

2021 Annual Report

Breadalbane Public School



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Introduction

The Annual Report for 2021 is provided to the community of Breadalbane 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

At Breadalbane Public School all students are known, valued and cared for in a culture of high expectations. We empower all students to become confident, resilient, responsible and successful learners through collaborative partnerships.

School context

Breadalbane Public School is a small rural school situated 25 km from Goulburn with an enrolment of seven students. The school has a close working relationships with its students, families and the immediate community. At Breadalbane Public School students have access to a wide range of learning opportunities regardless of their geographical isolation. Alliances with other small schools across the Yass and TREC Networks ensure strong social connections for staff and students. Breadalbane Public School is an environment where students are challenged to learn and continually improve in a respectful, inclusive environment.

The high levels areas for improvement for our school are student growth and attainment, wellbeing and educational leadership. These priorities have been identified through a rigorous, consultative situational analysis.

The Strategic Improvement Plan will be implemented through a range of equity funding including socio-economic background, low level adjustment for disability, school support allocation, literacy and numeracy, and Quality Teaching Successful Students.

Breadalbane Public School is a part of the Micro-Schools Network (MSN) encompassing Dalton PS, Rye Park PS and Breadalbane PS as a professional learning community and collaborative leadership team. This enhances student, staff and community wellbeing as well as building capacity for quality teaching and leadership.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Purpose

To build strong literacy and numeracy foundations that underpin academic success so that all students are able to maximise their current and future learning outcomes in order to broaden their life opportunity.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Effective classroom practice

Resources allocated to this strategic direction

School support allocation (principal support): \$13,605.00

Socio-economic background: \$1,394.00

Low level adjustment for disability: \$2,247.00

Location: \$1,049.00

Per capita: \$1,479.00

QTSS release: \$897.00

Literacy and numeracy: \$1,365.00

Professional learning: \$4,416.00

Summary of progress

Breadalbane Public School's focus for 2021 was to use data to analyse students' progress in literacy and numeracy and implement point of need teaching through effective classroom practice. All staff completed professional learning in the use of PLAN2 to track students' learning progress. The Micro Schools Network (MSN) principals worked together to analyse assessments and plot student progress against the progressions to identify next steps for teaching and learning. Staff worked together to review teaching programs to ensure best practice, including the use of learning intentions and success criteria to set goals and measure success. In addition Breadalbane Public School staff participated in the Sounds Write professional learning and worked across the network to complete professional learning and implement strategies to improve student vocabulary. In 2022, Breadalbane Public School will continue to analyse student learning against the Literacy and Numeracy progressions to monitor student progress and growth. Classroom programs and adjustments will meet the learning needs of the students. Breadalbane Public School will develop an assessment schedule to track student growth over time.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the % of students achieving in the top two bands in reading to a minimum of 45% (system negotiated Network target).</p> <p>Increase the % of students achieving in the top two bands in numeracy to a minimum of 34% (system negotiated Network target).</p>	<p>The information provided must be consistent with privacy and personal information policies where there are fewer than 10 students in a cohort. It is not appropriate to discuss the results. However we can comment on our school's growth in reading and numeracy through analysis of check in assessments and internal data. The school performed close to or beyond state and SSSG schools in literacy and numeracy check in assessments. Internal data analysis of standardised and Plan 2 progression, assessment shows student attainment had progressed.</p>
<p>Increase % of students achieving expected growth in reading to a minimum of 50% (lower bound of the system negotiated target).</p> <p>Increase % of students achieving expected growth in numeracy to a</p>	<p>The information provided must be consistent with privacy and personal information policies where there are fewer than 10 students in a cohort. It is not appropriate to discuss the results. However we can comment on our school's growth in reading and numeracy through analysis of check in assessments and internal data. The school performed close to or beyond state and SSSG schools in literacy and numeracy check in assessments. Internal data analysis of standardised and Plan 2 progression, assessment</p>

minimum of 50% (lower bound of the system negotiated target).

shows growth commensurate with annual expectations.

