

2020 Annual Report

Gymea North Public School



4389

Introduction

The Annual Report for 2020 is provided to the community of Gymea 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.

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School vision

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our "Mantra" - 'We are Safe and Respectful Learners'.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development. with an active and effective P&C, canteen and uniform shop.

School context

Gymea North Public School, established in 1967, is situated in a well established residential area in the Sutherland Shire. The school is set in a leafy environment on expansive grounds and is known as 'the school among the trees'. There are currently 357 students and 15 classes. 20% of students come from a background other than English, 17 students are from an Indigenous background and 19 languages are represented by the student population.

Our school library is newly equipped as a flexible learning space and there is a Before and After School and Vacation Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support the 20% of students from backgrounds other than English are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Teachers at Gymea North are dedicated and engage in continuous professional learning. There is a culture of positive collaboration amongst the staff who genuinely want students to feel connected and succeed. We have a supportive community and an active P&C who want to work with us to continue creating a strong sense of community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Our school is committed to providing rich programs to develop skills in critical thinking, communication, collaboration and creativity to enable all students to reach their full potential educationally, socially and emotionally.

Gymea North Public School strives to create an inviting and engaging environment for all students with a strong focus on wellbeing. The school has a chaplain, trained in youth work, working with us two days per week to support students social, intrapersonal and interpersonal development. We have begun working with 'The Fathering Project' and are committed to encouraging fathers and father figures to be actively involved with their children and the school.

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>

Strategic Direction 1

Excellence in TEACHING and LEARNING

Purpose

To improve student learning outcomes in Literacy and Numeracy through an integrated approach to quality teaching, curriculum planning, delivery and assessment.

To create a stimulating and engaging learning environment underpinned by high expectations, explicit and systematic teaching and differentiation to meet the diverse needs of our students.

Improvement Measures

Increased percentage of students in top 2 NAPLAN Bands in Literacy (Reading) and Numeracy.

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects.

Increased percentage of students reaching grade based expectations, eg. guided reading levels, comprehension, SENA and Number post-tests.

100% of teachers implement formative assessment practices in classrooms.

'Tell Them From Me' parent survey results indicate satisfaction with the new reporting format.

Progress towards achieving improvement measures

Process 1: Formative Assessment

- Learning Intentions (Sustain)
- Success Criteria (Sustain)
- Student goals (Sustain)
- Focus on Feedback (2018)
- Peer/Self Assessment (2019)

Evaluation	Funds Expended (Resources)
<p>Formative Assessment is an integral part of the Student/Teacher relationship. Teachers are continually assessing to provide feedback that supports students at their point of challenge to achieve growth.</p> <p>Due to Covid 19 and the subsequent disruption to face-to-face teaching in 2020, Formative Assessment took an unexpected direction at GyMEA North PS. However, the transition to online learning through the delivery of lessons using the Google Classroom Platform, provided an alternate opportunity for teachers to provide students with detailed and specific feedback.</p> <p>Formative Assessment remains a priority for our school as can be seen in its inclusion in the Current School Plan. In 2021 we will focus on the introduction of detailed marking rubrics as well as the use of learning intentions, success criteria and feedback to support students growth.</p>	Google Classroom

Process 2: Reporting Project:

Review of school reporting system to ensure all stakeholders' needs are being addressed.

Technology is effectively used to enhance reporting procedures.

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Evaluation	Funds Expended (Resources)
The disruption to learning provided by Covid 19 in 2020 led to a revision of reporting in 2020. Due to the majority of learning taking place online in Semester 1, a revised summary report was provided which primarily	Sentral Reporting System

Progress towards achieving improvement measures

addressed the key learning areas of English, Mathematics and a General comment.

The changes made to the report pro-forma due to COVID led to us re-assess our regular report format moving forward as some aspects of the COVID report were well received. In Semester 2 we trialed another type of report which saw comments provided for each Key Learning Area and more information given around student behaviour and commitment to learning.

After each report was issued we sought feedback from parents and the school community. In both cases parents were satisfied with the information provided.

We will continue to seek a reporting format that is satisfactory to both staff and parents/carers.

