

2020 Annual Report

Glen Innes Public School



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Introduction

The Annual Report for 2020 is provided to the community of Glen Innes 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

Glen Innes Public School

Church St

Glen Innes, 2370

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

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

6732 2577

School vision

At Glen Innes Public School we provide high quality, educational opportunities for each and every student. We take **pride** in our learning, **respect** all and celebrate the **success** of our school community.

School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul people.

Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing. Recently, two Windfarms have been developed in the area, contributing to the economy.

The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870), to the more modern technology-rich connected classrooms of the 21st century.

The school currently provides for 400 students from Kindergarten to Year 6. Approximately 21% of the students identify as being of Aboriginal or Torres Strait Islander background. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages, whose residents use Glen Innes as their major goods and services centre.

The school has a major intake into Kindergarten. Year 3 will receive an intake from Glen Innes West Infants School. The Year 6 students generally attend Glen Innes High School when they graduate from Glen Innes Public School.

The school has a strong educational tradition in the community, stable staffing and long term cultural capital within the wider community.

Glen Innes Public School offers a range of programs to enhance curriculum delivery. In particular, the 'Grow It, Cook It, Eat It' initiative and a very successful sporting program. An inclusive Creative and Practical Arts Program is being developed in the school. We have a supportive P&C Committee and families and community members are welcome to join us in the education of our students.

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	Delivering
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	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 Learning

Purpose

To build a school culture strongly focused on collective responsibility for student learning and success.

Improvement Measures

All teaching programs are data based and differentiated to meet individual student learning needs.

An increase in the number of students in the top two bands of NAPLAN in the areas of Reading and Numeracy.

An increase in the number of students participating in Creative and Practical Arts (CAPA) initiatives within the school.

All students are able to identify a staff member who can provide advice, support and assistance to fulfil their potential.

Implementation of a whole school approach to well-being with clearly defined behavioural expectations that create a positive teaching and learning environment through PBL values.

Overall summary of progress

Throughout 2020 the ongoing impact of drought, bushfires and Covid-19 led to changes in school operations. Many initiatives and programs intended for implementation were delayed, adjusted or cancelled.

Progress towards achieving improvement measures

Process 1: Good Data, Good Practice, Great Results

Improve student progress and achievement through the collection and analysis of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
Throughout 2020 a variety of valid, reliable data that provided information about student achievement. A particular focus remained around the collection of Reading data, and in 2021 the introduction of whole school writing task and involvement of Early Stage 1 staff in the Noella Mackenzie, 'Draw, Talk, Write' project assisted in the development of teacher knowledge and understanding of writing in the early years of schooling. An ongoing focus continues to be on the analysis of data and utilising this to guide teaching and learning programs. Students identified as requiring additional assistance are supported by Learning and Support teachers and further follow up conducted by the Learning Support Team coordinated by the Assistant Principal Wellbeing. A process of the review of Learning and Support referrals and Personalised Learning and Support Plans commenced.	* Low level adjustment for disability * Quality Teaching, Successful Students (QTSS)

Process 2: Creative Kids

Specialist staff and existing staff expertise, will enable opportunities for all students to be confident and creative individuals, through participation in Creative and Performing Arts Initiatives.

Evaluation	Funds Expended (Resources)
Many 2020 Creative and Performing Arts opportunities were cancelled due to Covid-19. When possible students were involved in NECOM lessons and performances within the school.	* Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS)

Process 3: Positive Culture, Respectful Relationships

Progress towards achieving improvement measures

Process 3: Student well-being processes, including strong Kindergarten, Year 3 and High School Transition Programs will develop strong, confident students who will feel empowered, respected, valued and supported. to be achieving contributors in the school community.

Evaluation	Funds Expended (Resources)
<p>The Kindergarten, Year 3 and High School Transition programs were modified to comply with Covid-19 guidelines, this meant that parents/carers were unable to attend information sessions. Although Kindergarten transition occurred, it was in a very different format to previous years. Completion and analysis of Tell Them From Me surveys with students and parents/carers enabled the school to collect and analyse feedback which is then used to guide future school planning. Students and their families throughout the year were given additional support by the Assistant Principal Wellbeing and Learning Support Team, with a particular emphasis on wellbeing during the Learning at Home period.</p>	<p>* Low level adjustment for disability * Socio-economic background</p>

Strategic Direction 2

Excellence in Leading

Purpose

Leading for continual school-wide improvement informed by high expectations and community involvement.