Strategic Direction 2: Wellbeing

Purpose

To ensure students gain the knowledge, skills, competencies and experiences necessary to succeed in life in ways that matter to them.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Planned Wellbeing Approach to Improve Attendance
- Social and Emotional Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$11,212.00

Summary of progress

Breadalbane Public Schools focus for 2021 was to work collaboratively with the Small School Network (MSN) to implement consistent practices and processes to collect and analyse data to refine our individual school approach to wellbeing and engagement. During combined learning days, teachers implemented explicit, evidenced based lessons to improve student emotional and social wellbeing. Staff designed and implemented lessons to be delivered in individual classrooms, following combined learning days, to continue student learning. To increase student engagement, an additional learning and support teacher was employed to assess student learning and support the implementation of individual learning plans for students requiring differentiated learning. To be successful in this initiative, the three small schools combined funds to employ additional staff and purchase an evidence-based program. Staff accessed resources from the Attendance Matter website and completed professional learning with the Delivery Support Team to improve student attendance. In 2022, staff will continue to implement strategies for personalised learning in order to inform and improve student engagement. The focus during MSN combined learning days, in 2022, will be on relationship skills, as this was assessed from the Wellbeing Framework, to still be an area for improvement. MSN principals will develop strategies to fully engage all students behaviourally, cognitively and emotionally, in partnership with the whole school community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the % of students attending school 90% of the time to a minimum of 53% (system negotiated target).	Breadalbane Public School has met the progress measures of at least 50% of students attending more than 90% of the time. The actions Breadalbane Public School have taken to meet the progress measures, include accessing the Attendance Matter website and implementing the resources, and engaging in professional learning with the Delivery Support Team. Our progress has been influenced by the implementation of these strategies. In 2022 we are confident we will meet the next progress measure of 55% attending more than 90% of the time, through the continuation of the strategies we have implemented in 2021.
To increase the % of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) to a minimum of 70%.	Breadalbane Public School has implemented an explicit evidenced based wellbeing program, during shared learning days, to improve student emotional and social wellbeing. Staff designed and implemented lessons to be delivered in individual classrooms to continue student learning.
The school will demonstrate the developing descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.	Breadalbane Public School has self assessed school practices against the dimensions of the Strengthening Family and Community Engagement Matrix, identifying developing descriptors highlighting areas of strength and weakness. In 2022, the school will survey the community and use the identified data to continue to improve school practice against the continuum.

Increase the % of students attending from 85% to of the time to show an upward trend towards the upper bound system negotiated target of 90%.

Breadalbane Public School has met the annual measure of attendance in line with the upper bound, system negotiated target of 90%.

Purpose

To embed a professional learning community between Breadalbane, Dalton and Rye Park schools to develop shared, whole school collaboration practices among students, teachers and administrative staff in a single culture of continuous improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice

Resources allocated to this strategic direction

Summary of progress

Our school focus in 2021, was establishing a collaborative professional learning community with an emphasis on the continuous improvement of educational leadership. Our group of schools collaborated every Wednesday to design systems of professional learning which best meet the needs of our staff and students. The subsequent implementation of professional learning for all staff was of a consistently high standard. Rye Park Public School has made incremental progress across the key practices for instructional collaboration. We have demonstrated improvement in using data to identify the needs of students and strengthen teacher expertise. Teachers are using consistent judgement to measure student growth. All teachers have high expectations for every student with teachers reflecting on their own practice and using specific assessment data to measure progress.

The PLC has led the planning and implementation of collaborative practice, though this was not able to be fully enacted within COVID restrictions during 2021. We are confident in reaching our 2022 progress measure of achieving Delivering descriptors outlined in the High Impact Professional Learning Policy, making us better leaders.

In 2022 our focus will be to develop an assessment and evaluation tool to provide teacher feedback on their practice. This will ensure that every teacher improves every year. In addition we will continue the collaborative practice model adopted in 2021, expanding our professional learning opportunities as restrictions ease.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The PLC will demonstrate commencing practice in the Key Practices for Instructional Collaboration Matrix.	Breadalbane Public School has made incremental progress across the key practices for instructional collaboration. We have demonstrated improvement in using data to identify the needs of students and strengthen teacher expertise. Teachers are using consistent judgement to measure student growth. All teachers have high expectations for every student. Teachers are reflecting on their own practice and using specific assessment data to measure progress. In 2022 our focus will be to develop an assessment and evaluation tool to provide teacher feedback on their practice. This will ensure that every teacher improves every year.
The school (as a member of the PLC) will demonstrate elementary descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	Breadalbane Public School has achieved the progress measure, demonstrating we are working towards the Delivering descriptors in the High Impact Professional Learning Policy. The PLC has led the planning and implementation of collaborative practice, though this was not able to be fully enacted within COVID restrictions during 2021. We are confident in reaching our 2022 progress measure of achieving Delivering descriptors outlined in the High Impact Professional Learning Policy.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,394.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Breadalbane Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Sounds Write to support student learning • employment of learning and support teacher to assess and differentiate learning for students performing below expected stage level. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: student improvement evidenced by: the development of an individual learning plan for all students performing below stage level</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to engage in the Sounds Write program with the employment of an SLSO to support our trajectory towards achieving targets. employment of learning and support teacher to assess and differentiate learning for students performing below the expected stage level. * to implement individual learning programs and adjustments that meet the learning needs of the students through the employment of an SLSO.
<p>Low level adjustment for disability</p> <p>\$13,459.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Breadalbane Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned Wellbeing Approach to Improve Attendance • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • *engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students *employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs *development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team and employ an STLA from 0.1 base allocation to 0.2, the school will provide additional support for identified students through the employment of a trained SLSO.</p>

