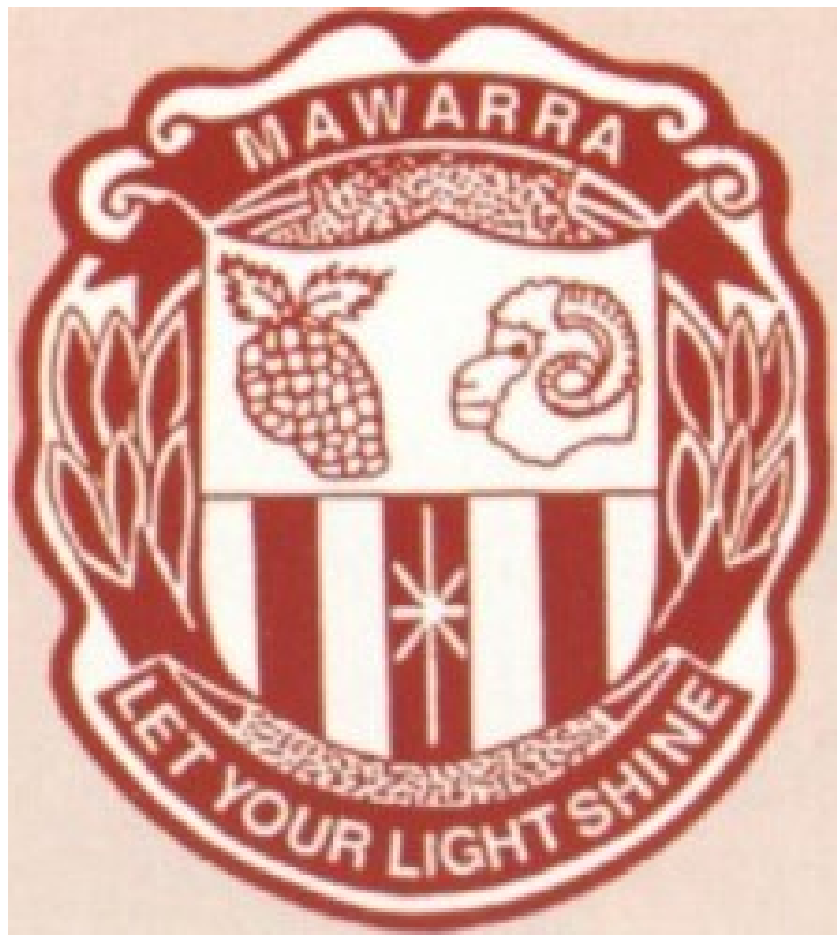


2020 Annual Report

Mawarra Public School



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Introduction

The Annual Report for 2020 is provided to the community of Mawarra 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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Message from the principal

2020 was a year like no other. Mid-way through Term 1, education felt the effects of COVID-19 with a period of lockdown across the community. Mawarra, like all other schools had to act quickly to establish pathways for students to continue their learning from home. The school remained open for students of essential workers, but the majority of families adopted and supported the learning from home model.

The school adapted quickly, introducing technology as the primary learning medium. It is a credit to the staff who were able to plan lessons and deliver them remotely via email and Google Classroom. Students were able to communicate with their teachers via the SeeSaw app, submitting work or questions.

Parents and teachers were able to communicate through Zoom and even in the post-lockdown period when parent access to schools was limited, these avenues of communication continued.

It is a credit to the entire school community who worked as a team to overcome the problems faced during this time and allow students to remain connected to school and learning.

The second half of 2020 saw the school develop the school's improvement plan for the 2021-24 school years. Following extensive analysis of the schools processes and practices, the plan was finalised and ready for implementation from 2021.

Thank you for playing your part in supporting the growth and the learning of the students of Mawarra in 2020.

P. Mallia

Principal

School vision

At Mawarra Public School our vision is to maximise the potential of all our students and staff.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden.

The school is proud of its consistent excellent academic achievements. Mawarra is recognised for providing experiences for its students in extra-curricular activities, including school band, choir, drumming, dance, sport, public speaking and debating.

The school has an excellent student welfare program and an active learning support team. Mawarra's vision is to maximise the potential of all our students and staff to ensure that they achieve personal excellence. This is achieved through dedicated staff providing quality teaching, quality learning opportunities and a happy, caring and encouraging environment.

Information and communication technology is consistently used as a tool across all K-6 classrooms to enhance and support future focused learning.

With an indigenous enrolment of only 3% and students from a background other than English making up only 5% of the school's population, the school attracts little additional funding from these areas in the resource allocation model. The school's 'Index of Community Socio-Educational Advantage' (ICSEA) is 1027 (Australian Average 1000), and the school's FOEI is 75 (NSW Average 100), once again limiting the amount of additional funding to support students from low socio-economic disadvantage.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To apply evidence based pedagogy to promote quality learning environments that improve learning outcomes and meet the needs of diverse learners.