Process 3: 'Bump It Up' Project: Reading/Numeracy

- Explicit Teaching
- Differentiation
- High Expectations
- Data Analysis
- Technology
- L3 (2019)

Evaluation	Funds Expended (Resources)
<p>In 2020, the focus at school was on bumping up the writing skills of our students and engaging them in the writing process. Despite the discontinuation of the official 'Bump It Up' program by name, GyMEA North continues aiming to ensure an increasing number of students attain the top two bands of NAPLAN with a particular focus on writing throughout 2020.</p> <p>Teachers continued to utilise 'The Seven Steps to Writing Success' program and with the cancellation of NAPLAN in 2020, current results for placement of students across bands is unavailable. Internal data shows a pleasing improvement in writing results across the school. The positivity around this program means that we will continue to make writing an area of focus.</p>	Seven Steps to Writing Success Program



Despite some teething difficulties, the transition to Online Learning was successfully achieved.

Strategic Direction 2

Excellence in STAFF LEARNING and LEADING

Purpose

To build staff capacity through focussed professional learning that creates a school culture where every staff member is engaged in ongoing, relevant and evidenced-based learning and practice at an individual and collective level.

Improvement Measures

All staff plan, implement and review their Personal Development Plan (PDP).

100% of staff achieve accreditation at appropriate levels.

Increasing staff involvement in leadership roles

Aspiring leaders build their leadership capacity through coaching and mentoring.

Progress towards achieving improvement measures

Process 1: Performance and Development Culture:

- Whole school focus on improved teaching methods in Literacy (writing) and Numeracy and Science.
- Individualised / cluster Professional Learning groups for teachers
- Community of Schools- 4C Transformative Learning

Evaluation	Funds Expended (Resources)
<p>During 2020, the 'Seven Steps to Writing Success' program was rolled out across the school. This followed on from successful results being achieved in 2019 with a limited rollout of the program to the upper grades. Whilst the disruption to learning that occurred during 2020 due to Covid 19 made it more difficult, by the end of the year, consensus across the grades was that the program was making a difference to writing results, particularly when paired with the CISP writing program in Stage 1.</p> <p>Individualised professional learning for teachers based on identified needs and interests was unable to be initiated in 2020 due to disruption caused by Covid 19. This remains a method of delivering professional learning content to staff that we are keen to introduce in 2021.</p> <p>Despite the interruptions that occurred in 2020, the 4C's program was able to continue to be rolled out across all staff in 2020. The program aims to change our culture to grow communication, collaboration, critical reflection and creativity skills (known as the 4C's) amongst students and empower teachers to explicitly and effectively teach these skills to their students. Feedback from staff indicates that it is a worthwhile program that is having results within classrooms. The 4C's program will continue in 2021.</p>	<p>Seven Steps to Writing Success Program</p> <p>4C's Transformative Learning Program</p>

Process 2: Coaching and Mentoring Project:

- Induction program
- Build leadership capacity and provide leadership opportunities
- Support early career teachers
- Create measurable and meaningful PDPs linked to the School Plan.
- Succession planning
- Community of Schools - Building Excellence Together Alliance(BETA) collaboration (ceased end 2018)

Evaluation	Funds Expended (Resources)
<p>The transition to Online Learning which occurred in early 2020, provided unexpected opportunities for coaching and mentoring. Indeed, it became a two way street with younger more inexperienced staff suddenly finding</p>	<p>4C's Transformative Learning Project</p>

Progress towards achieving improvement measures

themselves in a position to provide coaching and mentoring to older staff at a technological level whilst the older staff were able to provide mentoring to the younger staff in ways to balance the workload during a very difficult time for everybody.

The distinct change that occurred during the course of 2020 led to revision of PDP's whereby staff were able to not only critically analyse their success and learning over the year, but adjust their PDP goals to be more reflective of the year that was 2020.

The 4C's Transformative Learning program provided an opportunity for all staff, regardless of experience, to learn a new approach to explicitly and effectively teach communication, collaboration, critical reflection and creativity skills to students. The opportunity to reflect upon teaching experiences in the classroom was of value to all staff, building a shared sense of learning.



Strategic Direction 3

Excellence in ENGAGEMENT and WELLBEING

Purpose

To have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success and wellbeing. This will result in sustained and measureable whole school improvement.

Improvement Measures

Percentage of students achieving positive behaviour levels.

Improved levels of wellbeing by decreasing instances of negative behaviour on EBS OnTrack/ Student Management.

Increased percentage of parents engaging in supporting their child's education.