<p>Location</p> <p>\$1,049.00</p>	<p>The location funding allocation is provided to Breadalbane Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. • additional staffing for teaching principal release to allow the principal to work collaboratively with the MSN <p>The allocation of this funding has resulted in: increased social opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: *developing and delivering professional learning with partner schools. *supporting the school to increase collaboration and overcome isolation through MSN shared learning days and additional shared learning days with our larger partner schools.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Breadalbane Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • * staff training and support in phonics and vocabulary. * updating reading resources to meet the needs of students * teacher release to train staff in the Sounds Write program. <p>The allocation of this funding has resulted in: * all staff being trained and implementing the Sounds Write program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Principal release to create assessment schedule to more comprehensively track student growth using internal and external data.</p>
<p>QTSS release</p> <p>\$897.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Breadalbane Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the SIP and develop the capacity of staff <p>The allocation of this funding has resulted in: * improved staff confidence and teaching practice. * teachers having now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$897.00</p>	<p>Employing an experienced teacher to release teaching staff for training in the implementation of the new K-2 syllabuses.</p>
<p>COVID ILSP</p> <p>\$5,606.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • * employment of an educator to deliver small group tuition. * releasing staff to analyse school data to identify student who require additional support. * monitor progress of small group tuition. <p>providing targeted, explicit instruction for student groups in literacy and numeracy.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * growth in reading and numeracy through analysis of check in assessments and internal data. * students moving along the learning progressions in the sub-elements of phonological awareness and understanding texts as captured in PLAN2. * students improving multiplicative and algorithmic trading results in the Term 4 Check-in assessment as evidenced by scout data.. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve more regular, targeted monitoring of students. * to provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1	5	5	4
Girls	5	5	1	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	85.2	92		
1	92.7		94.1	96.3
2		97.6		94.3
3	93.7		98.7	
4	95.3	92.7		95.9
5	95.4			
6	93.7	96.9		
All Years	92.6	94.2	95.4	95.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		
1	93.4		91.7	92.7
2		93		92.6
3	93.6		92.1	
4	93.4	92.9		92.5
5	93.2			
6	92.5	92.1		
All Years	93.3	92.8	91.9	92.6

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.08

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	100,096
Revenue	365,225
Appropriation	364,381
Grants and contributions	798
Investment income	46
Expenses	-373,860
Employee related	-332,103
Operating expenses	-41,757
Surplus / deficit for the year	-8,635
Closing Balance	91,461

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	14,852
Equity - Aboriginal	0
Equity - Socio-economic	1,394
Equity - Language	0
Equity - Disability	13,459
Base Total	301,618
Base - Per Capita	1,479
Base - Location	1,049
Base - Other	299,090
Other Total	37,503
Grand Total	353,974

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.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Wellbeing - From survey questions relating to wellbeing, most students agree that they feel safe, cared for, confident and supported in their learning at school.

Learning - From survey questions relating to learning, most students agree that the school understands their interests, abilities and needs and has high expectations for their learning.

Parent Satisfaction

Communication - From survey questions relating to communication, all parents agree or strongly agree that the school communicates effectively and they are informed about their child's learning.

Wellbeing - From survey questions relating to wellbeing, all parents agree or strongly agree that their child feels safe, cared for, confident and supported in their learning at school.

Learning - From survey questions relating to learning, all parents agree or strongly agree that the school understands their child's interests, abilities and needs and has high expectations for their learning.

Teacher Satisfaction

All teachers agree or strongly agree that their efforts are valued by students, staff and community.

All teachers agree or strongly agree that what they do contributes to student success at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.