2020 Annual Report

St Marys North Public School

4205

Introduction

The Annual Report for 2020 is provided to the community of St Marys North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

St Marys North Public School is a community with expectations of achievement and success.

We believe students learn in a happy, safe, supported and inclusive environment where active engagement and cooperative learning are valued. We work together as a whole school community to develop a strong sense of pride and belonging. We are committed to ensuring every student is known, valued and cared for in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged Accountable Learners

Purpose

To develop engaged accountable learners who demonstrate the ability to connect, succeed, thrive and learn by setting achievable, realistic and challenging goals with high expectations of themselves. Self driven resilient learners exhibit the ability to be adaptive and responsive.

Students at St Marys North Public School will be engaged and challenged to be life-long learners.

Teachers at St Marys North Public School will take a shared responsibility for student achievement and contribute to a transparent learning culture.

Improvement Measures

• 80% of students in Kindergarten, Year 1 and Year 2 will achieve school EAfS benchmarks

• 30% of ATSI students will achieve in the top two bands of NAPLAN in reading and numeracy

• Increase the proportion of students in the top 3 bands of NAPLAN in reading and numeracy

• Increase whole school attendance to 93%

Progress towards achieving improvement measures

Process 1: **Students as Learners:** Professional learning to build a growth mindset culture, to ensure a common language for teachers and students to engage in learning conversations. Embed the practice of using feedback as a tool to support visible learning practices between students and teachers, and increase accountability to improve student outcomes.

Evaluation	Funds Expended (Resources)
Whole school focus on collection of reading and phonics data, with rigorous analysis of data to inform teaching and learning practices and professional learning that is explicit and consistent across Kindergarten to Year 6. Phonics data indicated 35% of Year 1 students had difficulty orally blending 4 phonemes. 18% of Year 2 students had difficulty orally blending 4 phonemes. EAfS internal data for reading showed a decrease in the number of Year 2 students achieving end of year reading benchmarks. 20% students achieved above expected reading benchmarks. Implication - in 2021 there will be a shift from levelled texts to decodable texts. Kindergarten students will begin the universal program - IntiLit Foundation. As a result of limited professional learning opportunities for staff, feedback and visible learning will remain a focus for 2021. NAPLAN data unavailable due to COVID-19. ES1 pedagogy embedded play-based learning into Kindergarten, resulting in improved social skills, including speaking and listening and turn taking. Fine motor skills were strengthened prior to engaging in writing. A major shift to teaching and learning due to COVID-19.. Students engaged in online learning or school provided learning packages for a period of time. Teachers engaged with students and parents via online platform -SeeSaw and regular communication/check-ins via phone calls.	Equity funds used to: • Increase Premier's Priority Aboriginal Students Instructional Leader 0.4 to 1.0 FTE • Employ intervention teachers and SLSOs • Stage planning days twice a term • Online learning and resources to support learning from home

Process 2: **Attendance:** Review and refine school attendance policies to ensure regular monitoring and greater accountability for attendance is taken by all stakeholders.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
New data base developed in Sentral, reviewed and refined to ensure all staff understand process of follow up by staff to capture all student absences. Attendance expectations clearly articulated with community via social media, parent contact and school newsletters. Weekly attendance trophy awarded to one class as incentive and celebrated with community. Attendance policy implemented across the school. Attendance concerns raised with stage supervisor and discussed at fortnightly LaST meetings. Overall attendance rate for 2020 was 85.1%. COVID-19 significantly impacted attendance in 2020 with a high percentage of students falling below 90%, with only 47% of students achieving above 90%. **Improving Attendance Pilot** participation in Term 4 2020 - Term 1 2021. All processes were reviewed in Term 4 to effect change and address issues to improve student attendance.	• Sentral system • Attendance awards

Process 3: **Transitions:** Purposeful partnerships developed to ensure strong collaboration between parents, students, staff and the community that support transition processes. School and community initiatives are strengthened to support the continuity of learning at transition points for Pre-K and 6-7.