Improvement Measures

Students and staff indicate greater leadership opportunities and leadership skills development.

Increase student, parent/carer and community attendance at assemblies, community and other events.

Overall summary of progress

Throughout 2020 the ongoing impact of drought, bushfires and Covid-19 led to changes in school operations. Many initiatives and programs intended for implementation were delayed, adjusted or cancelled.

Progress towards achieving improvement measures

Process 1: Building an Educational Community

Establish a Professional Learning Community with a focus on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
During 2020 the majority of Professional Learning opportunities were conducted via online platforms including Zoom and Microsoft teams. Staff continued to develop their skills, knowledge and understanding throughout the year by completing various online professional learning opportunities.	* Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS)

Process 2: Leading for Today and Tomorrow

Expansion of leadership opportunities through school activities for staff and students.

Evaluation	Funds Expended (Resources)
In 2020, staff continued to be given opportunities to develop their leadership skills and utilise their experience and expertise to support other staff. Mentoring of beginning teachers occurred and several staff achieved accreditation. One teacher begun the journey towards accreditation as a Highly Accomplished teacher.	* Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS) *Teacher Professional Learning funds

Process 3: Connecting Community

Develop opportunities for parents and community members in school-related activities as part of a cohesive educational community.

Evaluation	Funds Expended (Resources)
Due to Covid 19 guidelines, 2020 was a difficult year in enabling opportunities for parents/carers to participate in various school-related activities. The focus to ensure that parents/carers were involved in the school was driven by online engagement through Facebook, Google Classroom and Seesaw. Classroom teachers actively contacted parents/carers by telephone during Learning from Home to provide support and assistance. The school continues to develop a strong, productive connection with the P&C.	* Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS) *Teacher Professional Learning funds

Strategic Direction 3

Excellence in Teaching

Purpose

To develop evidence-based teaching practices that are relevant, reflective and flexible.

Improvement Measures

All teaching programs reflect current evidence-based teaching practice.

Student self-assessment identifies an improvement of student understanding of success criteria and how this can be utilised to improve learning outcomes.

All staff work collaboratively within learning teams to share achievements and goals.

Overall summary of progress

Throughout 2020 the ongoing impact of drought, bushfires and Covid-19 led to changes in school operations. Many initiatives and programs intended for implementation were delayed, adjusted or cancelled.

Progress towards achieving improvement measures

Process 1: Positive Practice, Positive Learning

Teachers engage in high quality professional learning and engage with current research to implement high quality evidence based teaching practice.

Evaluation	Funds Expended (Resources)
The Professional Learning committee continued to ensure professional learning opportunities were fair and equitable, and that these opportunities were aligned with the School Strategic Directions, NESA Teaching Standards and positively impacted student learning outcomes. Whole school professional learning focused on the review of the assessment and reporting procedures and the area of writing.	* Support for beginning teachers * Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS) *Teacher Professional Learning funds

Process 2: Explicit Teaching, High Expectations

Use of Visible Learning strategies, including success criteria to guide student centred learning experiences.

Evaluation	Funds Expended (Resources)
Throughout 2020 staff were continually supported by the Principal, Assistant Principals and the Instructional Leader to develop teaching and learning programs that reflected current evidence-based teaching practices. Students identified through the use of assessment data as requiring additional support were supported by the Learning and Support teachers, the Learning Support Team and the Assistant Principal Wellbeing. The Assistant Principal Wellbeing worked closely with parents/carers, external service providers, other agencies and members of the Department of Education to develop well structured, supportive programs for students with additional needs.	* Aboriginal background loading * Quality Teaching, Successful Students (QTSS)

Process 3: Collaborative Practice, Effective Feedback

Teachers engage in high quality professional discussion and collaborative practice to improve teaching and learning across the school.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

During 2020 staff continued to work collaboratively, as best as possible, to support each other in the development of teaching and learning programs. Staff indicated in feedback the need for further opportunities during 2021 for collaborative planning.

