacation periods. In addition, students have the opportunity to engage with students from neighbouring schools, transport for students to after school hours sporting activities and strengthen our community ties. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be 'parent friendly'. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff.

Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.





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.

