

2020 Annual Report

Oak Flats Public School



3860

Introduction

The Annual Report for 2020 is provided to the community of Oak Flats 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

Oak Flats Public School

Griffiths St

Oak Flats, 2529

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

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

4256 1405

School vision

At Oak Flats Public school we provide a quality learning environment allowing students to develop the knowledge, skills and values to be SAFE, RESPECTFUL, RESPONSIBLE and ACTIVE LEARNERS who contribute positively to all aspects of school.

School context

Oak Flats Public School is a member of the Oak Flats Community of Schools (CoS) and is situated in the Illawarra Region. The school enrolment for 2018 is 473 students K-6, in addition 40 students attend the onsite Oak Flats Public School Preschool. The school has 37 Aboriginal students enrolled. There are 18 classes from K-6. Staffing has remained relatively stable.

Oak Flats Public School is a comprehensive, community focused school that is central to the local area. With an excellent reputation for catering for the diverse learning needs of students from Preschool to Year 6. We pride ourselves on our strong transition programs from preschool to Year 7 which establish strong links within the Oak Flats community. Successful implementation of the Positive Behaviour for Learning program has provided a common language between staff and students creating an atmosphere of positive behaviour expectations. Bring Your Own Device (BYOD) is implemented in Stages 2 and 3, promoting enhanced student engagement and enriching learning experiences through inquiry based learning opportunities.

Oak Flats Public School is characterised by professional, dedicated teachers and support staff who continue to refine and reflect on their professional development and teaching practices. Our quality teaching and learning programs are based on current research and driven by timely and consistent data collection that addresses the individual learning needs of each student. The school's focus is to maximise student performance in all curriculum areas, particularly literacy and numeracy.

Oak Flats Public School has a strong focus in the area of Creative and Practical Arts. Opportunities include choir, drumming group, recorder ensemble, ukulele group, Southern Stars, Dance and Public Speaking. Sport continues to be an important focus at OFPS with students provided with numerous opportunities to participate in a variety of sports at varying levels.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged Learning

Purpose

Every student will be exposed to meaningful learning opportunities within a culture based on high, aspirational expectations, quality teaching and learning. Students will engage in learning opportunities that support creative and critical thinking, collaboration, problem solving, reflection, independence and resilience. We will ensure a strong focus on literacy and numeracy achievement underpinned by quality feedback.

Improvement Measures

Increase in the proportion of students achieving proficiency and an increase in the percentage of students moving to the top two bands.

100% of students are able to articulate their learning goals in Literacy and Numeracy and strategies for improvement.

Progress towards achieving improvement measures

Process 1: Data

School-wide collective responsibility for student learning and success with sustained excellence in instructional practice, quality teaching and aspirational targets, which are regularly set and reviewed based on data.

Evaluation	Funds Expended (Resources)
Data collected and used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Teachers have continued to structure lesson delivery to ensure high quality expectations, transparent goals, learning intentions and feedback. Sustainable practices are in place to ensure routine use of relevant data and analysis, and diagnosis of the impact of teaching. A culture that promotes learning analysis and discussion of data.	PLAN2, EAL/D, TOWN, TEN and L3 data every 10 weeks, AP data conversations- weeks 3 and 8

Process 2: Visible Learning

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities, supporting students to analyse their progress, reflect on their successes and plan future learning.

Evaluation	Funds Expended (Resources)
A culture of high expectations for all students is embedded. Students regularly set their own learning goals, self-reflect and evaluate, and share feedback with teacher and peers. Reflection and professional dialogue by staff on implementing feedback in classroom is evident. Teachers support/participation in classroom observation and sharing.	QTSS, Instructional support, casual relief (TCAP), stage meetings, AITSL resources on Visible Learning

Process 3: Programming and Assessment

Teachers collaboratively plan evidence-based teaching practices providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy.

