

2020 Annual Report

Cessnock East Public School



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Introduction

The Annual Report for 2020 is provided to the community of Cessnock East 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

In a year like no other, the staff at Cessnock East Public School again showed their dedication and commitment to providing quality education and working with the school community, by ensuring a smooth transition from learning in classrooms to learning at home. Our strong technology focus and 1:1 iPad system ensured that students were able to adapt and continue with their learning with minimal disruptions. This was only possible as a result of the strong support from the school community and parent/carer determination to make sure their children continued to learn and stayed connected with the school community.

From Term 2, Project Based Learning continued, and although limited by guidelines, the staff ensured students did not miss out on any learning opportunities. It was wonderful to be able to invite parents/carers to celebrate our achievements during Presentations Days and we made sure Year 6 had the opportunity to celebrate their seven years of primary schooling at the Year 6 Farewell. For the incoming Kindergarten students, our transition to school program, Journey of Discovery, went ahead and has set up our newest students for success.

It was wonderful to see that despite 2020 being the year of the Covid-19 pandemic, our attendance data showed an improvement from the year before. Thank you to the school community for valuing your child's education and making sure your children attend school every day.

Cessnock East Public School continues to be a wonderful school to work in. At the heart of every staff member is the belief that every student can aspire, believe and achieve and as a school community we will continue to work tirelessly to ensure every student is known, valued and cared for.

Kristin Culley

School vision

At Cessnock East Public School we will facilitate future focused learners to ignite the spark of curiosity, creativity, high expectations and a growth mindset.

Cessnock East promotes a learning environment that inspires children to reach their full potential.

Our vision is consistent with the Melbourne Declaration. It is about **equity**: we are all valued for what we bring and where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best person you can be in all aspects of school life.

It is about **success as a learner**: acquiring skills to get the knowledge and understanding to become a problem solver now and for a lifetime.

Our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires staff and leaders who:

- Know the students and how they learn and make learning relevant
- Know syllabus content and have a passion for and the deep understanding of their teaching content
- Create and maintain a safe and supportive learning environment
- Plan for and implement accountable teaching and effective learning
- Are progressive and lifelong learners themselves and take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others
- Engage professionally with colleagues, parents and carers and the wider community
- Are committed to excellence and have high expectations for every student.

School context

Cessnock East Public School's aim is to provide a learning environment that builds on children's natural curiosities.

Students are at the centre of all decisions made in collaboration with community. The school is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1-1 iPad scheme, computer lab and laptops throughout the school as well as an Innovation Space ensures students have access to and interact with a variety of technology. Our school is also actively involved in CASE- Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 251 students divided into 10 classes. 32% of students identify as Aboriginal. The school's core values are Respect, Responsibility and Striving for Excellence.

The staff consists of a Principal, 2 Assistant Principals, Instructional Leader, 11 teachers, Librarian, 8 Learning Support Officers, School Administration Manager, School Administration Officer and School Counsellor.

The school's ICSEA at 865 shows a socio economic spread with 73% in the lowest quartile and 2% in the highest. The NSW DoE measure of family occupation and education index (FOEI) is 170.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools , and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

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

Strategic Direction 1

Excellence in Literacy and Numeracy through Innovative and Creative teaching

Purpose

To foster a school wide commitment to:

- Data informed, collaborative and evidence based pedagogy
- Stimulating and authentic learning experiences
- Make strategic choices about use of technology to enhance teaching
- Focus on developing skills of creativity, curiosity, critical thinking and problem solving
- An accountability of student learning by ensuring professional learning becomes embedded in classroom practice
- Engage in professional learning that becomes embedded in classroom practice.

Improvement Measures

• 2020 - Increase the proportion of students in the top 2 skill bands of NAPLAN across areas of literacy and numeracy by 10% from 2017 base line data.

• Achieve growth comparable with state for students in Year 3-5 and Year 6-7 across the areas of literacy and numeracy as evidenced by NAPLAN

By the end of the school planning cycle

- Creative and critical thinking is explicitly documented in teaching programs
- Classroom programs and classrooms demonstrate evidence of use of critiquing strategies
- Evidence of diverse use of technology in teaching programs that reflect improved student outcomes.

