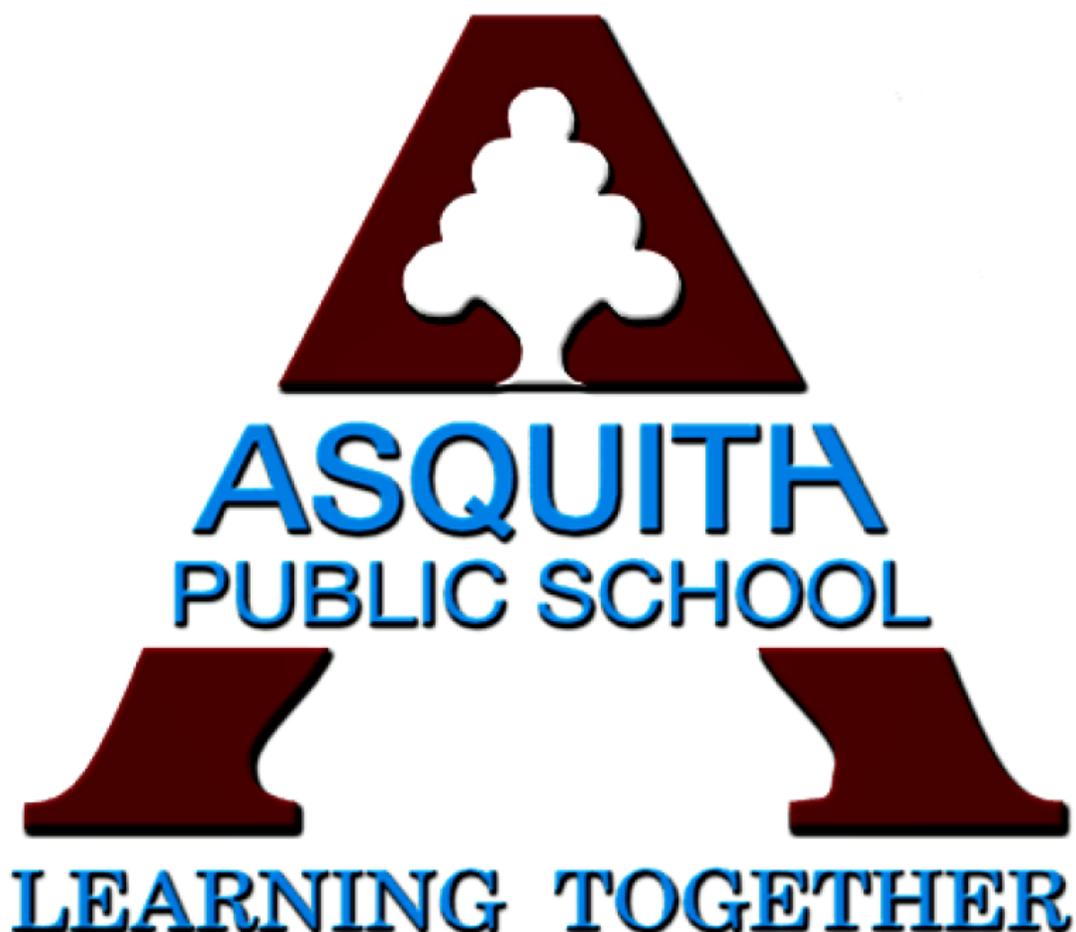


2020 Annual Report

Asquith Public School



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Introduction

The Annual Report for 2020 is provided to the community of Asquith Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

Our vision at Asquith Public School is to strive for personal excellence through innovative practice whilst building a collaborative and supportive school culture.

School context

Asquith Public School is located in the Hornsby Area. Asquith Public School is a coeducational, inclusive school with approximately 460 students from diverse cultural, religious and socio-economic backgrounds. Our school is part of the North Shore Education Alliance comprising Asquith PS, Eastwood PS, Normanhurst PS, Turramurra North PS, Wahroonga PS and Waitara PS. Current initiatives include partnering for professional learning projects and supporting staff through networks of aspirant leaders and early career teachers.