Improvement Measures

- Efficient collection and use of data to drive programming and teaching.
- An increased performance and growth in Numeracy Naplan data for years 3, 5 and 7
- 90% of students meet the expected year's growth as described by the numeracy continuum or learning progressions
- Maintain and grow average annual grade percentage for school based summative assessments
- All staff embed our K-6 writing pedagogy into classroom practices.
- Increase the number of students achieving greater than, or equal to, expected growth in NAPLAN Writing Year 3, 5 and 7.
- Classrooms will have evidence of visible learning embedded into daily practice.

Overall summary of progress

COVID-19 provided significant challenges during 2020. Whilst planned measures could not necessarily take place, a number of significant improvements were conducted throughout the learning from home and post-COVID period when students returned to school.

Although NAPLAN did not occur in 2020 due to COVID-19, assessment of students occurred at a school level using internal measures against curriculum expectations.

Progress towards achieving improvement measures

Process 1: Improve performance and engagement in writing, including spelling, grammar and punctuation.

Evaluation	Funds Expended (Resources)
Support has been provided in classrooms to assist teachers in improving the writing process. This practical professional learning was based around using quality texts as input for writing and the use of the loose materials pedagogy to assist students in their planning and motivation to improve their writing.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$43000.00)

Process 2: Improve performance and engagement in numeracy.

Evaluation	Funds Expended (Resources)
Numeracy support was provided in class for Years Kindergarten to Year 3. The support was implemented by a trained TEN (Targeting Early Numeracy) Facilitator. This weekly support assisted teachers to plan, differentiate and assess using formative assessment. External measures were also used to provide new baseline data in students' progress in mathematics. These included the Department of Education's 'Check-in Assessment' for Years 3 and 5 as well as the introduction of PAT tests in Numeracy for students in Years 1-6. This data will provide information on student growth, in addition to NAPLAN data for future years.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$43000.00)

Process 3: Develop a culture of collaborative practice to improve pedagogy.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Following COVID-19, the school recommenced the Spirals of Inquiry process, allocating time for stages to meet and analyse data for students in particular areas identified by staff in that stage. Improvements were measured in areas of comprehension, engagement in reading, mental computation, problem solving strategies and vocabulary development. The Spirals process required the release of teachers from their class for a half day, three times per term. (following return from COVID)

Funding Sources:

- (\$35000.00)

Next Steps

Following a thorough analysis of the school's practices and needs, plans are in place for 'Quality Teaching and Learning' to be included in the 2021-2024 school plan. A strategic direction will be 'Improved Growth and Attainment'. This will focus on the improvement of growth and attainment in the areas of reading and numeracy. Strategic Direction 2 will also support quality teaching through a focus on student engagement.

Strategic Direction 2

Welfare and Community

Purpose

A strong well-being focus will maximise opportunities for rewarding, productive futures and promote a community culture of excellence.

Improvement Measures

An increase in student engagement in the playground and a decrease in lunchtime notifications.

Student recognition that their achievements and efforts are celebrated.

Improved anti-bullying data from students and parents.

Improved measures of staff training, well being and wider recognition

Overall summary of progress

Data across the school was monitored and analysed fortnightly by the wellbeing team and presented regularly to staff. This led to an improved understanding of the needs of students in specific locations. Proactive actions were implemented based on fortnightly data resulting in a reduction of playground issues.

Data from students in the annual Tell Them from Me surveys again confirmed that students at Mawarra felt the effects of bullying far less than the state average. Only 29% of students responded that they had been victims of bullying compared with 36% across the state.

Progress towards achieving improvement measures

Process 1: Developing an effective PBL culture that recognises and celebrates the achievements of all.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">The Wellbeing team conducted the annual TFI assessment on school PBL processes. There was significant improvement in MPS school-wide systems for students and teachers from 43%-70%.In 2020, 15 out of 16 classrooms had the fortnightly focus displayed, however only 19.45% of students could identify the success criteria for the focus.Following further professional learning, staff aim to provide a ratio of four pieces of positive feedback to each negative piece of feedback to explicitly teach and reinforce the desired behaviour.	

Process 2: Developing a positive, cohesive and informed partnership with the wider community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Whilst COVID-19 introduced a change to the way the school typically welcomes and includes the community, several new ways of maintaining engagement were employed.The school made use of technology to maintain contact, seek opinions, inform and engage. These channels included email, School Enews, Zoom, Google Classroom, Google Forms and SeeSaw. Many of these channels of communication continued following the return from COVID-19 lockdown, where parent access to the school remained limited.	

