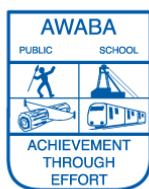


2020 Annual Report

Awaba Public School



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Introduction

The Annual Report for 2020 is provided to the community of Awaba 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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Message from the principal

We have had a remarkable year, to say the least. Our students, community and teachers have shown immense resilience and are to be highly commended. All parties involved tried their best to reach normalcy during the COVID situation and we all embraced the online learning model in every effort to ensure student progress.

The staff demonstrated their dedication to education, going above and beyond to support families and learning. The community were patient and understanding, working in partnership. Staff have acquired rich skills in digital literacy and have employed certain aspects of the new platforms across everyday learning, to deepen student understandings.

Awaba Public School has continued to strive for improvement in three target areas across 2018-2020:

1. Quality teaching and learning
2. Engaging personalised learning
3. Creative communications and connections

Thank you to the P&C. It is imperative to have the support of our parent community, to enrich the experiences of our students and to work collaboratively towards learning goals.



Jaxson with his family's kind donation to the gardening group.

School vision

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

School context

Awaba Public School's school motto is "Achievement Through Effort". The school is situated on the western fringe of Lake Macquarie. The current enrolment is 38 students, three of whom are Aboriginal. We have two mainstream classes, K-2 and 3-6.

The school receives Socio-economical Background Funding, Integration Funding and Low-Level Adjustment for Disability Funding. The P&C are extremely active and have been integral in promotional activities, school grounds improvements and support of learning endeavours.

Awaba Public School has experienced a high percentage of growth in student enrolments due to student successes, systematic school promotion and strong bonds with parents and carers and the broader community.

Awaba Public School enjoys a small school alliance between Argenton PS, Boolaroo PS, and Fassifern PS.



Lana, Hannah and Seth at regional swimming championships.

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

Strategic Direction 1

Quality teaching and learning

Purpose

To deliver an equitable, reliable and challenging learning environment, based on quality, consistency and a high level of professional practice.

Improvement Measures

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums relevant to expected timeframes.

Increased use of continuums as a tool to effectively monitor student learning.

Overall summary of progress

Over the 3-year improvement cycle teachers engaged in professional learning and trials of a vast range of data sources such as NAPLAN, Best Start, SENA numeracy testing, PAT Reading and Numeracy online testing, PM Reading Benchmarking, phonics assessments, spelling assessments and sight word assessments. Students were plotted on literacy and numeracy continuums and the Learning and Support Team (LST) targeted individual student needs.

Teachers from Awaba Public School joined with three other small schools to form an alliance. We collaborated in sporting events and principals met twice a term to share best practice and key accountabilities. Principals have arranged for their staff to meet and collaborate in teaching and learning environments, to enhance professional development.

Seven Steps to Writing Success is embedded in both classes and is a successful tool for student progress in writing and explicit teaching strategies.

Progress towards achieving improvement measures

Process 1: Data Skills and Use

* Implement a whole school approach to monitor students on continuums and identify personal learning goals, which consider consistent judgement and individualised learning provisions.

Evaluation	Funds Expended (Resources)
<p>The LST monitored the whole school approach to data collection and analysis. Students were supported to identify learning goals and individual learning provisions were agreed upon. All students were plotted on continuums. Greater than 80% of students demonstrated expected growth across the 3-year improvement cycle and in 2020.</p> <p>Data literacy was a key focus for the LST and as a result, teachers trialled a vast range of data sources to find the best fit for the school context and student needs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$4411.00)• Professional learning (\$1050.00)

Process 2: Small Schools Alliance

* Engage in professional learning and collegial sharing, across a small community of schools, focussed on teaching and learning.

Evaluation	Funds Expended (Resources)
<p>During non-COVID years, teachers and staff worked closely with the three other schools in the small schools alliance to support sporting endeavours such as athletics, cross-country and swimming. Principals of the schools met twice a term, via Zoom, to share key accountabilities, best practice and operational responsibilities. Leadership teams benefited greatly from the</p>	

Progress towards achieving improvement measures

collaboration. Teachers also completed the Reading and Numeracy Tools' surveys as a collective group to help direct future professional learning across the alliance.

Process 3: Focus On Writing

* Improve student achievement in writing through the implementation of evidence-based practices.

Evaluation	Funds Expended (Resources)
Focus on Writing is a high-quality, evidence-based program supporting rich tasks in writing. Teachers administered pre and post-assessments to demonstrate student growth towards learning outcomes. Student writing samples were the focus of consistent teacher judgement and professional dialogue, which has improved teachers' understanding of the curriculum and improved student growth.	