Evaluation	Funds Expended (Resources)
General capabilities in Information and communication technology (ICT) and critical and creative thinking is embedded in teaching and evident in student learning. Increased student access to and availability of ICT. Resource purchase and deployment is well researched and strategic with the aims of equity, capacity building and curriculum enhancement at the center of	Digital Technology FTE 0.5, teacher release for TCAP

Progress towards achieving improvement measures

resource prioritisation.

Strategic Direction 2

Future Focused Teaching

Purpose

To build a dynamic culture of best practice pedagogy staff will commit to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.

Improvement Measures

Professional learning builds teacher collective efficacy and sustains excellence in data informed instructional practices.

A positive collaborative culture with systematic processes in place supporting teachers to collaborate and receive feedback on professional practice.

Progress towards achieving improvement measures

Process 1: Professional Standards

A strong, visible culture in the school that supports differentiated and strategic school based professional learning, accessible to all staff aligned to Professional Development Plans, the Professional Teaching Standards and the School Plan.

Evaluation	Funds Expended (Resources)
The capacity of staff has been developed by the leadership team through the Performance and Development process. Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. School and staff success is celebrated. A supportive and collaborative professional environment has been maintained in which performance management is viewed as ongoing self-development and feedback has been provided to acknowledge strengths and support needs.	QTSS, Instructional support, Stage and TCAP meetings

Process 2: Intervention

Consistent and reliable student assessment practices and collaborative processes to build staff capacity with quality and appropriate intervention programs identified, reviewed and evaluated to maximise individual student success and engagement.

Evaluation	Funds Expended (Resources)
Staff capacity is developed through the collaborative evaluation of teaching and its effect on student learning. Delivery of personalised approaches to learning and the effective use of assessment to improve student outcomes in literacy and numeracy. Teachers are committed to and action strategies for early intervention where appropriate. Teachers hold high expectations for all students and prioritise teaching strategies that support students to achieve high standards. Strategies implemented reflect research on best practice and include ongoing monitoring of success.	LaST 1.1 FTE, SLSO support Instructional support

Process 3: Professional Knowledge

Teachers are supported towards school-wide improvement in explicit teaching practice and student results through the facilitation of professional dialogue, collaboration, collegial planning, classroom observation, modelling of effective practice and the provision of reflection and peer feedback.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The leadership team has embedded clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

ELSA online resources, staff and team meetings

Strategic Direction 3

Students Connect, Succeed, Thrive

Purpose

To develop a holistic approach for the wellbeing of students, including strengthening their cognitive, physical, social, emotional and spiritual development. Our school provides a safe, respectful, responsible and active learning environment that fosters high expectations, individual achievement and celebrates student success.

Improvement Measures

Increased proportion of students demonstrating active engagement in their learning, connection, inclusion, empowerment and capacity to contribute to the school.

Positive Behaviour for Learning is implemented as part of a comprehensive and inclusive student wellbeing policy supported by all students, staff, parents and carers.

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Implement a planned approach to wellbeing with whole school programs and support structures which are integral to learning and responsive to the needs of students.

Evaluation	Funds Expended (Resources)
Parent and community participation in whole school events is evident. Students benefit from the school's planned and proactive engagement with parents and the broader community. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. Strategies to increase emotional, social and physical wellbeing that build resilience and independence.	Wellbeing AP, staff and planning meetings

Process 2: Positive Behaviour for Learning

Embed Positive Behaviour for Learning systems to ensure a whole school, consistent and clearly defined approach to behaviour and learning, supporting individual and collective wellbeing.

Evaluation	Funds Expended (Resources)
All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Staff have continued to provide a safe, caring and supportive learning environment for students.	PBL lessons and resources, Sentral software, Wellbeing AP

Process 3: Collaboration

Enhance student wellbeing and develop teacher capacity and understanding of the wellbeing framework through targeted professional learning, collaboration and an individual and shared commitment to sustainable practices.