Evaluation	**Funds Expended (Resources)**
Kindergarten Orientation changed to incorporate COVID-19 protocols. Parent information sessions to improve their knowledge of how to assist their child with transition to school, delivered via Facebook. Community actively engaged and were positive towards changes to Kindergarten Orientation. Stage 3 teachers engaged with high school colleagues across multiple feeder schools, via Zoom, to ensure a successful transition to high school for all students. Colyton Village Project Coordinator, provided lessons to all Stage 3 students to familiarise them with high school expectations and ran a Q & A session.	Instructional Leader

Strategic Direction 2

Informed Responsive Practitioners

Purpose

To create a school-wide approach driven by evidence based practices catering for diverse learners through personalised learning. Effective and positive quality learning environments ensure strong educational outcomes for all.

Staff at St Marys North Public School will be critically reflective practitioners who have ownership and accountability for their impact on student achievement, underpinned by high expectations of improvement.

Improvement Measures

• All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Standards for Teachers and guide their professional learning, practice and capacity to improve student learning

• Data informed, differentiated and personalised learning experiences that demonstrate sylllabus content are highly visible in all staff teaching and learning programs

Progress towards achieving improvement measures

Process 1: **Informed Teachers:** High quality professional learning to ensure the use of formative assessment and explicit and timely feedback become embedded in school pedagogy. Protocols developed for regular use of school-wide assessment data that is analysed and collaboratively used to inform planning, identify interventions and inform practice.

Evaluation	Funds Expended (Resources)
School-wide assessment procedures utilised to track student progress. Data collected termly, week 5 and 10, and students identified for tiered intervention. PAT testing occurring for Years 2-6. PAT data closely aligned to the Check In assessment data. In reading, student results showed students require further focus on developing stamina when reading dense, long texts. Fluency and decoding of complex texts remains an area that requires improvement. In numeracy, a future focus on developing reading and comprehension skills when solving problems is required. DoE Check-in Assessments for Year 3 and Year 5 completed and data analysis used to inform "next steps" for classroom teachers.. PLAN 2 and Learning progressions utilised by all staff. Stage planning days ensured data was analysed as a stage team to inform 'where to next' for students. IEPs, for students with supplementary or substantial adjustments, collaboratively written and monitored by class teachers, LaST and ILs.	QTSS staffing allocation Professional Learning PAT tests

Process 2: **Explicit Teaching:** Evidence based literacy and numeracy teaching pedagogies eg. Focus on Reading, L3, TEN, embedded in effective classroom practice. Teaching and learning programs encompass school priorities, system and syllabus requirements, and innovative practice.

Evaluation	Funds Expended (Resources)
Whole staff engaged in implementing new Spelling procedures to ensure consistent practice across school. Ongoing opportunities for modelled practice for new staff. Whole staff engaged in PDHPE PL, whole staff and stage teams to ensure implementation of new PDHPE syllabus through collaborative developed	Early Action for Success Instructional Leaders Continued Action for Success Instructional Leader (school funded)

Progress towards achieving improvement measures	
teaching and learning programs. Whole staff Music PL, termly, with Dr Anita Collins, via Zoom, due to COVID-19 restrictions. Teachers continue integrating music into short daily lessons.	

Process 3: **Professional Practice:** Teachers, individually and collaboratively, use professional standards to identify and monitor specific areas for development in teaching and learning practices to ensure ownership and accountability for impact on student learning. Professional dialogue, collaboration, observation and feedback occurs between teachers to create professional learning communities.

Evaluation	Funds Expended (Resources)
100% of teaching staff have professional development plans which reflect school priority areas. Teaching staff PDPs showed reference to Australian Professional Standards for Teachers and refinement due to COVID-19. 100% of administrative staff and SLSOs have PDPs and refinement due to COVID-19. Professional learning records show evidence of training for teachers which reflect school areas - literacy and numeracy.	QTSS staffing allocation Professional Learning funds

Strategic Direction 3

Sustained Effective Leadership

Purpose

To develop responsive innovative leaders who demonstrate a clear vision for our school within a supportive, open and inspirational environment fostering high levels of critical and creative thinking and digital connectedness.

Students at St Marys North Public School will be provided the platform to reach their full potential as informed responsible global citizens.

To ensure a self-improving community that will continue to support the highest levels of education as active participants in our students' learning.