Next Steps

In the 2018-2020 improvement cycle we implemented a range of data gathering tools, including internal and external sources. In the next improvement cycle, 2021-2024, the LST will endeavour to devise a whole school schedule, to best meet student learning targets. All teachers are part of the team and individual programs have benefitted from the collective expertise. There is still a clear need for consistent teacher judgement collaboration and scheduled, systemic data analysis. PAT testing will be included in the assessment schedule, as the testing platform is utilised widely across the network of schools and students will be assessed for a benchmark, a mid-year review and a final score.

Professional development is a focus for our teachers with future directions in planned collegial professional learning, sharing and feedback, across the small schools. The collaboration between multiple sites is an area of development in High Expectations Culture in the Educational Leadership domain of the Schools Excellence Framework, where we are sustaining and growing.

The Reading and Numeracy Tool survey data from the small schools alliance demonstrated that teachers have vastly different levels of skill and application to teaching practice across the four schools. Future planning for collaboration across small schools will take this data into account and drive support for all levels and professional learning.



Kohen and Carter as the "Where's Wallies" at the Book Week celebration 2020.

Strategic Direction 2

Engaging personalised learning

Purpose

To engage students in a personalised learning environment that motivates, nurtures, guides, challenges and inspires, through explicit and meaningful experiences.

Improvement Measures

Students demonstrate achievement of personal goals.

Overall summary of progress

Personalised learning was implemented for all students. Personal Learning Pathways and Personalised Learning Support Plans utilised the provision of abundant learning and support human resources, parent and teacher communication models and transparent professional practice. 3-way conferencing, academic reports, work sample books and consistent student progression review meetings outlined evidence of success and personal growth. The LST reviewed student work samples to provide rich discussion for consistent teacher judgement of student progress.

Progress towards achieving improvement measures

Process 1: Curriculum Provision

- Implement and maintain school initiatives and programs, which provide explicit learning goals, ensuring cultural, contextual and individual needs are considered.

Evaluation	Funds Expended (Resources)
<p>The LST ensured that teaching and learning experiences were targeted to the individual student. Reviews for students provided data for goal setting. Student phonics progress was gathered through the Jolly Phonics program at 5 weekly intervals and sight word assessments were collected each term. Best Start data was gathered in the first 3 weeks of term 1 and was used to inform the parents and the teacher of student literacy and numeracy levels and to give practical support at home. Daily home reading and fluency passages supplemented teacher-guided reading. Online subscriptions to Reading Eggs and Typing Tournament supported students' learning at home and at school.</p> <p>Whole class focus lessons incorporate cross-stage mathematical themes with a focus on mathematical language. Teachers collaborate on the Prime Maths Teachers Hub, which targets higher-order thinking in number. Students supplemented classroom instruction with an online subscription of Mathletics, at home and at school.</p> <p>The wide variety of targeted instruction engaged students in their personalised learning environment and ensured cultural, contextual and individual needs were considered for significant individual growth.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$73158.00)• Low level adjustment for disability (\$21877.00)

Next Steps

The LST is comprised of our entire staff. After reflecting on the elements of an Effective Learning and Support Team Questionnaire, we found that our structures and practices will be reviewed, tightened and updated. It is the intention of the LST to plot our practices on the planning matrix, to address areas requiring further development in the four-year improvement cycle, 2021-2024. All staff are committed to completing the Disability Standards professional learning through the National Consistent Collection of Data site, in readiness for the new planning cycle.

Strategic Direction 3

Creative communications and connections

Purpose

To enrich positive, compassionate and trusting relationships, which identify needs and support an inclusive, vibrant school culture, which is flexible and dynamic.

Improvement Measures

School based wellbeing data demonstrates positive growth.

Attendance data will demonstrate consistent improvement in term percentage reports.

Overall summary of progress

We value feedback from our students, parents and carers and employ the Tell Them From Me (TTFM) external surveys and also utilise internal school, class and individual surveys, for specific areas. During the 3-year improvement cycle, we surveyed students in regard to our teaching and their learning and wellbeing. In 2020, students were surveyed at the end of the year demonstrating positive growth as a direct result of our whole-school wellbeing practices.

Parents were surveyed through TTFM and internal surveys. The results also demonstrate positive growth in our wellbeing data. The survey results for both students and parents are explained in the Satisfaction section of this report.

Student attendance was monitored closely and school processes around attendance were reviewed and tightened. Attendance was analysed each fortnight and students attending 90% or less were identified for intervention. P&C meetings, weekly newsletter saturation and information on the Facebook platform provided information about the Department of Education's policy on student attendance.

