

2020 Annual Report

Marayong Heights Public School



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Introduction

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

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

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School vision

At Marayong Heights Public School we are committed to working closely with our school community in developing our students to be dynamic global citizens by equipping them with the skills, processes and knowledge to be resilient, confident, creative and motivated individuals through a student-centred learning environment that nurtures, guides, challenges and inspires them.

School context

Marayong Heights Public School is located within close proximity to the Blacktown CBD in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 315 students includes 34% English as an Additional Language/Dialect (EAL/D) and 7% of the students identify as Aboriginal. There are 13 regular classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

The school has an enthusiastic P&C, and works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school care service, run by Camp Australia.

Marayong Heights Public School is dedicated to providing high quality educational programs with a strong focus on improving literacy and numeracy outcomes, further increasing student engagement and strengthening community partnerships.

Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. There is also a focus on developing reflective teaching practice and integrating technology across all key learning areas.

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

Strategic Direction 1

Engaged, empowered and creative learners.

Purpose

To ensure a student-centred learning environment that inspires all students to become empowered participants in their own learning.

Improvement Measures

Reading and Numeracy improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance in Reading and Numeracy.

Quality effective learning and support is in place to ensure well-functioning systems allow all staff to demonstrate a coordinated approach.

Differentiation that caters for all students' learning needs is evident in teaching and learning programs.

School wide data demonstrates clear improvements in the consistent implementation of school PBL expectations in all settings. 40% decrease in playground referrals.

The school is reaching or exceeding student attendance target of 87%

Progress towards achieving improvement measures

Process 1: Evidence-based practices for student-centred learning

Teachers are using data and observations to inform their decision making and planning, using school-wide processes.

Teachers are using co-constructed learning intentions and success criteria for English and Mathematics lessons.

Teachers are differentiating learning for all students with a focus on reading and numeracy, and this is evident in all teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Learning intentions and success criteria (LISC) are included in the planning of all English and Mathematics lessons.</p> <p>Teachers are tracking student data in PLAN2 every 5 weeks in the area of Writing - Creating Texts. They are using this data to determine 'where to next' in their teaching and, as a result, have recognised the need to create areas of focus in PLAN2 to track student growth. Teachers participated in a number of professional learning sessions with a Literacy and Numeracy Strategy Advisor (LaNSA) and engaged in online learning to build their knowledge and understanding around tracking data on PLAN2.</p> <p>Reading data is being collected, evaluated and discussed, as teams are working together to determine steps to moving students forward in their learning.</p> <p>COVID-19 meant a delay in professional learning in the area of Numeracy. It will be a focus in the new School Improvement Plan.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)• Low level adjustment for disability (\$2000.00)

Process 2: Wellbeing

The school consistently implements a whole-school approach to wellbeing, through actively engaging in Positive Behaviour for Learning (PBL) to create a positive teaching and learning environment.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The Positive Behaviour for Learning committee reviewed the whole school matrix and simplified the language on the matrix. Staff analysed whole school student behaviour data regularly in line with the matrix expectations, areas of focus were determined and lessons were implemented in classrooms accordingly.</p> <p>Professional learning was delivered about managing student behaviour based on the research of Bill Rogers. Teachers were supported to implement a range of strategies in their classrooms.</p> <p>COVID-19 meant there were many expectations that needed to be altered throughout the year which did create some inconsistency in the delivery of PBL.</p> <p>PBL lessons were not part of online learning. However, our fortnightly focus is promoted in the newsletter and on the school Facebook page.</p>	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Process 3: Attendance

Students are regularly attending school and the school is reaching and extending its target of 87% of regular attendance.

