

2020 Annual Report

Hannans Road Public School



4092

Introduction

The Annual Report for 2020 is provided to the community of Hannans Road 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

Hannans Road Public School

Hannans Rd

Riverwood, 2210

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

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

9153 8170

Message from the principal

I am incredibly proud of the efforts our school community has made in 2020 to support all of our learners through a very different year. Through targeted programs, ongoing communication and working collaboratively the staff of Hannans Road have ensured quality learning has continued to occur both during learning from home and upon returning to school. The support from parents and carers has led to stronger partnerships between home and school to support students in achieving learning outcomes. As we return to a more normal way of working, the strong connections and strengthening of home school partnerships will continue to provide support for all learners at Hannans Road Public School.



School vision

Hannans Road is a dynamic learning environment where the school community takes an active role in their own learning and student achievement. Innovative and engaging learning experiences enable students to develop the capabilities and dispositions to be successful members of the global community. Through an inclusive culture we value and promote confident and creative thinkers, respectful and successful learners and collaborative partnerships across the school community.

School context

Hannans Road Public School is a small school in the South West of Sydney with a population of 140 students. The school has a supportive community, where all students are known, valued and cared for. Currently 1% of students identify as Aboriginal or Torres Strait Islander. There are a variety of cultures in the school, with 78% of students from EAL/D backgrounds. Students from Arabic backgrounds form the largest group, followed by Pacific Islander and Asian groups. A strong moral purpose drives staff to support all learners in their ongoing achievement. Through targeted learning programs, extracurricular activities and open communication, students have the opportunity to explore their interests, engage in inquiry based learning and develop the skills and knowledge to be active and informed citizens.



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Creative and engaged learners

Purpose

To develop a community of learners who have the capabilities and dispositions to succeed as global citizens.

Improvement Measures

Student growth in creative and critical thinking as evidenced through the Creative and Critical Thinking continuum.

Increased number and range of community members engaged in school programs.

Overall summary of progress

Teachers have been developing their knowledge and skills in the area of Creative and Critical thinking (CCT). As their knowledge of how to embed CCT within their programs has expanded, there has been an increase in the use of thinking routines and open-ended questioning for specific purposes. Students are learning how to creatively problem solve and apply new ideas to current learning through explicit modelling by the teacher.

During COVID, and learning from home, teachers implemented open - ended task contracts that integrated CCT with other Key Learning Areas (KLA's) which demonstrated an essential understanding of the connection between key learning areas and creative and critical thinking.

Due to the COVID restrictions we were unable to engage our parent/caregiver community and extended community in the programs that the school has in place. However, through online learning for students, parents and caregivers were able to have a greater insight into the learning of their children. Platforms such as Class Dojo, Facebook and Zoom were highly utilised to ensure our community was kept informed of learning and initiatives within the school context.

Progress towards achieving improvement measures

Process 1: Curious, inquiring minds

Students develop the capabilities and dispositions to drive their own learning through engaging in innovative pedagogies. Teachers engage in evidenced based professional learning to broaden their understanding of creative and critical thinking and innovative pedagogy and implement and evaluate processes to cultivate inquiring and creative thinkers.

Evaluation	Funds Expended (Resources)
Evidence of student engagement with creative and critical thinking was demonstrated in submitted work when learning from home. Linking syllabus outcomes of all key learning areas to strategies that employ creative and critical thinking has allowed students to enter into learning from where they are at. The school will continue this work for our teachers and students, employing strategies for creative and critical thinking that can be embedded within the teaching and learning programs across all key learning areas.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$13942.00)

Process 2: Community Partnerships

Opportunities are provided for the community to engage and contribute to students learning through a range of flexible learning strategies such as blogs, online forums and videos.

Evaluation	Funds Expended (Resources)
Online platforms such as Class Dojo were highly effective in communicating information for the parent/caregiver community. They were also highly effective for students to upload their work on a regular basis and receive explicit and timely feedback on their learning. For those families who did not have access to the internet, hard copies of the work was given and this was	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Progress towards achieving improvement measures

also offered to our families who preferred the hard copies. Our parent/caregiver community embraced this mode of learning as evidenced by their engagement on Class Dojo and other platforms such as Facebook.