Progress towards achieving improvement measures

Process 1: Early Action for Success

Raising expectations and enhancing the quality of student learning by:

- Early interventions in place for students at risk
- Expectations and targets for learning are clearly communicated and displayed as learning intentions
- Individual student progress is monitored and assessed against literacy and numeracy progressions and syllabuses.

Evaluation	Funds Expended (Resources)
The role of the Instructional Leader was invaluable during the Learning at Home phase and in the ensuing school year to catch up with learning opportunities that had been missed. Although data shows a higher proportion of students in need of Tier 2 and Tier 3 interventions at the end of 2020, the work of the IL and Interventionist have ensured we are starting 2021 with achievable goals for students to reach expected benchmarks in 2021.	IL - no cost SLSO- Integration Funding Support staff employed through RAM 0.6 \$6230/5 weeks Sport in Schools to provide additional RFF .Weekly average cost \$1260 Support staff - included in above amount

Process 2: Teacher Development

Sustain and grow a whole school teacher development system that promotes support and showcases the most effective and innovative teaching strategies. The school ensures teaching and learning programs address individual students needs, ensuring all students are challenged and future focused with teachers as facilitators of 21st Century learning. Encourage an outdoor component to learning with the introduction of REAL Outdoors.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Continued implementation of school developed PDP process enabled teachers to observe a variety of programs and teaching styles across the school. This fostered teamwork and improved the quality of teacher practice. Student Learning Support Officers and School Administration staff were supported in achieving their PDP goals through dedicated professional learning time.

Teacher PDPs

SASS PDPs

Process 3: Technology

Modernise technology infrastructure and embed innovative pedagogy to achieve optimal learning outcomes for all students with an emphasis on STEM.

Evaluation	Funds Expended (Resources)
The employment of a technology teacher proved effective when setting up 1-1 iPad technology across the school at the start of Term 1, and was instrumental in the effective implementation of Learning at Home. The position was not continued for Semester 2 due to a lack of available and experienced staff. The purchasing of touch screen laptops to support student preparation for NAPLAN was very successful, allowing classes to have access to a greater number of laptops for students. The role of the Primary Project Officer through the CASE program was postponed due to restrictions imposed from the Covid-19 guidelines and the funds put towards creating this position were to be carried forward to the contribution for 2021.	Equity funding for technology teacher wage Equity funding for computer hardware and consumables Equity funding for computer lab upgrade School iPads and chargers Seesaw app Class sets of laptops Equity funding to CCGPS for CASE component for employment of Primary Project Officer

Strategic Direction 2

Curious and engaged students immersed in future focused learning

Purpose

We believe that students need to be an integral part of the learning process. Students who feel safe and secure in their learning will become risk takers, thus developing confident, creative citizens of tomorrow. For each student to be successful the school needs to be responsible for the learning needs of all students. Students need to know where they are (assessment), where to go next (learning goals) and how they will get there (success criteria).

Students also require the skills of creativity, innovation, critical thinking and problem solving in their learning as well as being able to use technology to enhance, engage and support their learning.

Improvement Measures

Based on deep thinking skills rubrics, teachers report that through dynamic programming there is increased levels of creativity and innovation in their classrooms. Students are engaged in innovative learning opportunities to be critical and creative thinkers.

Increase student participation in school based activities outside of the curriculum to develop authentic global citizenship.

Progress towards achieving improvement measures

Process 1: Syllabus Implementation

- All teachers engage in professional learning to develop deep knowledge of NESA syllabuses
- Planned opportunities for teachers to observe practice of others and to work collaboratively to develop shared understanding of curriculum.

Evaluation	Funds Expended (Resources)
There is consistency around the use of number talks in all classrooms K-6 as well as the use of Think Boards. Talk Moves continues to encourage students to use working mathematically skills. MAD Maths is helping students to learn the multiplication and division knowledge. Data showed a need for Maths Groups to allow for grouping to provide consolidation and extension activities for students with a focus on mathematical reasoning and number sense to consolidate number talks. Stages are now working in groups to develop units of work that integrate a focus text as the guided reader and from which other literacy activities can be developed so as not to present work that is tokenistic or isolated.	IL Principal Assistant Principal Professional Readings

Process 2: Innovative, authentic and future focused learning

Teachers work collaboratively to deepen their professional knowledge and practice in order to:

- Assess 21st Century capabilities
- Use learning spaces according to purpose and adapt teaching pedagogies accordingly
- Build a systemic culture that is creative and innovative to promote achievement
- Develop innovative teaching programs which set high expectations for student learning.