Progress towards achieving improvement measures

Process 1: Wellbeing

Improve wellbeing by implementing evidence-based, whole school practices, utilising community partnerships.

Evaluation	Funds Expended (Resources)
<p>Awaba has a robust whole school vision in wellbeing for staff, students and families. Teachers perform daily check-ins with students and follow up on issues with the principal and parent and carers, if necessary.</p> <p>Whilst implementing the school improvement plan in 2018-2020, we enlisted the Skills Streaming program to teach social skills to students in whole school lessons. The skills were advertised in the weekly newsletter to ensure continuity between home and school. The whole school incremental reward system (You've Been Spotted) reflected the skills being practised. You've Been Spotted, focussed on peer-to-peer recognition as well as teacher/student recognition for using the skills. It proved extremely successful with more than 85% of students reaching the highest levels.</p>	

Process 2: Learning Culture

Improve student attendance to maximise learning.

Evaluation	Funds Expended (Resources)
<p>All parents and carers were called or messaged on the first day of student non-attendance, in compliance with department requirements. Although the attendance rate was slightly down from 2019 to 2020, more than double the</p>	

Progress towards achieving improvement measures

percentage of students attended at or above 90%. In 2020, the school attendance rate was 90% and 62.8% of students attended at or above 90%.

Process 3: Student Engagement

Implement dynamic school initiatives, focusing on real life experiences, that build confidence in students' ability to learn, adapt and have fun as responsible citizens.

Evaluation	Funds Expended (Resources)
<p>Dynamic school initiatives such as the cooking program, enriched literacy and numeracy outcomes as students composed, practised and produced recipes, which also utilised the school garden. Students felt a strong sense of connectedness and learning was explicit and meaningful.</p> <p>Senior school leaders played a large role in embedding the skills from the Skills Streaming program. The program consisted of a weekly skill of the week. School leaders presented a skit to the whole school at Friday assemblies. They demonstrated how to perform the skill, using easy to remember steps in social situations. The skill was advertised in the newsletter and students across the school had the power to acknowledge other students for practising the skill by rewarding them in the incremental school reward system. This multi-faceted approach had a positive effect on the vibrant school culture and has helped to build confidence in student engagement.</p>	

Next Steps

Student survey data for future focus: Student confidence, students feeling positive about the future, student academic promotion to families and the community and accessing the community as partners for learning. Parent/carer survey data for future focus: Student academic progress promotion, better-informing families of rich classroom learning environments, promotion of the school and building the reputation in the local community.

In 2021-2024 our school will undertake professional learning in research-based, whole-school models to broaden our wellbeing practices. In 2021-2022 our teaching staff will take part in the Berry Street Educational Model training, along with many schools in the local management group. The model focuses on co-regulation, stress, building stamina, mindfulness and relationships.

Dynamic school programs will continue into the next 4-year improvement plan with the inclusion of the Oz Harvest/Lake Macquarie Council Cooking Kids, council workshops, the Berry Street Educational Model and Sporting Schools programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 832.00)	Activities that involved our Indigenous students were severely diminished in 2020, however, they were lucky enough to be included in cultural activities at Biraban Public School. Our Indigenous students attended a two-day workshop celebrating NAIDOC week. The experiences offered cultural connection for our students. Our whole school also attended a performance by Ms Majeda Beatty, an actress and activist who is dedicated to cultural inclusivity, enriching our students' understandings.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$5 339.00)	These funds were pooled to provide the stability of a full-time temporary teacher on the K12 class. This resulted in minimal disruption to class time and consistent student progress towards learning outcomes.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$6 672.00)	These funds were pooled to provide the stability of a full-time temporary teacher on the K12 class.
Socio-economic background	Funding Sources: • Socio-economic background (\$35 463.00)	These funds were pooled to provide the stability of a full-time temporary teacher on the K12 class.



Mitchell, Bentley, Charlie and Ashton at the Biraban PS celebration of NAIDOC week.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	19	23	23	23
Girls	16	15	14	17

Student attendance profile

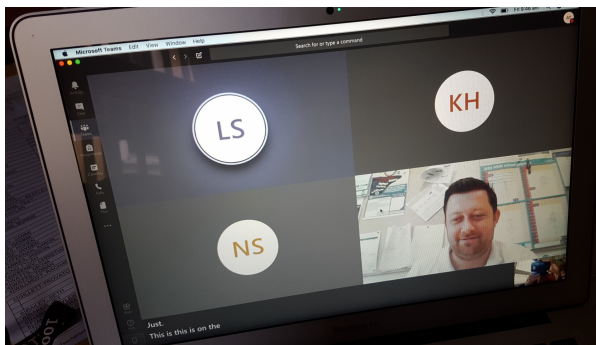
School				
Year	2017	2018	2019	2020
K	95.3	94.6	95.7	96.4
1	94	89.2	91.1	91.2
2	94.1	93.5	96.1	88.8
3	98.3	95.4	92.6	89.2
4	93.9	97.5	91.8	87.6
5	95.5	94.9	91.4	86.5
6		95.9	89.5	89.2
All Years	95.1	94.9	91.8	89.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	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		92.5	92.1	91.8
All Years	94	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.