* Socio-economic background * Low level adjustment for disability * Quality Teaching, Successful Students (QTSS) *Teacher Professional Learning funds * Beginning teacher funding

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$130 364.00) 	During 2020, many cultural activities and experiences students, staff and parents/carers would have been involved in, were cancelled due to Covid 19. The engagement with external providers for NAIDOC events was not possible and in 2020 the school did not hold any NAIDOC events. On staff development day, Term 4, all staff were involved in a cultural awareness day which included a focus on the Partnership Agreement between the NSW Aboriginal Education Consultative Group (AECG) and the NSW Department of Education 2020 - 2030.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$6 869.00) 	Students identified as requiring additional English language development were supported in the classroom utilising this funding source.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$90 538.00) 	Low level adjustment for disability funding was utilised to support students identified as having additional needs, this included the engagement of School Learning Support Officers. This allowed Tier 1 and Tier 2 intervention programs to be conducted across the school, and included fine and gross motor focus for younger students. In addition, the continuation of the position of Assistant Principal Wellbeing to support students and their parent/carers, including referral to support agencies outside the school utilised some of this funding source.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$72 303.00) 	In 2020, GIPS engaged an Instructional Leader for Years 3-6 to work closely with the EAfS Instructional Leader who primarily worked with Kindergarten - Year 3. This initiative enabled staff to be supported staff in the classroom using a shoulder-to-shoulder approach to improve teacher knowledge, skills and understanding in various Key Learning Areas with a particular focus on Literacy and Numeracy. Teachers were also supported in the NESA accreditation process.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$329 698.00) 	<p>Various school-based initiatives were supported throughout 2020 utilising this funding source. This enabled all students to access the curriculum equitably. Wellbeing initiatives that continued in 2020, dependent on Covid 19 guidelines included:</p> <ul style="list-style-type: none"> - Breakfast program - Recess/Lunch program - Provision of school uniform and other school necessities including school bags - Subsidies for events and excursions for all students, including the Kitchen Garden Program - PBL awards and Presentation Day awards

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$329 698.00) 	- Purchase of additional technology resources for staff and students
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$28 962.00) 	<p>In 2020, Beginning Teacher funding, in addition to other school funding, was utilised for mentoring of beginning teachers, and additional release from face to face for beginning teachers to enable them to observe lessons and speak with their mentor. Beginning teachers working collaboratively with the Assistant Principal Learning and Support in the development of their skills and knowledge in classroom behaviour management.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	216	217	222	198
Girls	158	166	173	180

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	92.1	92.3	89.8
1	92.9	90.6	90.8	93.1
2	93.8	91.2	90.6	91
3	92.2	90.8	90.1	92.1
4	90	90.6	90.4	89.6
5	90.8	89.4	87.7	91
6	89.1	88.4	89.8	88.7
All Years	91.6	90.3	90.2	90.7
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)	4
Classroom Teacher(s)	15.38
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.22

*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	507,775
Revenue	4,974,598
Appropriation	4,858,509
Sale of Goods and Services	20,954
Grants and contributions	93,779
Investment income	1,356
Expenses	-4,840,908
Employee related	-4,253,236
Operating expenses	-587,673
Surplus / deficit for the year	133,690
Closing Balance	641,465

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	197,424
Equity Total	743,422
Equity - Aboriginal	130,364
Equity - Socio-economic	329,698
Equity - Language	6,869
Equity - Disability	276,491
Base Total	3,001,181
Base - Per Capita	96,447
Base - Location	83,095
Base - Other	2,821,639
Other Total	673,806
Grand Total	4,615,833

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

In 2020 Glen Innes Public School participated in the Tell Them From Me (TTFM) surveys. These surveys are a means for capturing student, parent/carer and student voice and provide reliable evidence for the school in identifying strengths and areas for improvement.

Parent Satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

At Glen Innes Public School, 66 students completed the Tell Them From Me Survey in Term 3, 2020.