'Tell Them From Me' survey results show increased parental satisfaction.

Percentage of students who feel better prepared for transition to High School. (Survey)

Percentage of parents who feel they/their child have been supported in their transition to school (Kindergarten). (Survey)

Progress towards achieving improvement measures

Process 1: Wellbeing (Positive Behaviour for Learning) / Social Skills Project:

- Friendly Schools Program
- Targeted Social Skills - School Chaplain
- Wellbeing Framework - incorporated in school planning
- Positive Behaviour for Learning (PBL) review

Evaluation	Funds Expended (Resources)
<p>The School Chaplain continued to devise and rollout Social Skills programs tailored to the needs of our students.</p> <p>The review of the school discipline and behaviour policy was held over to 2021.</p> <p>The Peer Support Program which is delivered in Term 3 by Year 6 students unfortunately had to be cancelled in 2020 after only half the program was completed.. Due to the overwhelming success of the program in the past, we will run the Peer Support Program in 2021 with Year 6 students.</p>	

Process 2: Quality Transition Project:

- Preschool to Kindergarten
- Preschool visits
 - Open Morning (May) - Kindergarten 2019
 - Kindergarten Orientation
 - 'Stepping Stones' Transition Program
- Year 6 to Year 7
- Feeder High School visits/Talks
 - GNPS transition program (4 days, Term 4)
 - PHHS Transition Program (4 days, Term 4)

Evaluation	Funds Expended (Resources)
<p>Covid 19 meant that Year 6 students were unable to attend High School transition days across the state. One of our local High Schools was still able to address the students in Stage 3 early in Term 1. Despite the difficulties in</p>	

Progress towards achieving improvement measures

visiting local high schools, our school continued to run it's own internal high school transition program and our Year 6 students were able to engage in a variety of activities and lessons that were timetabled throughout the week.

Kindergarten Orientation was run in a COVID safe way over two one hour sessions in a revised format. We believed it was important to give the new kindergarten students an opportunity to visit on-site and although parents were unable to attend, the feedback from the community was positive.

Process 3: Enhanced Parent Engagement Project:

Parents engage with and contribute towards school life, school improvement and student learning through:

- Workshops / Information Sessions
- 'Tell Them From Me' Surveys
- Forums and Focus Groups

Evaluation	Funds Expended (Resources)
<p>Due to Covid 19, parents and caregivers were not allowed on site for the majority of 2020. In an effort to improve communication with our Community we established a Facebook and Instagram page for the school in addition to using the Skoolbag app. We also uploaded live feeds of major events such as Public Speaking Finals and Awards ceremonies amongst others. The direct communication was well-received by our community.</p> <p>P&C meetings continued to be held across 2020 via Zoom Meetings.</p> <p>Workshops, information sessions, forums and focus groups were obviously unable to proceed during 2020.</p> <p>The Fathering Project was put on hold during 2020 but we will continue with events designed to foster a sense of engagement and inclusion amongst the male members of our community in 2021.</p>	<p>Facebook</p> <p>Instagram</p> <p>Zoom</p> <p>Fathering Project</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 205	<p>Due to the COVID-19 pandemic in 2020, there were less opportunities for Aboriginal students to attend cultural events in the local area. Some funds were therefore used to showcase Aboriginal tradition and culture through music performed during Education week celebrations held within COVID guidelines.</p> <p>Resources were utilised to support the development and monitoring of Personalised Learning Pathways for Aboriginal students. Student learning was supported in classrooms to achieve goals set in personalised plans, including the use of SLSO's. MiniLit and MacqLit was implemented to continue supporting Aboriginal students in literacy. Assistance was provided to cover and subsidise the cost of the Stage 3 camp for our Indigenous students.</p>
English language proficiency	\$47 275	<p>This year we increased our capacity to provide this specific and targeted support by continuing to employ a second EAL/D and support teacher. Writing and Mathematics were a particular focus with the teacher working with small groups of students and also team teaching with class teachers, allowing for more individualised support. All students began demonstrating increased confidence and were able to engage in the curriculum. All students moved along the learning progressions and ESL scales of English language progression for EAL/D learners.</p>
Low level adjustment for disability	\$90 659	<p>All students requiring adjustments, accommodations and learning support continued to be catered for within the school and were monitored by the Learning and Support Team. The Learning and Support Teacher (LaST) was employed an extra day per week to support individualised student learning programs in the school and also implemented lessons in the Phonemic Instruction Program (LIP), a reading/spelling program for K-2 students. All K-2 classroom teachers were involved in the CISP program and team taught with the LaST teacher with a focus on improving student writing.</p> <p>Funds were also allocated to employ School Learning Support Officers to assist with the delivery of differentiated programs within the classroom and social skills in the playground.</p> <p>MiniLit and MacqLit programs were funded and run for assessed students across the school.</p> <p>During the COVID-19 pandemic, the LaST team was supported to bring their programs online in order to continue providing targeted support to their students.</p>