The school has 19 mainstream classes, and three support unit classes. Our support classes comprise of two Multi-categorical classes (MC) and one class of students with mild intellectual disability - both of which are a regional resource. These classes provide intensive support for students with a moderate intellectual disability (IO), autism (MC) and Mild Intellectual disability (IM).

At Asquith Public School we offer high quality teaching and learning and promote a culture of excellence whilst providing a challenging and stimulating learning environment to support confident 21st Century learners.

Asquith Public School provides extensive opportunities in the areas of academics, sport, performing arts and technology. These opportunities allow our students to be challenged, acquire new skills, develop confidence and self-esteem, and continue to be inspired as they continue their learning journey. Our school culture recognises the rights of all students to learn in a safe and supportive environment, which promotes respect and high expectations for all students. The school has a comprehensive Learning and Support Team that caters for individual learning needs of students referred.

Asquith Public School's parent community has high expectations of the school. We work as valued partners in their child's development and educational journey. The school community is supportive, inclusive and committed to setting a high standard for all students to become confident and creative individuals that are active and informed citizens.



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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Excellence in Learning

Purpose

To empower and equip students with future focused skills (critical/creative thinking, collaboration, risk taking and independence in learning) in order to encourage students to pursue purposeful learning and excellence.

Improvement Measures

Over 50% of students achieving in top two bands in NAPLAN in reading, writing and numeracy.

95% students achieving or exceeding expected growth in NAPLAN Years 3-5 and Years 5-7. Remaining students receiving structured support.

Students mapping self against learning progressions in literacy and numeracy. Progression data used to set and achieve student learning goals.

SCU and K-1 students engage in formation and achievement of personal learning goals.

Using Tell Them From Me survey student show an increase in scores in the area of 'Students are interested and motivated'.

School based data shows students in K-3 are interested and motivated.

Overall summary of progress

A comprehensive analysis of internal and external student performance data indicated that our students are performing above the state average in reading, writing and numeracy and are comparable with statistically similar school groups. Alongside feedback from students, staff and parents, we identified specific areas for future targeted and strategic improvement. Robust research into high impact teaching practices will underpin continual improvement in the explicit and differentiated teaching and assessment of reading, writing and numeracy to ensure every student experiences excellence and equity in their education.

A culture of critical and creative thinking has been embedded across the school and is evident in the learning practices of both students and staff. Thinking routines, the documentation of student thinking and reflective professional practice has resulted in improved engagement in learning across all areas of the curriculum. Students are now applying their thinking, literacy and numeracy skills to inquiry/project based learning.

Progress towards achieving improvement measures

Process 1: Use of Quality Feedback in Writing: Build the capacity for students and staff to provide and respond to quality feedback.

Evaluation	Funds Expended (Resources)
Learning intentions are embedded into teaching and learning programs with a particular focus on writing. They are used to enhance explicit teaching and help students to understand what they should be learning. We have identified future growth is needed in stronger links between learning intentions and success criteria.	Collaborative discussions and reflective teacher practices during stage team planning. Funding Sources: • Professional learning (\$6600.00)

Process 2: Implement integrated learning programs that challenge and engage students in purposeful learning.

Evaluation	Funds Expended (Resources)
This process was addressed in Strategic Direction two. This enabled the school to more strategically focus its resources during the disruptions caused by COVID19.	Collaborative discussions and reflective teacher practices during stage team planning.

Progress towards achieving improvement measures

This process was addressed in Strategic Direction two. This enabled the school to more strategically focus its resources during the disruptions caused by COVID19.

Funding Sources:

- Professional learning (\$6600.00)

Process 3: Cultures of Thinking: Embed and sustain innovative, research based pedagogy.

Evaluation

Ongoing professional learning through the LEED project increased the capacity of our staff to use evidence-based practices with a specific focus on using data to inform teaching, collaboration and high expectations. Consequently staff have a deeper knowledge of evaluative practices and how to use these to improve as teachers and leaders.