Student Satisfaction

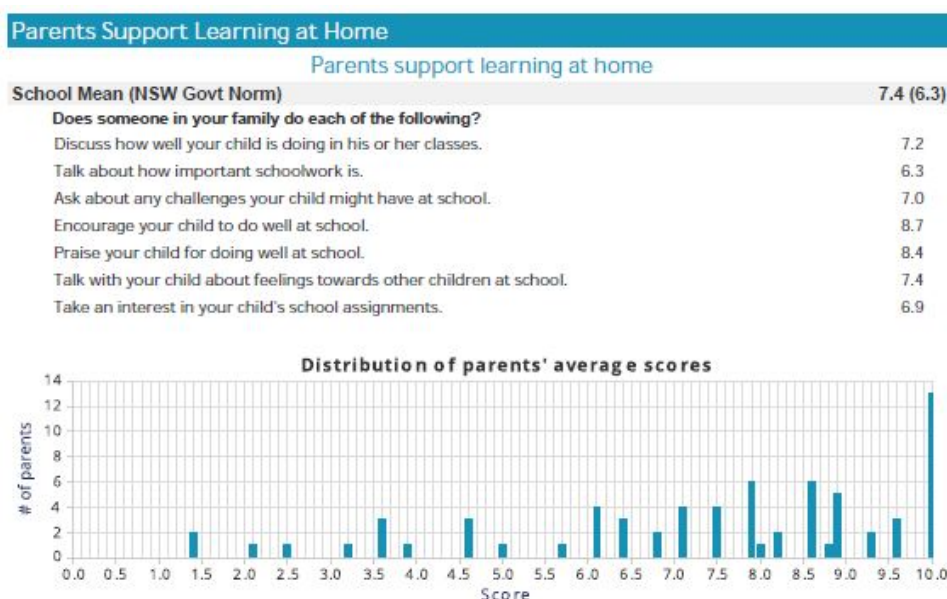
At Glen Innes Public School, 164 students completed the Tell Them From Me Survey between 03 Sep 2020 and 16 Sep 2020, which included nine measures of student engagement alongside the five drivers of student outcomes.

Teacher Satisfaction

The 'Focus on Learning Survey' is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey were grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, *Visible Learning* (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom. This report provides results based on data from 17 respondents in this school who completed the Teacher Survey between 10 Sep 2019 and 25 Sep 2019.

This report provides results based on data from 20 respondents in this school who completed the Teacher survey between 13 Aug 2020 and 21 Sep 2020.

The images below show a snapshot of responses by students, parents/carers and teachers.



School Supports Learning

School supports learning

School Mean (NSW Govt Norm)	7.1 (7.3)
Teachers have high expectations for my child to succeed.	6.8
Teachers show an interest in my child's learning.	7.1
My child is encouraged to do his or her best work.	7.6
Teachers take account of my child's needs, abilities, and interests.	6.9
Teachers expect homework to be done on time.	6.6
Teachers expect my child to work hard.	7.4