Next Steps

The school recognises interruptions to progress due to COVID and learning from home.

The school will continue to build on the work of Creative and Critical Thinking. Building teacher capacity, providing opportunities for students to think deeply when learning and designing a whole school approach to measure the success for students will support our students to employ the strategies of visible thinking and CCT strategies across all key learning areas.

The school will continue to use online platforms for communication and insight into the programs at the school as well as enhance these platforms so that parents can actively engage with the school. When COVID restrictions are lifted, the school will engage in face to face meetings, workshops to support student learning and whole school community events.



Strategic Direction 2

Excellence in learning

Purpose

To drive responsive, innovative pedagogy that impacts student learning.

Improvement Measures

Increased number of students demonstrate growth at or above state average in NAPLAN.

Students demonstrate expected growth around the learning progressions.

Increased number of students at proficiency in literacy and numeracy in NAPLAN.

Overall summary of progress

Teachers have been working towards clearly identifying their students on the Literacy and Numeracy Progressions in the sub-elements of creating texts and place value to plan where to next for individual learners. PLAN2 software has enabled teachers to track and monitor learning and design future learning that is individualised and sequential. This has also enabled teachers to guide students in setting learning goals.

The Instructional Leader and mentors have devised the essential components of the planning and data sessions with a focus on what quality teaching looks like for classroom programming and practice in Literacy and Numeracy. These essential components have been communicated with all staff including reflection and guided goal setting. There is evidence that teachers are communicating horizon goals regularly to students and relating these horizon goals to the daily learning intention, success criteria, feedback and reflection.

Teachers have engaged at an increased level with the Australian Professional Standards through the designing of their own professional goals. As part of the ongoing process of performance and development, teachers have begun to make links between their goals and the quality teaching practice that is outlined in the Professional Standards. With the support of their supervisors, teachers have been unpacking the standards and aligning them to their teaching practice.

Progress towards achieving improvement measures

Process 1: Anything is Possible

Teachers engage with the literacy and numeracy learning progressions to identify student strengths and design innovative learning programs. Students recognise their strengths as learners and set their own learning paths

Evaluation	Funds Expended (Resources)
<p>Teachers K-6 are engaging more regularly with the Literacy and Numeracy Progressions and are refining their assessment practices to ensure more accurate knowledge of student learning. Teacher capacity in linking the English and mathematics syllabus with the progressions has led to more robust discussion of student learning and progress. There is evidence that teachers are using the progressions for planning quality teaching and learning within the classroom with further work needed to ensure student achievement is monitored and planned for in an explicit and systematic process.</p> <p>School data (observations of classroom practice, surveys and programs) has highlighted the need for deeper understanding of reading and numeracy, how quality assessment can highlight student learning needs and how a whole school approach in data can improve the outcomes for all students.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$24721.00)

Process 2: Life Long Learners

Teachers use the higher levels of the Teaching Standards to reflect on their practice, set their own

Progress towards achieving improvement measures

Process 2: learning goals and lead their own learning.

Evaluation	Funds Expended (Resources)
<p>There has been an increase in professional dialogue around the practice of quality teaching and how that can be applied to the programs taught in the classrooms. Supervisors are continually leading staff to reflect on their practice and provide feedback through observations of classroom practice. Teacher reflections and feedback have refined teacher understanding of their own areas for development, and encouraged them to actively look for opportunities to engage in professional development. Moving forward, there will be greater opportunity and strategic planning to further unpack the standards and transfer the quality teaching research into tangible classroom practice.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15342.00)

Next Steps

The school recognises interruptions to progress due to COVID and learning from home.

We will continue to explore and refine quality teaching practice with a specific focus on reading and numeracy, and review the whole school approach to track and monitor student achievement with attention to assessment, data and differentiated learning.

The Australian Professional Standards will continue to underpin performance and development and support whole school and personal professional goal setting. Supervisors will continue to work closely and regularly to support teachers in attaining their goals in order to support successful student outcomes.



Strategic Direction 3

Wellbeing and Engagement

Purpose

To ensure wellbeing and learning needs are personalised and engagement is enhanced.