Evaluation	Funds Expended (Resources)
Feedback regarding self-assessment and the performance of the school as measured by surveys, P&C meeting minutes, parent meetings and interviews. Positive community relationships established by a friendly and helpful environment that provides effective and timely communication and	TTFM survey, SCOUT

Progress towards achieving improvement measures

accurate records. All school staff have maintained positive, respectful relationships with students, parents and each other as part of caring learning environments that support student wellbeing. A range of parent information sessions to raise awareness of how parents can support their child's education in the areas of readiness, literacy, numeracy and ICT. An effective school P&C that is informed and active in the governance of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Aboriginal background funding,	<p>Aboriginal student attendance, achievement and communication with families improved in a positive direction. Throughout the year, our School Learning Support Officers (SLSOs) worked within the classrooms of our Indigenous students to provide ongoing support for their individual learning needs</p> <p>The school celebrated the launch of a new school sports shirt with Aboriginal design art work, created by our Mudjingaal students, and based on our local Aboriginal story. Students K-6 were provided with new sports shirt during NAIDOC celebrations.</p> <p>An Aboriginal perspective is embedded in our teaching and learning and Oak Flats PS staff and students encourage acknowledgement, acceptance and celebration of all cultures within our school community. Representatives attended a workshop based on public speaking and leadership.</p> <p>Student progress was closely monitored through PLAN, NAPLAN and varied classroom assessments and observations. Positive growth in achievement was evident as a result of staff professional development on delivering high quality, engaging classroom programs. Students demonstrated improved engagement within the classroom and across the school setting</p>
Low level adjustment for disability	<p>Staffing allocation Learning and Support Teacher FTE 1.1</p> <p>Priority School Funding FTE 0.7</p> <p>RAM Equity Low Level Adjustment for Disability</p> <p>Engagement of School Learning Support Officers</p> <p>Targeted support for individual students</p> <p>NCCD Data collection teacher release</p>	<p>Student's diverse needs, backgrounds, achievements and ways of learning were at the centre of curriculum planning and informed pedagogy and design. Programs were structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need. A regular and rigorous analysis of data was evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies. Continuous tracking of student progress and achievement, with accommodations and adjustments made to suit needs as they arise. Teacher development of documented IEPs and PLPs, in partnership with parents and relevant external agencies.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding FTE 0.788</p> <p>Teacher release for mentoring, lesson observation and planning</p>	<p>The leadership team is committed to leading teacher development, building purposeful collaboration & trust. The capacity of staff is developed by the leadership team through the performance development and management process. Through reflective practice and subsequent targeted professional learning, collaboration and mentoring, professional skill and knowledge in the school is maximised. The TTFM staff survey indicates a high level of staff satisfaction with staff being committed and accountable, having a collective</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS funding FTE 0.788</p> <p>Teacher release for mentoring, lesson observation and planning</p>	<p>responsibility for the direction of the school and the education of students. Timetabled class observation and mentoring time provided to both executive and non-executive staff enabling all teachers to improve the quality of teaching practice.</p>
<p>Socio-economic background</p>	<p>RAM Equity Socio Economic Background -AP release for Instructional Leader role FTE 1.0</p>	<p>Through the employment of Instructional leaders 3-6, all teachers were supported and upskilled in implementing comprehension and problem solving strategies to support student learning across the school. Learning was directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy.</p> <p>Student centred, explicit and personalised learning is visible across the whole school. Student goal setting, monitoring and feedback a core part of learning. Staff work collaboratively to ensure consistency between teachers and classrooms in terms of expectations and communication. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	195	212	214	219
Girls	237	225	231	240

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	93.8	93.9	92.2
1	93.7	93.1	92.5	90.4
2	94.2	92.4	94.3	91.8
3	94	92.7	92.8	91.7
4	93.2	92.3	92.4	91.4
5	91.8	91	91.6	90.4
6	90.6	91	92.6	91.2
All Years	92.9	92.4	92.8	91.3
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)	18.02
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.79
Other Positions	1

*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	473,474
Revenue	4,825,568
Appropriation	4,721,790
Sale of Goods and Services	27,763
Grants and contributions	60,357
Investment income	657
Other revenue	15,000
Expenses	-4,863,462
Employee related	-4,435,422
Operating expenses	-428,040
Surplus / deficit for the year	-37,894
Closing Balance	435,580

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	346,032
Equity Total	497,391
Equity - Aboriginal	44,282
Equity - Socio-economic	259,703
Equity - Language	6,762
Equity - Disability	186,644
Base Total	3,193,760
Base - Per Capita	109,369
Base - Location	0
Base - Other	3,084,390
Other Total	541,940
Grand Total	4,579,122

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.