Evaluation	Funds Expended (Resources)
<p>Vigilant, ongoing monitoring of attendance by classroom teachers and executive was a focus for 2020, given the COVID-19 impact on attendance. Needing to adapt the way we monitored attendance when learning from home was in place meant many of our original plans had to be changed. We had one student who did not return to school after the learning from home period, and many whose attendance was impacted significantly by the self-isolation requirements.</p> <p>In Term 4, when the school was selected to participate in an Attendance Pilot Our goal was to reduce the number of students whose attendance dropped below 90%. Through establishing an action plan and putting monitoring processes into place, we saw a significant uplift from Semester 1 to Semester 2. At the end of Term 2, only 53.3% of students were attending more than 90% of the time. However, in Term 4, 71.8% of students were attending more than 90% of the time.</p>	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)• Low level adjustment for disability (\$1000.00)

Process 4: *There is no fourth process.*

Evaluation	Funds Expended (Resources)
There is no fourth process	

Strategic Direction 2

Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices, to meet the diverse needs of staff and community.

Improvement Measures

All teachers are engaged in and demonstrate an inquiry approach to the teaching and learning cycle in order to improve classroom practice.

All staff are actively participating in future-focused, relevant and timely professional learning to suit their own identified needs, and positive feedback demonstrates high levels of satisfaction and engagement in the professional learning culture of the school.

Progress towards achieving improvement measures

Process 1: Professional Learning Culture

Staff are engaged in developing a shared responsibility and practice through reflection, observation, feedback and goal setting, using the Australian Professional Standards for Teachers and DoE Performance and Development framework to guide their own professional learning.

A collaborative professional learning community is established across the school.

Evaluation	Funds Expended (Resources)
<p>Planning days were organised for stages to have time off-class to work with an Assistant Principal to plan collaboratively, with teachers then differentiating the base program to the needs of the students in their own class. Stage planning was held every Thursday afternoon, where teachers were able to use consistent teacher judgement of work samples and share teaching strategies and ideas to plan and program using data and the teaching and learning cycle.</p> <p>During Curiosity Hour the Assistant Principals and all teachers on a stage were released to engage in collaborative professional learning. Teachers engaged in Consistent Teacher Judgement (CTJ) opportunities to reflect on student work samples in writing to inform their fortnightly English planning. They also engaged in observations of practice, and gave and received feedback, all with the aim to improve teacher practice and improve student learning outcomes.</p> <p>A number of 'relevant and timely' professional learning afternoons and a great deal of online learning took place throughout the year. Due to social distancing requirements, teachers had the opportunity to be the drivers their own learning throughout the year and were encouraged to identify their own learning needs. Feedback from teachers indicated that they felt the benefits of choosing their own professional learning. They were able to critically reflect on the professional learning they undertook throughout the year and readily shared the impact of their learning with each other at end of term staff meetings.</p> <p>All teachers participated in the Performance and Development process and were able to identify their own areas for professional growth in line with the Australian Professional Standards for Teachers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)• Literacy and numeracy (\$1000.00)• Professional learning (\$12000.00)

Process 2: *There is no second process.*

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
There is no second process	

Process 3: *There is no third process.*

Evaluation	Funds Expended (Resources)
There is no third process	

Strategic Direction 3

Effective communication and connections

Purpose

To increase positive interaction and community engagement that is based on consultation, collaboration and effective communication

Improvement Measures

A number of positive partnerships with external agencies have been established.

A strengthened positive parent partnership is demonstrated through increased involvement and participation of parents in a range of workshops and information sessions. Increased parent satisfaction demonstrated with communication strategies as evidenced through surveys and forums.

Increased development of student leaders and opportunities for students to be part of the decision making process is evident across the whole school.

Progress towards achieving improvement measures

Process 1: Positive Productive Partnerships

Productive partnerships with external agencies, including Blacktown Learning Community, local high schools, early learning centres and paraprofessionals are strengthened and links with other agencies are established.

The school continues to strengthen partnerships within the school by maintaining effective and responsive two-way communication between the school and home, using various forms of communication media.

Positive promotion of Marayong Heights in the local community is done through a range of media.