Improvement Measures

Increased number of students demonstrating the attributes of a visible learner.

Increased evidence of students displaying resilience and self regulation when faced with challenges.

Overall summary of progress

With the challenge of COVID restrictions and learning from home, teachers employed strategies that enabled them to regularly check in with students and their families. Through Class Dojo, teachers were able to communicate with parents and caregivers and provide advice and explain the learning that was to take place at home. They were also able to provide feedback for students making reference to our school values and expectations whether they were learning at home or at school. Regular phone calls were made to parents/caregivers to check in on the well-being of students and through zoom learning, students were able to express their needs, challenges and successes.

Across the school, students were engaged in the learning from home program through a matrix of activities that employed creative and critical thinking in literacy and numeracy to support student choice and learning. This also gave an indication to teachers of individual student needs so that programs could be adjusted.

Progress towards achieving improvement measures

Process 1: Values in Action

School values are embedded in day to day practice and consistent language is used across the community.

Evaluation	Funds Expended (Resources)
The school values are embedded into the culture of the school and underpin everything we do at Hannans Road. When learning, teachers refer to the values, highlighting the mindsets and dispositions that are required to engage in learning and be successful when learning. Our community is aware of our values and have indicated that they refer to them in the home context across learning and daily family life.	

Process 2: It Takes a Village

There is collective responsibility for individual learning, wellbeing and success in our community.

Evaluation	Funds Expended (Resources)
During COVID and learning from home, classroom teachers worked with specialised staff (such as the Learning and Support Teacher and supervisors) to design learning that catered for the individual and collective learning needs of students. Using their knowledge of strategies that support creative and critical thinking, teachers created a weekly matrix of learning that students could choose to do at their own pace. Teachers also collaborated with other classroom teachers when programming which supported this strategic direction of a collective responsibility for all students. When students returned to school, classroom teachers assessed the progress of their students in learning, their level of engagement and their dispositions to learning and made adjustments to ensure students were on	Funding Sources: • Literacy and numeracy (\$23365.00)

Progress towards achieving improvement measures

track in these areas. From these assessments, it was observed that overall, students were excited for their learning and demonstrated resilience and attributes of a visible learner.

The school participated in the "Tell Them from Me" survey and the overall response was of a positive nature. The survey has enabled the school to celebrate our successes and consider future directions.

Next Steps

The school recognises interruptions to progress due to COVID and learning from home.