Quality Teaching, Successful Students (QTSS)	\$ 64 208	<p>The QTSS funding was used differently in 2020. It was used to provide each Executive time to work more closely with their stage and lead programs within the school.</p> <p>Each member of the Executive also facilitated lesson observations across the school as part of this time. Teachers were given opportunities to reflect on and build quality teaching practices through lesson discussion/evaluation, resource sharing and observation and discussion of teaching with colleagues.</p>
Socio-economic background	\$ 27 707	<p>An extra teacher was employed to ensure that more students were able to be supported in their learning. This allowed us to run multiple Mini and Macq-Lit programs particularly following the disruption to learning caused by COVID.</p> <p>Ageing Smart Boards were replaced with ProWise Interactive Boards in another six classrooms to ensure quality resources are available for students.</p> <p>School Learning Support Officers (SLSOs) were employed to assist with implementation of the literacy and numeracy programs. They also supported students with additional needs who did not have targeted funding to attain individual learning goals as set out in PLPs and provide support in classrooms.</p>
Support for beginning teachers	\$ 47 818	<p>Three staff members in their beginning years of teaching were eligible for support through this funding in 2020 and were aligned with a mentor. Additional planning time and mentoring relationships were established and opportunities to observe more experienced teachers were provided. Specific support was also provided during report writing and throughout online learning during COVID 19.</p> <p>Two teachers were supported through the accreditation process with both of them attaining their accreditation at Proficient Level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	174	188	192	196
Girls	164	159	158	159

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	94.6	94.4	94.6
1	93.3	93.6	92	95.9
2	95.2	94.8	94.3	96.1
3	94.8	94.4	96.5	94.4
4	94.7	94.9	94.9	94.8
5	93.3	93.8	94.1	93.4
6	94.6	91.1	93.9	96.5
All Years	94.4	93.9	94.2	95.1
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)	12.78
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
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	609,706
Revenue	3,544,527
Appropriation	3,307,383
Sale of Goods and Services	2,247
Grants and contributions	233,261
Investment income	1,636
Expenses	-3,354,839
Employee related	-2,983,854
Operating expenses	-370,985
Surplus / deficit for the year	189,688
Closing Balance	799,394

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	239,891
Equity Total	178,846
Equity - Aboriginal	13,205
Equity - Socio-economic	27,707
Equity - Language	47,275
Equity - Disability	90,659
Base Total	2,521,516
Base - Per Capita	84,176
Base - Location	0
Base - Other	2,437,339
Other Total	169,813
Grand Total	3,110,065

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

Tell Them From Me 2020 (TTFM) data indicated that parent perceptions of the school were positive. There is an upward trend in parents feeling welcome at the school, 69 % of parents had talked with their child's teacher more than once about learning and behaviour.

Parent feedback indicated the school has effective communication practices including clearly written information, helpful administrative staff and informative student reports.

Parents also perceived the school as supporting student learning, including encouraging students to do their best. This links with the results from the TTFM Teacher Survey where staff identified that they monitor progress of individual students and set high expectations for learning.

Teachers reported feeling satisfied with the support the leadership team provides including guidance for monitoring students, creating safe and orderly environments and providing staff with support during stressful times. Staff also reported working well with colleagues to develop learning opportunities and discuss learning and behavioural issues.

Perspectives of Students from the 2020 Tell Them From Me survey

67% of students had pride in their school.

95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

88% of students have friends at school they can trust and who encourage them to make positive choices.

68% of students who completed the survey felt accepted and valued by their peers and others at the school, this was below NSW Govt norm.

59% of students are interested and motivated in their learning, this was below NSW Govt norm.







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.