Improvement Measures

• Increased parent participation in all school activities representing and inclusive of all school community cultural groups

• Increased number of staff using inquiry based learning and digital technologies in teaching and learning programs

Progress towards achieving improvement measures

Process 1: **Everyday Leaders:** Focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustain a culture of change and best practice. Create opportunities for authentic student voice that encompasses the general capabilities of creative and critical thinking and ethical decision making.

Evaluation	Funds Expended (Resources)
Ongoing *Project Leader* project - SRC reinvigorated to provide greater opportunities for student voice in school programs and activities. Inspiring Leaders Project - three staff participated in project. Resulting in two staff being offered relieving Assistant Principal positions. Whole staff engaged in new Spelling pedagogy through implementation, collaboration and review at stage level. Spelling will remain a whole-school focus. Play-based learning fully embedded in Kindergarten classrooms. Anecdotal comments from ES1 teachers were very positive about play based learning, particularly having two focus students each session. ES1 teachers found that this provided them with a deeper understanding of how individual students learned. This impacted what was explicitly taught in literacy and numeracy sessions.	Equity funds used to: Engage in planning days Purchase resources for play-based Kindergarten program Professional learning

Process 2: **Productive Partnerships:** Strengthen our productive partnerships with external agencies eg. Community Junction, to facilitate and support parent engagement as active participants in our students' learning. Review school systems and practices to create greater opportunities for collaboration and communication between home and school.

Evaluation	Funds Expended (Resources)
Community Liaison Officer worked closely with *FoodBank* to ensure fortnightly food packages for parents due to COVID-19. As a result of COVID-19 and the community not allowed on site, our community connections were severely impacted. Connections were maintained with community through the school Facebook page and regular phone class from classroom teachers to parents. Resulting in very positive feedback from the community in how the school maintained communication	Community Liaison Officer 0.4 FTE

Progress towards achieving improvement measures	
during COVID-19 restrictions. Partnership with Australian Chamber Orchestra continued. Original strings cohort completed third year of daily lessons (semester 2). Strings program extended in 2021 to include year 1 and year 2. As a result of the ongoing Strings Program, two original strings students were offered places at a Creative and Performing Arts High School.	

Process 3: **Future-focused Learning:** Staff participate in professional learning to engage students as active learners through inquiry based pedagogy eg STEM, to support future-focused learning. Teaching and learning experiences provide opportunities to integrate design and technology with digital literacies through the use of coding and robotics.

Evaluation	Funds Expended (Resources)
Increased use of technology by teachers purposefully incorporating technology into learning activities. Ongoing coding and robotics lessons provided to all students. STEM share kits borrowed termly from DoE. Resulting in increased opportunities for students to participate in hands on science activities.	Equity funds used to:Purchase robotics resources Purchase student laptops to improve access for learning activities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer Premier's Priority Aboriginal Students - Instructional Leader 0.4 FTE	• FTE Aboriginal Education Officer (AEO) employed to support ATSI students (29%) • AEO provided fortnightly cultural lessons to all classes, semester 2 only due to COVID-19 • AEO worked closely with community to raise attendance rates for ATSI students • 100% of Aboriginal students have Personalised Learning Pathways • Aboriginal Education Worker employed to support targeted Aboriginal students in literacy and numeracy • Premier's Priority Aboriginal Students - Instructional Leader (0.4 FTE) collaboratively worked with teachers 3-6 to support Aboriginal students in literacy and numeracy. • Consultation with community was limited due to COVID-19 • Aboriginal dance group provided with weekly lessons, semester 2 only due to COVID-19 • Teaching resources to support the teaching of Aboriginal perspectives across the school
English language proficiency	EAL/D teacher 0.4 FTE	• EAL/D teacher employed 2 days each week to implement language support programs for targeted students • Students were supported in individual, small group and whole class programs K-6 and home learning packages during COVID-19 online learning. • Class teachers were supported by EAL/D teacher to develop and implement programs to increase English proficiency for targeted students
Low level adjustment for disability	1.9 LaST Allocation Flexible Funding Student Learning Support Officers Intervention staff	• LaST allocation increased to 2.4 FTE to support students with academic, behaviour, social and emotional needs • Consistent NCCD evidence collection processes continued • LaST worked with classroom teachers to facilitate, develop and implement IEPs, BMPs, RAs and Health Plans • 'Fun and Games' to support students at breaks in the playground with SLSO supervision • LaST liaised with outside agencies providing support for Out of Home Care students and students with additional learning needs and their families • Resources purchased to assist additional learning needs of students • Students receiving Integration Funding directly supported by SLSOs
Quality Teaching, Successful Students (QTSS)	0.620 FTE Staffing Allocation	• Executive staff provided time to mentor teachers covering a range of support with programming, assessment and behaviour management • All staff engaged in Learning on Demand as no face-to-face collaborative planning due to COVID-19
Socio-economic background	0.6 FTE Staffing Allocation	• 0.6 FTE Instructional Leader/Deputy Principal employed to support Years 3-6