The continued focus on student well-being and learning through differentiated instruction and a focus on proactive strategies in the areas of social and emotional learning will greatly contribute to the success of students being able to regulate their own well-being, engage in learning and become successful learners and citizens. Building upon established partnerships with families and the greater community will enhance the learning that happens at Hannans Road.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$7 067.00) 	<p>In consultation with parents of Aboriginal Students, Individualised learning plans were created to ensure engagement and connection to school. These plans have been implemented and reviewed on a regular basis.</p> <p>Our local Aboriginal elder supported our students in creating and maintaining a bush tucker garden creating an opportunity to build connections for our Aboriginal students with their culture and a sense of belonging to our school community.</p> <p>Due to COVID restrictions and learning from home, other planned programs with the local Aboriginal Elder have been put on hold until such time that they can be implemented. We continued to maintain our partnership with our local Aboriginal elder and sought advice around learning and understandings of Aboriginal culture during the year.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$49 507.00) 	<p>Funding was used to employ an EAL/D teacher two days per week to support targeted programs based on student needs. This teacher worked closely with classroom teachers to build the capacity of teachers and support them when differentiating the curriculum so that our EAL/D learners had maximum opportunity to succeed with curriculum outcomes.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$123 581.00) 	<p>Students with identified additional needs were supported by the employment of a Learning and Support Teacher (LAST) four days per week. In addition to this, the capacity of Support Officers was enhanced through the LAST teacher providing explicit professional learning in order to be effective in the classroom. In collaboration with classroom teachers, curriculum was differentiated to meet the individual needs of students and attain success in meeting their personal goals.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$24 721.00) 	<p>The 3-6 mentoring program alongside of the Instructional Leader program has continued to develop and be refined according to the priorities of the school and student needs. This year a focus on collecting authentic data for planning built the capacity of teachers to recognise the individual needs of all students and design programs that support their learning. Improved student outcomes reflect the assessment of their learning and the programs implemented.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$203 462.00) 	<p>Funds were used to support the strategic directions of the school and maximise outcomes for all students. During COVID and learning from home, the school purchased technology to support the implementation of programs. New desktop computers were purchased as were cameras and software. Further to this, funds were used to create</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$203 462.00) 	<p>learning from home packs that included quality texts, levelled readers, educational games, and resources such as whiteboards and textas, dice, cards, writing implements and workbooks.</p> <p>An additional teacher was employed to support learning from home and was utilised for the expertise they brought to the school in the areas of Literacy and Numeracy.</p> <p>Students were supported in their learning from home and upon return to school were able to seamlessly resume their classroom learning.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 845.00) 	<p>One teacher attracted beginning teacher funding which was used to support that teacher in developing their classroom practice through targeted professional learning around planning, programming and assessment with the Instructional Leader. As well, this teacher attended early career courses, specific key learning area courses and completed their accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$1 416.00) 	<p>Funding in this area was added to SES funding to purchase resources for the learning from home packs and to employ an additional school learning support officer.</p>
<p>Early Action for Success</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$100 401.00) 	<p>The school continues to employ an Instructional Leader three days a week under the Early Action for Success Strategy. Working directly with K-2 teachers, both in the classroom and in specified fortnightly sessions, the Instructional Leader has built the capacity of teachers to plan for student needs aligned to the outcomes of the English and mathematics syllabus and the Literacy and Numeracy Progressions. Teachers have a stronger understanding of the syllabus and how the progressions can support student achievement.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	87	74	61	64
Girls	77	77	66	70

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	92.5	90.9	83
1	94.5	92	91.8	80.3
2	92.8	93	91.6	89.9
3	92.1	93.8	91.2	86
4	92.7	92.2	90	83.5
5	95.8	93.3	89.5	73.3
6	91.7	90.1	86.9	87.1
All Years	93.3	92.5	90	82.7
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)	1
Classroom Teacher(s)	4.64
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81
Other Positions	2.6

*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	417,323
Revenue	2,331,320
Appropriation	2,314,543
Sale of Goods and Services	1,818
Grants and contributions	14,420
Investment income	339
Other revenue	200
Expenses	-2,482,749
Employee related	-2,350,993
Operating expenses	-131,757
Surplus / deficit for the year	-151,430
Closing Balance	265,893

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	59,241
Equity Total	383,617
Equity - Aboriginal	7,067
Equity - Socio-economic	203,462
Equity - Language	49,507
Equity - Disability	123,581
Base Total	1,113,739
Base - Per Capita	30,544
Base - Location	0
Base - Other	1,083,195
Other Total	604,606
Grand Total	2,161,203

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.

In order to support student learning on return to school from learning at home, our Year 4 and year 6 students participated in the "Check-in" assessment provided by the Department of Education. This assessment gave the school insight into student learning and allowed the school to plan for specific learning for individual students and at whole grade level. It also provided data as to the future directions for the 2021-2024 School Improvement Plan.



Parent/caregiver, student, teacher satisfaction

Parents and Caregivers strongly support the work that happens in the school. Feedback from parents during COVID and learning from home indicated they were highly satisfied with the programs that were implemented, the resources provided and the high levels of communication with teachers and executives. They felt that the programs from teachers allowed their children to continue learning whilst at home and that they could support and partner in their child's learning.

Students enjoy the collaborative nature of their learning within their classrooms and across grades. They continue to be excited and enthusiastic about their learning and take advantage of the many opportunities that have been provided, particularly extra-curricular activities. They are willing to seek further opportunities to lead lunchtime activities and work together to be successful.

Through the "Tell Them From Me" survey and regular staff discussions, teachers have indicated a strong satisfaction with being successful in the classroom and the learning from home program. They feel supported by executives within the school and their colleagues. Our teachers highly value collaboration with each other when designing learning and providing support for our students and support the directions of the school.



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.