Evaluation	Funds Expended (Resources)
The creation of the Technology Teacher position was very beneficial for supporting staff to begin to upskill their technology use in areas they had identified. The creation of the learning environments and an exciting project launch saw students and the community start the school year with enthusiasm. Staff continued to embed It's Your Choice to ensure consistency and student knowledge of how the well-being program works. The school community were made aware of the new merit award system which works hand in hand with It's Your Choice to allow for greater recognition of student academic success.	Equity funds Equity funds - Technology teacher Equity funds for project design and room design

Progress towards achieving improvement measures

Students returned to full-time schooling to classroom environments that were highly creative and engaging. Staff spent Week 5 with no interruptions to ensure learning and behaviour expectations were re-established and to support the well-being of all students returning. Projects were designed to be engaging to encourage the desire in students to want to learn.

Strategic Direction 3

Leaders and community learning for today and tomorrow

Purpose

Positive relationships are the core of a successful school today and tomorrow. Together we set high expectations and plan strategies to enable our students to grow into active and informed citizens locally, nationally and globally.

Our commitment to our students, parents and members of the community is that the school will be a teaching and learning environment that enables the development of students who Connect, Succeed and Thrive.

Improvement Measures

- Over 80% of parents using online platforms to engage positively in school events and their child's learning

Progress towards achieving improvement measures

Process 1: Engagement

The school is recognised as a highly professional learning community providing a range of opportunities for community to engage with all aspects of school life.

Evaluation	Funds Expended (Resources)
Due to Covid-19 interruptions in 2020, many planned face to face events were not able to go ahead, however, the Learning at Home period showed strong parent support for continuing the connection between the school as well as maintaining learning for students.	Equity funding

Process 2: Leadership

Strong educational leadership resulting in sustained and measured whole school improvement is characterised by a culture of high expectations, strong instructional leadership and recognition of teacher quality.

Evaluation	Funds Expended (Resources)
In an effort to minimise the impact of Learning at Home on student achievement, the IL and Executive team delivered professional learning on data accuracy for PLAN2 to staff during the period of time when staff were working from home. This enabled staff to have an accurate starting point from where students were at in their learning once learning at school resumed. Equity funding was used to employ two interventionists to start delivering small group interventions and try to enable students to achieve pre-covid benchmarks. The tightening of systems and structures in Mathematics and Writing enabled staff to have accurate data to design quality teaching and learning programs around.	Instructional Leader Executive Team Equity Funding Whole School Writing Samples PLAN2 / Learning Progressions Check In Assessments Mathematics Content Clusters Pre and Post Tests

Process 3: Connected technologies

Staff trained in using technology to enhance student learning and connecting with the broader community to prepare for the future

Evaluation	Funds Expended (Resources)
Although the technology teacher position did not continue throughout 2020, the specialised position was invaluable in the support that it provided to staff development in technology as well as maintaining the large amount of technology that exists within Cessnock East. The computer lab upgrade	Equity funding for technology teacher wage Equity funding for computer hardware

Progress towards achieving improvement measures

resulted in the space being more student friendly and providing easier access to classes as well as being a more enjoyable space for use within the school. The 1-1 iPad program will continue as having iPads for students to use during the Learning at Home period was invaluable to ensure the connection between home and school was maintained.