Funds Expended (Resources)

- Participation in CESE LEED (Leading Evaluation, Evidence and Data) project
 - What Works Best: 2020 Update
 - Harvard online study group: Teaching for Understanding course fees for three teachers: \$2400
 - Snapshot observations to support reflective teacher practices. Casual relief days:\$2750
 - English through Drama professional learning for mentors: \$5000
 - Study for new staff on implementation of future focused pedagogies: \$3300
 - Project Based Learning (PBL Works) 3 day conference: \$7500
- Funding Sources:**
- Quality Teaching, Successful Students (QTSS) (\$20950.00)



Strategic Direction 2

Quality Teaching, Innovative Practice and Distributed Leadership

Purpose

To empower staff to collaboratively develop, lead and implement innovative, evidenced based pedagogy in order to meet the needs of diverse learners and improve learning outcomes.

Improvement Measures

Staff effectively engaged in collaborative practices both within the school and within the North SEA community of schools. Staff lead implementation of innovative, evidence based practice.

Innovative, evidence based practices embedded in teaching and learning programs

All staff developing and implementing differentiated quality programs that cater for the needs of all students (special learning needs or disability, Aboriginality and EALD)

Strong and transparent school structures implemented for program and teaching feedback.

Progress towards achieving improvement measures

Process 1: Engage in professional learning to embed and sustain differentiation practices.

Evaluation	Funds Expended (Resources)
<p>Differentiated programs are embedded and meet the needs of all students. The Learning and Support Team, in consultation with key stake holders (parents, staff, external specialists), systematically coordinates additional supports, necessary adjustments and targeted resources to ensure every child experiences a differentiated learning experience.</p> <p>Teaching and learning programs include adjustments and differentiation strategies to both curriculum delivery and assessment. School reporting processes include personalised learning goals for each student to drive their learning further.</p> <p>Class teachers and specialist teachers effectively engage in collaborative practices each term to improve differentiated teaching, assessing and reporting.</p>	<ul style="list-style-type: none">• 2 days casual relief to collaboratively write Aboriginal Personal Learning Pathways in consultation with students and parent: \$1100• School Support Learning Support Officers support the implementation of PLPs for our Aboriginal students: \$4500• Beginning Teacher funds to release teachers to collaborate with their supervisors on report writing: 4 x casual days = \$2200• Integration funding support funds are used support identified students with more complex behavioural, physical, academic or mental health needs.• InitialLit research-based whole class literacy program for Kindergarten, Year 1 and Year 2 (resources and professional learning): \$10 000• Mini-Lit targeted intervention literacy program: \$25000 <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$5600.00)• Support for beginning teachers (\$2200.00)• Integration funding support (\$37000.00)• Quality Teaching, Successful Students (QTSS) (\$10000.00)• Low level adjustment for disability (\$25000.00)

Process 2: Data to Inform Teaching and Learning in Numeracy: Effective use of data to inform teaching and learning programs.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Due to the disruption of COVID19 and our school's engagement with the LEED (Leading Evaluation, Evidence and Data) we shifted our focus to developing the capacity of our staff to use data effectively to evaluate the impact of our current systems and processes. All staff engaged in ongoing professional learning on analysing various forms of internal and external data. This process enriched our school's situational analysis and informed our new Strategic Improvement Plan 2021-2024.</p>	<ul style="list-style-type: none"> • LEED Capacity Building Team • What Works Best: 2020 Update • What works Best: 2020 Update Staff Survey • 4 x casual relief days = \$2200 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$2200.00)

Process 3: Implement systems and structures to promote and support collaborative practice resulting in improved pedagogy.