Evaluation	Funds Expended (Resources)
<p>The school continued to strengthen the partnership between home and school by keeping the community informed about school events and happenings through the newsletter, notes, morning assembly announcements, school website, school app and school Facebook page.</p> <p>The Seesaw app continues to support enhanced communication and involvement for parents and carers regarding student learning. This was particularly successful during the COVID-19 learning from home period, where the bulk of our teaching and learning took place using the Seesaw platform. Teachers effectively engaged with their students and their families through videos, setting learning tasks and delivering face-to-face Zoom learning experiences.</p> <p>For those families that had difficulty engaging online, the school provided learning packs that were collected by the families. Teachers engaged with these families over the phone on regular occasions.</p> <p>Links with neighbouring high schools, day-care settings and the Blacktown Learning Community (BLC) were put on hold due to health and social distancing requirements.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Development of Student Leadership

Student leadership and capacity is developed through formalised programs and students are provided with opportunities to participate in leadership development.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Students had the opportunity to develop their leadership skills through a number of leadership roles across the school, including Student Representative Council (SRC), Captains and Prefects, House Captains and Library Monitors. However, with COVID-19 restrictions limiting our students to stage based groupings, this meant our 2020 school leaders had modified opportunities. They were given the opportunity to get involved in the running of virtual assemblies and the creation of communication videos.</p> <p>Formalised student leadership programs were not written due to a change in priorities due to the pandemic. This will be a focus for 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$200.00)

Process 3: *There is no third process.*

Evaluation	Funds Expended (Resources)
There is no third process.	

Process 4: *There is no fourth process.*

Evaluation	Funds Expended (Resources)
There is no fourth process.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$21 276.00) 	<p>All Aboriginal students had a Personalised Learning Pathway (PLP) with input from parents, students and the class teacher, ensuring that cultural significance was included.</p> <p>Aboriginal Background loading was used to help fund the cost of a teacher for one day per week to support Aboriginal students across the school.</p> <p>Aboriginal students were supported through the use of this loading to access extra-curricular activities including school camps and excursions and with assistance with school uniforms and school supplies.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$41 261.00) 	<p>An additional Learning and Support Teacher was employed 2 days per week to support students in the classroom.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$40 374.00) 	<p>All students requiring adjustments and learning support were catered for within classroom programs and other whole school strategies, by all teachers working with and being supported by the Learning Support Team.</p> <p>SLSOs were employed to work with and support students across the school.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$56 114.00) 	<p>Mentoring and coaching practices provided constructive feedback to individual teachers with a focus on effective classroom practice. Teachers used dedicated QTSS time to observe and give feedback to colleagues with a focus on high expectations and best practice. Teachers received support with the performance and development framework within their stages and at a whole school level.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$123 914.00) 	<p>Funding was used to employ SLSOs to work with and support students across the school.</p> <p>An Assistant Principal was paid higher duties as a Deputy Principal to facilitate teacher understanding, and to support the implementation of using data to guide teaching and learning with a focus on Reading.</p> <p>Funds were used to employ an Occupational Therapist one day per week to work with classroom teachers across K-2 to build their capacity and understanding of how children develop and to support student writing outcomes</p>
Support for beginning teachers		<p>Three full-time temporary teachers received Beginning Teacher funding in 2020. These teachers had a full day off class every three weeks and worked with their coach/mentor every six weeks on a range of activities to support the development of teaching skills. This included working through 'Strong Start,</p>

Support for beginning teachers		Great Teachers' modules as well as professional learning and dialogue on classroom management, student engagement and classroom observations.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals (\$708.00)	Refugee students were supported to enable them to fully engage in all school experiences.
Integration funding support	Funding Sources: • Integration funding support (\$25 035.00)	Student Learning Support Officers were employed to support our students who attracted integration funding. They provided support for these students both in the classroom and on the playground to assist with successful engagement with learning and social interactions.
Literacy and numeracy	Funding Sources: • Literacy and numeracy (\$45 941.00)	Additional LaS teacher for 2 days per week. This teacher mentored and supported teachers in differentiating the curriculum, writing IEPs and supporting with Health Care plans for students with varying needs.
Professional learning	Funding Sources: • Professional learning (\$20 979.00)	Professional learning funds were used to release teachers as a stage for 1 hour per fortnight. This professional learning time enabled teachers to explore the teaching and learning cycle, particularly around the writing cycle. All teachers engaged in consistent teacher judgement sessions, discussed data and discussed quality teaching practice. Teachers saw significant growth in their students as a result of goal setting and using data to inform their teaching practice.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	167	146	155	157
Girls	149	149	150	153