and consumables

Equity funding for computer lab upgrade

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$135171	All Aboriginal students have a PLP and their progress is being monitored against benchmarks for Literacy and Numeracy using PLAN2. Time was allocated to release a classroom teacher to co-ordinate the successful Jarjums Aboriginal Education Team and to manage meetings with the local AECG. Students were supported to participate in leadership opportunities delivered by the AECG at partner high schools and staff members were released from their classes to facilitate these days. The school used Aboriginal background funding to employ a teacher part-time to support Aboriginal students. A Student Learning Support Officer was also employed to work in classrooms to support students. Aboriginal funding was used to purchase technology resources such as iPads to ensure each student had an iPad to use in their learning.
Low level adjustment for disability	\$76569.00	<p>These funds were used to employ the Learning and Support Teacher (LaST). All staff continued to receive support or training in learning adjustments as well as participating in the National Consistent Collection of Data on students with disabilities. Through flexible timetabling individual or groups of students were provided with support in their literacy and numeracy needs. Staff were also provided with support to help develop and implement ILPs and IEPs.</p> <p>The learning and support team meet regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place to enhance their learning.</p>
Quality Teaching, Successful Students (QTSS)	\$42003.00	The funds were used to employ a staff member to provide additional Release from Face to Face teaching time to give staff extra time to enter and maintain accurate data on PLAN2.
Socio-economic background	\$538433.00	<p>\$438987.00</p> <p>Socio-economic funding was used to employ additional teaching, support and SASS staff to ensure targets identified in the School Plan were being met. Part of this was the employment of a part-time Interventionist, who worked with data provided by the Instructional Leader to support students in their learning. These funds were also used to ensure the LaST be employed on a full allocation. Extra SASS staff were employed to ensure accurate attendance data and record keeping.</p> <p>\$11132.00</p> <p>Equity funds were used to purchase iPads to make sure the 1-1 iPad program continues,</p>

Socio-economic background	\$538433.00	<p>the purchasing of software licences and casual relief for staff to maintain the technology items within the school.</p> <p>\$23667.00</p> <p>Consumables were purchased to support students in their learning during the Learning at Home period to ensure all students had access to quality learning materials.</p> <p>\$11866.00</p> <p>Equity funding was used to provide student assistance including the school free breakfast program which runs five days per week. SASS salary costs are included in this amount.</p> <p>\$49694.00</p> <p>Sports in Schools were employed to deliver a high quality, consistent sporting program to students K-6.</p> <p>\$3087.00</p> <p>These funds were used to promote student engagement and attendance through competitions and Celebration Days.</p>
Support for beginning teachers	\$18856.00	<p>Beginning teacher funds were used to ensure beginning teachers were provided with opportunities to work with the Instructional Leader to receive quality professional development in the areas of Literacy and Numeracy. Casual staff were employed to cover casual costs for beginning teachers to participate in professional development opportunities such as L3K, L3S1, TEN and the development of REAL projects.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	105	105	123	121
Girls	113	112	126	117

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	90.2	90.2	88.3
1	92.7	90	88.8	88.8
2	93.5	91.9	89.8	88.7
3	94.1	90.7	89.7	90.5
4	96.3	90.7	91.2	88.5
5	90.7	90.9	85	93.1
6	88.6	86.3	83.3	89.5
All Years	92.9	90.1	88.3	89.6
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)	2
Classroom Teacher(s)	9.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	416,234
Revenue	3,402,416
Appropriation	3,363,816
Sale of Goods and Services	7,816
Grants and contributions	29,993
Investment income	791
Expenses	-3,580,737
Employee related	-3,140,018
Operating expenses	-440,719
Surplus / deficit for the year	-178,321
Closing Balance	237,913

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	298,991
Equity Total	774,951
Equity - Aboriginal	105,561
Equity - Socio-economic	564,004
Equity - Language	2,254
Equity - Disability	103,132
Base Total	1,913,762
Base - Per Capita	59,886
Base - Location	1,853
Base - Other	1,852,023
Other Total	256,945
Grand Total	3,244,650

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

Teachers:

Data from 2020 highlights 100% of staff enjoy working at Cessnock East Public School. 100% of staff are confident in their ability to deliver the syllabus to the class they are teaching. Over 88% of staff felt the teaching workload was sustainable with approximately 12% of staff feeling that more teacher preparation time was needed. A survey of teacher experience showed:

- 1-5 years experience is 35.3%
- 6-10 years experience is 29.4%
- 10-15 years experience is 5.9%

Over 15 years experience is 27.4%

Parents/Carers:

Survey results show 100% of parents/carers believe the school is supportive of their child's learning. Results also showed 100% of those participating in the survey felt the school staff are approachable. 100% of parents/carers believed the school was clear and consistent in sharing Covid-19 Guidelines with the school community.

Students:

The majority of students - 71% - believe they are able to persevere to complete their goals, even when faced with obstacles. Over 86% of students have positive behaviour at school and feel they have someone at school who consistently provides encouragement and can be turned to for advice.

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.