Evaluation	Funds Expended (Resources)
<p>The effective integration of technology into all curriculum areas and as a tool to engage students and parents was accelerated due to the impact of COVID19. To support learning from home the focus of this direction shifted to supporting learning and engagement through the effective use of devices as an educative and communication tool.</p> <p>The school leadership team deeply engaged with Viviane Robinson's work on student-centred leadership to drive a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The student-centred leadership model supported leaders to focus on their core business of improving teaching and learning through strong collaborative relationships underpinned by trust and integrity.</p>	<ul style="list-style-type: none"> • SCOPE IT external provider of coding lessons for all students K-6 during Term 1. • SEESAW and Google classrooms used to support learning from home and at school. • Student laptops purchased to enhance learning through the use of technology. • 8 casual relief days for leadership development on student-centred leadership = \$4400 • 4 casual relief days to support the development of quality learning from home teaching and learning programs: \$2200 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4400.00) • Professional learning (\$2200.00)

Strategic Direction 3

Resilience to Build Positive Relationships and Wellbeing

Purpose

To build a school culture that nurtures, grows, sustains and embeds resilience, inclusivity and positive, mindset fostering positive relationships and engagement in learning.

Improvement Measures

Positive relationships - reduced number reported incidents through the PBL classroom and playground reporting system. TTFM survey shows an increase in student reporting positive relationships with peers and students with a positive sense of belonging.

Engagement in learning - TTFM survey shows students report they have the required skills to meet their learning challenges, and they feel challenged in their learning.

Progress towards achieving improvement measures

Process 1: Wellbeing: Implement a whole school, integrated approach to wellbeing where community connects, succeeds and thrives.

Evaluation	Funds Expended (Resources)
<p>The school's Positive Behaviour for Learning (PBL) framework was effectively evaluated with the support of the Department's PBL AP Coach using the Benchmarks of quality assessment. School systems were consequently reviewed to address areas of need. There is a much stronger focus on positive, preventative and proactive approaches to managing behaviour. Planning is in place to continue to improve the fidelity of implementation of PBL across the school.</p> <p>Students have a greater awareness of positive social behaviours and have a clear understanding of our school's values of pride, respect and responsibility. Anti-bullying strategies and the school's anti-bullying plan is clearly communicated to the school community.</p>	<ul style="list-style-type: none">• New Staff Induction program: 5 casual relief days = \$2750• Collaborative planning for Wellbeing Team: 5 casual relief days = \$2750• Assistant Principal Positive Behaviour for Learning Coach <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5850 (Aboriginal Background Flexible Funding) Funding Sources: • Aboriginal background loading (\$5 850.00)	Personalised Learning Pathways were developed for each Aboriginal student in consultation with the class teacher, parent and student and where required, the Learning and Support Team. Plans identified individual and caregiver goals for each student. The plans were reviewed to maximise their effectiveness. Teachers attended Professional Learning to enhance their understanding of Aboriginal Perspectives. School Learning and Support Officers were used to support the effective implementation of the PLPs.
English language proficiency	0.8 FTE English as an Additional Language or dialect (EAL/D) Funding Sources: • English language proficiency (\$87 507.00)	Equity funding was used to employ EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal groups, where appropriate. As a result, all students progressed on the EAL/D scales. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing. The EAL/D teachers worked collaboratively with a stage team, as both participants and mentors, within literacy professional learning and programming across the year. EAL/D teachers began mentoring class teachers in using the EAL/D progressions to assess the needs of EAL/D students within the classroom.
Low level adjustment for disability	0.6 FTE Learning & Support Teacher \$65630 Literacy and Numeracy Support Teacher: \$23740 Low level adjustment for disability: \$96398	Personalised Learning Plans were developed for students requiring additional support. PLPs were created in consultation with students, staff, caregivers and where appropriate, other specialist providers. PLPs were used to guide and target the support delivered by the SLSOs and were monitored and adjusted according to the changing needs of the students.
Quality Teaching, Successful Students (QTSS)	0.776 FTE Quality Teaching and Support Release Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$87 115.00)	Quality Teaching, Successful Students(QTSS) funding was utilised to employ casual teachers to release teams of teachers to work collaboratively with their teams in both English and mathematics. Staff also participated in professional learning that allowed them to develop a deep understanding of syllabus content, critical and creative thinking and effective evaluative practices. Teachers participated in sustained collaborative professional learning through the LEED project around high impact professional learning, high expectations and collaborative practices. Teacher and leader capacity in these evidence-based pedagogies was enhanced.
Socio-economic background	Allocation towards School Learning and Support Officers \$14,145 (Equity-Flexible Funding) Funding Sources:	As per Low level adjustment for disability funding.

Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$14 145.00) 	As per Low level adjustment for disability funding.
Support for beginning teachers	<p>3 x Beginning Teachers Support Funding - First Year. Beginning Teachers Support Funding Total =- \$43443</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 443.00) 	Three beginning teachers received first year funding and five teachers received second year funding. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use of formative assessment strategies to guide and inform their teaching.
Targeted student support for refugees and new arrivals	<p>0.4 FTE EAL/D teacher for New Arrival Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$42 325.00) 	An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	226	232	233	236
Girls	184	187	219	219

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	96	93.7	89.6
1	94.7	94.7	95.9	92.4
2	95.2	94.4	96.4	92.2
3	95.3	95	94	91.1
4	95.2	94.2	94	91.4
5	95.3	95.8	94.7	92.6
6	96.8	93.1	95	91.9
All Years	95.4	94.8	94.8	91.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5
Classroom Teacher(s)	17.58
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	6.22

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	741,783
Revenue	4,585,003
Appropriation	4,377,238
Sale of Goods and Services	37,596
Grants and contributions	160,871
Investment income	1,606
Other revenue	7,691
Expenses	-4,916,155
Employee related	-4,257,178
Operating expenses	-658,977
Surplus / deficit for the year	-331,152
Closing Balance	410,631

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.

	2020 Approved SBA (\$)
Targeted Total	38,259
Equity Total	252,435
Equity - Aboriginal	5,850
Equity - Socio-economic	14,145
Equity - Language	136,042
Equity - Disability	96,398
Base Total	3,663,002
Base - Per Capita	113,672
Base - Location	0
Base - Other	3,549,330
Other Total	308,866
Grand Total	4,262,562

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver:

Asquith Public School is proud of its strong community connections and we are inspired by our school motto, "Learning Together". Throughout 2020 it became even more apparent how connected the school community is at Asquith Public School. We value feedback from our parents and each year we implement the Tell Them From Me Parent survey. In 2020 this feedback identified the following trends:

- Parents/carers feel welcomed, included and supported by the staff.
- Parents/carers feel their children are supported and that teachers take an active and personalised approach.
- Parents/carers reported that the school keeps them informed about their child's progress and wellbeing and they valued the clear communication, particularly through the learning from home period.
- Parents/carers found the staff and the principal responsive to their concerns and helpful in addressing any problems or questions.
- Interest was shown in learning how to support their child's learning more and be supported with some parent information sessions on curriculum.

Student:

Our students are at the heart of everything we do at Asquith Public School and their voice matters. Each year we implement the Tell Them From Me Student survey. In 2020 this feedback identified the following trends:

- Students consistently reported that they have healthy positive relationships with their peers.
- A convincing majority of students reported that they value schooling and understand its importance for their future.
- Overall students reported they feel teachers are responsive to their needs and support their learning.
- Student reports of bullying incidents was well below the state norm and students consistently reported that they felt encouraged by staff and knew where to turn to for help.

Teacher:

At Asquith Public School we are committed to continual growth through honest reflective practices and ongoing consultation with staff. The following trends emerged in teacher feedback from the Tell Them From Me Teacher survey and other internal surveys:

- Teachers value time to collaborate with a shared vision and clear line of sight to outcomes to be addressed.
- Teachers value collegiality and will seek colleague feedback and professional discussion to improve their practice and deepen their knowledge about pedagogy.
- Teachers understand the importance of having high expectations for all students and create a culture of continual improvement in their classrooms.
- Teachers feel confident that their assessments provide clarity in identifying student progress and planning for where to next.
- Teachers have expressed a commitment and desire to seek out and engage with research on evidence-based best practice in teaching and learning.



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.