Socio-economic background	Flexible Funding Community Liaison Officer Intervention Staff Student Learning Support Officers	students and whole school staff in delivering explicit teaching instruction, data analysis, program support and professional learning • SLSOs engaged to support class teachers and students in delivering IEPs, resulting in an increase for targeted students' ability to access the curriculum • Intervention staff employed to assist with tier 2 and 3 intervention strategies • Intervention staff targeted students identified by Early Action for Success Instructional Leaders and school funded Years 3-6 Instructional Leader • Tracking and analysis of student data, by ILs and class teachers, used to drive planning ensured consistent practices across grade and stage groups • Speech Therapist employed one day a week to work with students identified by Learning and Support Team • All students provided with equal or improved access to school events and resources
Support for beginning teachers	Executive staff mentors	• Beginning teachers provided with additional release time to work with mentor • Mentors supported early career teachers with professional learning, development of curriculum knowledge and the accreditation process • Two teachers mentored through accreditation process • Early career teachers evaluated mentor time as highly supportive during their beginning years

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	198	192	194	216
Girls	194	194	185	177

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	91.2	90.6	91.3	87
1	89.7	90.2	89.5	83.8
2	91.3	90.5	89.4	82.7
3	90.2	92.5	86.8	83.4
4	90.7	87.1	93	85.4
5	90.9	88.7	87.3	81.8
6	90.1	90.8	88.6	78
All Years	90.6	90.1	89.5	83.2
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)	3
Classroom Teacher(s)	15.59
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*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	777,413
Revenue	4,892,560
Appropriation	4,824,372
Sale of Goods and Services	47,969
Grants and contributions	19,171
Investment income	1,048
Expenses	-5,231,924
Employee related	-4,166,256
Operating expenses	-1,065,668
Surplus / deficit for the year	-339,363
Closing Balance	438,050

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	48,179
Equity Total	1,261,207
Equity - Aboriginal	175,801
Equity - Socio-economic	734,663
Equity - Language	62,608
Equity - Disability	288,134
Base Total	2,839,509
Base - Per Capita	91,151
Base - Location	0
Base - Other	2,748,358
Other Total	564,124
Grand Total	4,713,019

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

Parents

Across 2020, parent and carer opportunities to engage in face to face contact with staff at school were limited as a result of COVID-19. During learning at home times, teachers kept in contact with parents and carers via phone calls. The majority of parents reported that they felt supported by the school during this time and that the school kept in regular contact to assist with learning at home.

Students

Students in Years 4-6 were invited to complete the Tell them from Me student survey. Results indicated:
- 78% of students feel accepted and valued by their peers and by others at school
- 81% of students feel they do not get in trouble at school for disruptive behaviour
- 81% of students are interested and motivated in their learning
- students rated they believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives as 8.6 out of 10
- students rated they feel they have someone at school who consistently provides encouragement and can be turned to for advice as 8.2 out of 10
- students rated they believe school staff emphasise academic skills and hold high expectations for all students to succeed as 8.7 out of 10

Teachers

Teachers were invited to complete the Tell Then From Me survey. Results indicated teachers:
- work with school leaders to create a safe and orderly school environment (7.9)
- establish clear expectations for classroom behaviour (9.1)
- discuss learning problems of particular students with other teachers (8.3)
- make an effort to include students with special learning needs in class activities (8.5)
- set high expectations for student learning (8.6)
- monitor the progress of individual students (8.4)
- use results from formal assessment tasks to inform my lesson planning (8.3)
- when presenting a new concept it is linked to previously mastered skills and knowledge (8.4)

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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.