Process 3: Improve positive staff culture and community recognition.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Staff participated in 'Staff Wellbeing Week' each term. Activities targeted teacher wellbeing and belonging.
- Staff reported favourably in the staff Tell Them from Me survey that school leaders supported them during stressful times.
- The implementation of Spirals of Inquiry promoted the culture of collaboration and teamwork.

Next Steps

'Improved Wellbeing and Engagement' will be a strategic direction in the 2021-24 school improvement plan. This was the result of analysis of data in 2020 as a part of the school's thorough situational analysis.

Strategic Direction 3

Future focused learning and communication through technology.

Purpose

To develop a community of learners who have the skills to be creative and innovative users of technology as a foundation for future success.

Improvement Measures

- Student and staff surveys including, Tell Them From Me, report an improvement in engagement and capacity in the use of future focused learning tools.

- Data from online learning tools demonstrates increased student use and performance

100% of school events communicated via a variety of forums, including social media.

Increased community awareness of school events, successes and daily practice.

Overall summary of progress

Staff data in Tell Them from Me surveys indicated far more favourably than the state mean response to the questions relating to the provision of technology at the school. 8 staff members participated in an intensive professional learning program in conjunction with the technology provider, Augmented Learning. This involved pre-planning, in class support and reflection of improved practice.

Progress towards achieving improvement measures

Process 1: Building staff expertise in the use of technology to support teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">In a staff professional learning survey, 69.2% of staff indicated that professional learning opportunities in technology were very effective.80% of staff indicated that they would like the current model of professional learning in technology to continue beyond 2020.All teaching staff have a dedicated ipad to plan lessons and use in the process of teaching using technologyAll classrooms have been fitted with interactive panels to replace ageing whiteboards. All staff participated in professional learning activities to realise the potential of the panels to enhance learning opportunities through technology.	Funding Sources: <ul style="list-style-type: none">(\$45759.00)

Process 2: Building student skills and confidence in the use of future focused learning tools.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">8 classes participated in an extended program of supported learning with Augmented Learning, a third party technology providerStudents used Google Classroom, and SeeSaw to communicate with teachers during the period of 'learning from home'. Students in stages 2 and 3 also used Zoom to stay connected with their teacher and their peers.Further purchases of Ipads and Chromebooks occurred to enable all classes to have adequate access to class sets, to integrate technology into everyday learning.	Funding Sources: <ul style="list-style-type: none">(\$24000.00)

Process 3: Utilising a wider range of technology to inform and engage the community

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- The school Facebook page was used extensively to promote school activities and share successes
- Schoolbytes was introduced to the suite of office systems to ensure information was delivered to each parent's email address.
- Zoom was used to allow parent teacher interviews to occur during the period where parents could not physically attend school.
- All classes uses a form of technology to remain in contact with parents during COVID-19 learning from home. These included Class Dojo, SeeSaw and Google Classroom.

Next Steps

As a part of the 2021-24 School Improvement Plan, a technology team will work across each of the strategic directions to improve the way technology is used to enhance learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$13 699.00) 	<ul style="list-style-type: none"> * The year began with senior ATSI representatives meeting with local schools as a Junior AECG, however this was interrupted due to COVID restrictions in Term 2. * Based on students PLP goals a targeted ATSI Art Group met weekly with an art teacher to explore techniques of Aboriginal Art. *Based on students PLP goals, ATSI students met weekly with a SLSO to explore indigenous games. * Funds were used to provide additional time for the Learning Support Program to address ATSI student's additional learning needs or PLP goals.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$6 279.00) 	<ul style="list-style-type: none"> * As funding could not employ a dedicated EAL/D teacher, funds were used to provide increased time for the Learning Support Teacher to support the small number of EAL/D students in identified areas of need.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$46 836.00) 	<ul style="list-style-type: none"> * A School Learning Support Officer (SLSO) was employed to provide additional in class support for students with additional needs who did not attract individual funding. * A SLSO implemented the MULTILit Program targeting students in Stage 2 to develop phonemic awareness and fluency.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$77 116.00) 	<ul style="list-style-type: none"> * A teacher was employed for two days per week to provide support in planning and team teaching. This support focussed on the use of technology to engage students and transform the way they researched and presented work. The teacher also worked with teachers to increase students' engagement in writing through the use of Loose Materials, an approach in which student create 3D interpretations to represent their thoughts, then use them as the basis for quality writing. * A teacher was released two days per week to focus on numeracy pedagogy in Kindergarten to Year 3 classes. Teachers were trained in Targeted Early Numeracy (TEN) and in class support was provided to ensure the integrity of the pedagogy was carried into classrooms. This resulted in increased student results based on the levels of Early Arithmetic Strategies..
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$47 998.00) 	<ul style="list-style-type: none"> * Funds were used to increase the school's Chaplaincy Program to two full days each week. The Chaplain assisted students with conflict resolution, reduction of anxiety, friendship and family difficulties. * A teacher was released for 1 hour per week to increase student opportunities in the area of sport and the management of the schools sporting equipment. Sport continues to be an