Online learning via TEAMS.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.

All staff completed mandatory training in 2020, mostly via Zoom or online. The teaching staff successfully completed the Online Training Ltd. course for 20 hours of accreditation in Supporting Student Wellbeing and Mental Health. SASS staff completed training in managing finance platforms and budgeting tools.



The Wizard of Oz staff Book Week

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	120,040
Revenue	631,136
Appropriation	621,322
Sale of Goods and Services	1,412
Grants and contributions	8,320
Investment income	81
Expenses	-666,439
Employee related	-581,372
Operating expenses	-85,067
Surplus / deficit for the year	-35,304
Closing Balance	84,736

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.



Jayden as a pirate at Book Week.

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	61,925
Equity Total	65,511
Equity - Aboriginal	2,832
Equity - Socio-economic	46,402
Equity - Language	0
Equity - Disability	16,277
Base Total	487,455
Base - Per Capita	8,899
Base - Location	0
Base - Other	478,556
Other Total	9,582
Grand Total	624,472

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.



Kids at play.

Parent/caregiver, student, teacher satisfaction

In 2020, Year 6 students participated in the Tell Them From Me Student Survey. The survey provided an insight into student engagement, wellbeing and effective teaching practices, from the perspective of students. The Tell Them From Me Student Survey included eleven measures of social-emotional outcomes, alongside the ten drivers of student outcomes. These were scored as percentages or on a ten-point scale and compared to other NSW Government schools in June. The results of each area are as follows:

Student participation in extra-curricular activities - 50% for Awaba as compared to 55% for NSW government schools.

Students participate in school sports - 100% as compared to 83%

Expectations for success - 98% as compared to 87%

Effort at school - 83% as compared to 88%

Effective learning time - 94% as compared to 82%

Students with a positive sense of belonging - 83% as compared to 81%

Victims of bullying - 0% as compared to 36%

We can make the conclusion that the engagement measures we have put in place socially, institutionally and intellectually have been positive with our students. Covid-19 and home-schooling had a negative impact on our students in areas such as a sense of belonging and extra-curricular activities. In 2021, wellbeing and student engagement will continue to play a key role in the school plan.

The Tell Them From Me student survey illustrated that students:

- have a greater chance of having positive teacher-student relations
- are more interested and motivated
- are on par with other schools in relation to effort and value education
- demonstrate positive behaviours and relationships in school
- are less likely to experience bullying

Areas for development include improving positive homework behaviours and for students to maintain positive relationships with their peers over time.

Parent/carer satisfaction plays an important role in the decision-making process at Awaba Public School. The staff team, including non-teaching staff, collaborated to formulate a parent/carer survey. The parent survey was distributed to students to be completed by their parents at home. The survey consisted on 34 questions that could be answered in three ways; agree, somewhat agree and disagree.

Parents overwhelmingly agreed (100% agree/somewhat agree - minimum 80% agree) that:

- their child/children feel safe going to and from school
- they can speak easily to the principal
- their child is clear on their behavioural expectations
- the school can access specialist assistance if required
- they feel welcome when visiting the school
- parent events are scheduled at accessible times
- teachers make an impact on their child/children's learning
- the teaching support staff are helpful
- they would recommend the school to other families.

Parents overall agreed (at least 20% disagreed) that they:

- like the idea of homework.
- help their child/children with homework.

After collating the survey results, the findings were tabled at the next available P&C meeting (Post COVID-19 restrictions). P&C members explained that it was good that surveys were able to be completed at home. It was also noted that some members would have liked to have added comments to explain their choices.

It is noted that this survey was completed during the COVID-19 lockdowns, which meant parents had had other issues to worry about such as employment, illness, elderly family members and home-school learning. Having a conversation face to face with their child's teacher and access to school grounds was restricted during this period making it more difficult more parents to engage in their child's learning as they would normally.

We expect to be able to fully reengage with parents and the community in 2021 when restrictions are lifted. This will allow school events and P&C meetings to be scheduled.



Pirate cookies for Pirate Day.

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.



Year 6 boys 2020, Jet, Travis and Seth and the principal, at the Year 6 farewell evening.