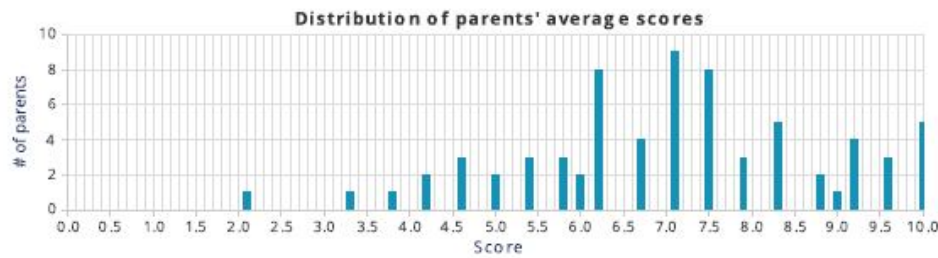


Figure 6: School-level factors associated with student engagement

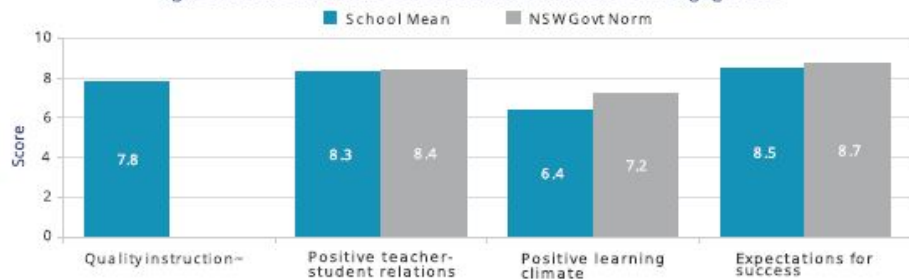
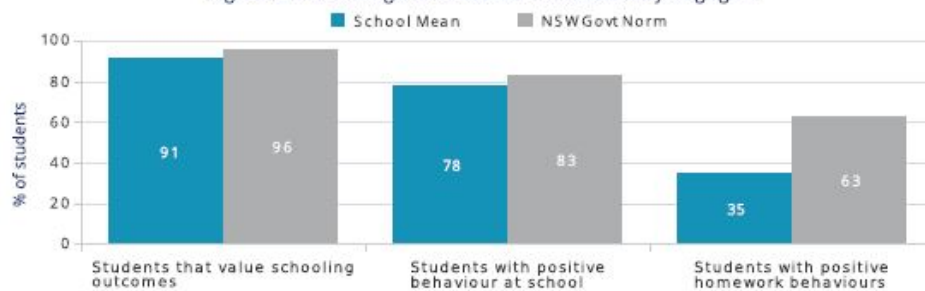


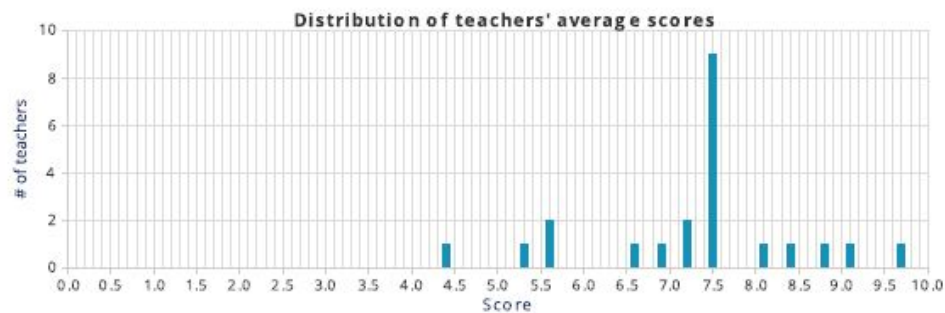
Figure 2: Percentage of students institutionally engaged



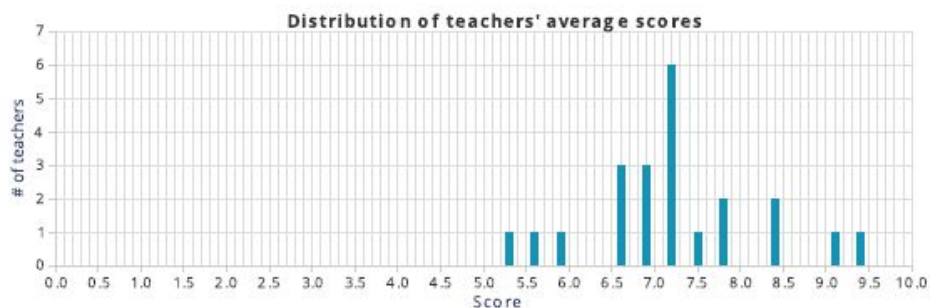
Eight Drivers of Student Learning

Collaboration

School Mean (NSW Govt Norm)	7.3 (7.8)
I work with other teachers in developing cross-curricular or common learning opportunities.	7.1
Teachers have given me helpful feedback about my teaching.	7.3
I talk with other teachers about strategies that increase student engagement.	7.9
Other teachers have shared their learning goals for students with me.	6.5
Teachers in our school share their lesson plans and other materials with me.	6.5
I discuss my assessment strategies with other teachers.	7.6
I discuss learning problems of particular students with other teachers.	8.4
I discuss my learning goals with other teachers.	7.1



School Mean (NSW Govt Norm)	7.2 (7.8)
My assessments help me understand where students are having difficulty.	7.4
I use formal assessment tasks to help students set challenging goals.	7.2
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	7.3
I use formal assessment tasks to discuss with students where common mistakes are made.	7.4
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	7.9
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	5.0
I use results from formal assessment tasks to inform my lesson planning.	7.7
I give students feedback on how to improve their performance on formal assessment tasks.	7.6



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.