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$47 998.00) 	<p>area of high engagement for the students of the school.</p> <p>* A teacher was given class free time to manage and coach the school's concert band and beginner band. While there were no live performances of the bands due to COVID restrictions, a number of COVID safe videos were produced and released to the school community.</p> <p>* Time was given for the Learning Support Coordinator to manage the coordination of the school's School Learning Support Officers.</p> <p>* Following students return from school from the COVID lockdown, the 'Open Parachute' program was purchased for each stage 3 student. Weekly sessions were conducted via an online link with a psychologist to assist students with health strategies to cope with anxiety.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$13 782.00) 	<p>* Two beginning temporary teachers attracted this funding in 2020. Each teacher was provided with an additional two hours of release time each week to undertake planning and reflection of their practice. An additional one hour each week was provided to a mentor for the beginning teachers to assist them with planning and reflection of their practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	241	221	228	217
Girls	203	209	198	189

With the opening of new local schools at Elderslie and Spring Farm, the catchment area for Mawarra has decreased. Coupled with the updated Department of Education Enrolment Policy, reducing the availability of 'out of area enrolments', the enrolment numbers at Mawarra will decline to a point where all students will be able to be accommodated in permanent buildings.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	96.6	94.4	96
1	94.7	95	94.5	94.6
2	95.1	94.4	94.9	95.6
3	95.2	94.6	93.1	91.8
4	94.4	95	93	95
5	93.6	94.9	92.9	95.4
6	94.9	91.4	91.3	94.4
All Years	94.9	94.6	93.4	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.08
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.12

*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	530,408
Revenue	3,813,691
Appropriation	3,639,020
Sale of Goods and Services	27,036
Grants and contributions	143,910
Investment income	1,212
Other revenue	2,513
Expenses	-4,022,797
Employee related	-3,574,887
Operating expenses	-447,910
Surplus / deficit for the year	-209,106
Closing Balance	321,302

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	149,704
Equity Total	202,309
Equity - Aboriginal	13,699
Equity - Socio-economic	47,988
Equity - Language	6,279
Equity - Disability	134,343
Base Total	2,868,615
Base - Per Capita	102,455
Base - Location	0
Base - Other	2,766,160
Other Total	338,457
Grand Total	3,559,085

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

The school participated in the Tell Them From Me surveys for the fourth consecutive year in 2020. The surveys provide valuable feedback on what students think about school life, how engaged they are with school and the different ways that teachers interact with them. The power of TTFM surveys is that responses can be compared with the level of responses across the state.

Highlights or significant responses from the student survey included:

- 89% of students responded that they were able to participate in sporting activities compared with 83% across the state, and 59% of students responded that they participated in extra-curricular activities compared with 55% across the state. A greater percentage of girls participated in extra-curricular activities than boys.
- 90% of students responded that they had positive relationships at school compared with 85% across the state.
- Only 29% of students responded that they had been victims of bullying compared with 36% across the state.
- Students responded significantly below the state in a question relating to positive homework behaviours. This pattern has been consistent across yearly responses
- Only 65% of students responded that they were interested and motivated compared with 78% across the state.

Highlights or significant responses from the parent survey included:

- 78% of parents responded that they agreed or strongly agreed with the statement that Mawarra uses effective communication tools to keep the community informed.
- Parents responded very favourably that communication from the school is written in clear, plain language terms they can understand.
- Parents responded more favourably than the state average on how student reports are written so that they are easily understood.
- Parents responded that they support learning at home at a level significantly above the state average. Very positive responses were received regarding their praising of children at home and taking an interest in their child's assignments
- Parents responded well to the questions about teachers being interested in their child's learning and that teachers encourage students to do their best.
- In the question relating to the learning from home period, 86% of parents agreed or strongly agreed that the school supplied appropriate resources however only 41% responded that students continued to learn appropriately during the COVID-19 lockdown.

Highlights or significant responses from the staff survey included:

- Staff indicated that they work school leaders to create a safe and orderly school environment, and that leaders had supported them in stressful times far more favourably than the state average however responded below the state level for the question relating to leaders observing them in their teaching.
- Staff responded more favourably than peers across the state in questions relating to their ability to create an inclusive school as a driver of success.
- Staff responded far more favourably than those across the state across questions relating to technology use as a driver for student learning
- Staff responded that parent involvement was greater than the average response across the state

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.