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	91.4	89.8	83.8
1	93.6	92.4	89.7	83.7
2	93	94.4	91.4	84.8
3	91.3	93.8	92.4	79.6
4	92.6	91.1	93	85.8
5	93.5	93.7	91.2	85.9
6	88	94.1	92.8	86.3
All Years	92	92.9	91.3	84.3
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)	3
Classroom Teacher(s)	11.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	732,568
Revenue	3,066,136
Appropriation	3,026,547
Sale of Goods and Services	3,026
Grants and contributions	34,996
Investment income	1,268
Other revenue	300
Expenses	-3,138,934
Employee related	-2,820,786
Operating expenses	-318,148
Surplus / deficit for the year	-72,798
Closing Balance	659,770

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	25,743
Equity Total	369,024
Equity - Aboriginal	21,276
Equity - Socio-economic	167,667
Equity - Language	41,261
Equity - Disability	138,819
Base Total	2,374,375
Base - Per Capita	73,354
Base - Location	0
Base - Other	2,301,022
Other Total	161,579
Grand Total	2,930,721

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

During 2020, parents, carers and community members had the opportunity to participate a range of school based surveys as we worked together through the COVID-19 learning from home period and when gathering data to inform our 2021-2024 School Improvement Plan.

When parents and carers were surveyed, the vast majority said they were pleased with the level of contact they had with their child's teacher, particularly during the learning from home period. Most parents indicated that they found the teachers to be very helpful and that the staff were always encouraging students. However, it was noted that the contact with families declined when children returned to school and face-to-face options became more difficult due to social distancing restrictions. This also limited the opportunities the parents had to engage with the school for varying reasons.

In relation to the types of communication used to find out news about the school, 68% of respondents found the school website to be useful or very useful. 81% believed that social media was useful or very useful and 83% of respondents found the school newsletter to be useful or very useful. Written responses indicated that parents and carers were happy with the level of communication with their child's teacher through Seesaw, the school newsletter, website and Facebook page.

To the question '*name some things that could make the school better*' responses ranged from changing the homework for Stage 3 to help the transition to high school, increased opportunities for students to work with their buddies, make the school feel more inviting by having bright colours, and sayings and quotes around the school to installing new play equipment.

Teachers did not complete the Tell Them From Me survey in 2020.

In Semester 1 and again in Semester 2, students in Years 4-6 completed the online Tell Them From Me (TTFM) survey that looks at student engagement and student beliefs about school. Our data in 2020 showed a decreased sense of belonging compared to previous years, possibly as a result of COVID-19.

78% of students indicated that they have friends at the school they can trust and who encourage them to make positive choices.

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future, and 92% of students believe they try hard to succeed in their learning.

In relation to explicit teaching practices, 78% of students believe that their teachers give them the chance to ask questions and 83% of students indicated that their teacher asks them questions in most or all lessons.

In the open-ended questions students were asked '*What does your teacher do to help you improve and think about your learning?*' There were varying results, with the majority being positive. Students indicated that their teachers helped them to achieve goals, showed them strategies, gave relevant feedback, helped them to understand tricky things and made them feel supported.

Students were also asked to '*Name three teachers you could go to for help. Why did you choose them?*' All 90 of the students surveyed could provide 3 names and provide valid reasons, this was a reassuring indicator that our students feel they would be supported and heard if they needed to talk to an adult.

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.