STUDENTS

The 2019 TTFM data shows that 96% of students (April) believe that their peers display positive behaviour at school, which is 13% above the NSW norm. TTFM data (Sept) shows 88% of students. 2019 TTFM data shows that 84% of students have friends they can trust and who encourage positive choices. This demonstrates the impact that PBL has had on successfully monitoring student behaviour, re-teaching positive behaviours and creating a school climate of shared accountability and positivity.

Participation in extra-curricular activities has provided students at Oak Flats with increased opportunities to develop positive relationships with their peers and teachers. Our students are provided with varied, engaging and rich activities that cater to a diverse range of interest areas and student abilities. This adds to the positive culture and climate of the school.

TTFM data shows that students feel they have a strong sense of advocacy at school. We believe our positive learning culture, effective partnerships between students, parents and the school working together continues to drive planning for learning and engagement with our students striving to achieve their personal best. TTFM data consistently indicates that we are below the NSW norm in relation to bullying. Our strong behaviour management structures support our students to resolve issues or seek appropriate help from staff.

Focused wellbeing programs continue to support our students' levels of engagement, as demonstrated in the TTFM 2019 Student Survey results. The data indicates students' emotional resilience and levels of engagement are supported through these programs. Positive student-teacher relations as well as learning climate are a testament to our whole school focus on student wellbeing and high expectations for success. To further support a strong learning culture in the school, staff regularly monitor attendance and data is analysed to inform planning and support individual. At Oak Flats we have systematic processes in place and teachers consistently adhere to attendance procedures.

PARENTS

Oak Flats Public School conducted a 'Tell Them From Me' school survey in Term 4 to gather parent and carer understanding and satisfaction with school practice. There was an improved response rate to the survey from the previous year. The rate of representation and response to the survey indicated that the school community was satisfied with the overall performance of the school. Parents and carers generally thought the school's administrative staff are helpful, teachers expect their child to work hard, staff take an active role in making sure that all students are included in school activities and they value communication between teachers and parents. Parents valued social behaviour programs, the school P&C and the sense of community. Parents generally felt that staff are committed, dedicated, friendly and approachable.

We believe a commitment to engaging all school members to ensure continued improved service delivery will have a positive outcome and further support our journey to school excellence. Effective processes to ensure administrative practices and communication are currently in place, and we will work collaboratively to ensure we continue to be responsive to community feedback.

STAFF

For staff the survey used a 10 point rating scale for different elements within 12 broad categories. 29 staff members completed the survey. The survey provided the school leadership team with insights into school and classroom effectiveness from the perspective of teachers. The teacher survey asked questions related to the following drivers of student outcomes: leadership, teacher collaboration, the learning culture in classrooms, teaching strategies, classroom technology, setting challenging and visible learning goals for students, planned learning opportunities, quality feedback for students, the use of data to inform practice, parent/carer involvement and helping students to overcome obstacles in learning.

Teacher responses have been considered when planning for 2021 and beyond. Collaboration, Teaching Strategies, Leadership and Inclusive School were the domains that teachers rated the strongest scoring. There was a strong belief by teachers that they; set high expectations for student learning, establish clear expectations for classroom behaviour, and school leaders have provided guidance for monitoring student progress. The domain which showed the most room for growth was technology. Specifically teachers indicated that they use computers or other interactive technology, and that at this stage they do not readily use computers or other interactive technology to track student progress towards their learning goals.

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.