

2021 Annual Report

Cattai Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cattai 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

To ensure all students attain 1 years worth of growth for 1 year's worth of teaching and learning.

School context

Cattai PS is a small school based on Darug land in a rural setting. It is comprised of 3 cross stage composite classes. Students enrolled at the school are from a range of abilities and learning needs. Cattai PS is a visible learning school and is part of the Visible Learning Plus Program. The school is an active participant in a range of learning communities including: the Hawkesbury Small Schools Network and the MMWaC community of schools network (Maroota, Macdonald Valley, Wisemans Ferry and Cattai). The school also regularly participates in the Hawkesbury Dance Festival and the Hawkesbury Music Festival. Cattai Public School places and high priority on personalising learning to each individual students needs.

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students every year gain a year's worth of progress for a year's worth of teaching and learning.

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.

- Targeted Learning Support
- Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$32,506.00

Schools Plus Grant: \$16,818.00

Summary of progress

All but one of the implementation measures were met this year with the exception of creating writing samples. Achieved activities include:

- Classroom teachers and learning support team use Visible Learning data to drive teaching and learning at the target table within each class.
- Schools Plus Grant money used to provide a further 1 day a week extra learning support.
- Develop the Visible Learning Spelling Assessment based on the current model for Magic 300 word list but expand it to include spelling rules/sounds for Years 1-6.
- Expand the Visible Learning Writing Assessment to add depth to progress in writing for Early Stage 1 content.
- Termly implementation of number assessments implemented by the learning support team.
- Students are regularly tracked on all 5 visible learning assessments.
- Expand the Visible Learning Numeracy Assessment to include Stage 4 number content.

Progress measures that we were unable to achieve due to COVID:

- Develop both good and bad writing examples that track to the Visible Learning Writing assessment that can be used for explicit modeled teaching.

It is also worth noting that due to COVID all our progress measures that were on track or just below being on track have now been completely been thrown off track with COVID.

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
Visible Learning School Targets <ul style="list-style-type: none">• 50% of students score 1 Years worth of progress in English and Mathematics	Actual Measure: 48% of students scored 1 Years worth of progress in Writing.(Note: was at

across the school generated Visible Learning Assessments.	<p>76% before COVID).</p> <p>72% of students scored 1 Years worth of progress in Spelling (Note: was at 79% before COVID).</p> <p>62% of students scored 1 Years worth of progress in Reading (Note: was at 69% before COVID).</p> <p>56% of students scored 1 Years worth of progress in Speaking and Listening (Note: was at 58% before COVID).</p> <p>35% of students scored 1 Years worth of progress in Numeracy (Note: was at 59% before COVID).</p>
NAPLAN Growth <ul style="list-style-type: none"> • % of students achieving expected growth in reading to increase by 5% from the lower bound target. • % of students achieving expected growth in numeracy by 5% from the lower bound target. 	<p>Actual Measure:</p> <p>The school achieved 17.86% growth in reading from the 2019 NAPLAN data.</p> <p>The school achieved 3.57% growth in numeracy from the 2019 NAPLAN data.</p>
NAPLAN Top 2 Bands <ul style="list-style-type: none"> • % of students in the top two bands in reading to increase by 2% from the lower bound target. • % of students in the top two bands in numeracy to increase by 2% from the lower bound target. 	<p>Actual Measure:</p> <ul style="list-style-type: none"> • 13% of students in the top two bands in reading to increase by 5% from the lower bound target. • 0% of students in the top two bands in writing to increase by 4% from the lower bound target. • 25% of students in the top two bands in spelling to increase by 4% from the lower bound target. • 0% of students in the top two bands in grammar and punctuation to increase by 4% from the lower bound target. • 0% of students in the top two bands in numeracy to increase by 4% from the lower bound target.
Attendance <ul style="list-style-type: none"> • % of students attending 90% of the time to increase from the lower bound target by 5%. 	<p>Actual Measure:</p> <ul style="list-style-type: none"> • 71% of students attending 90% of the time.

Strategic Direction 2: Community engagement and empowerment

Purpose

To engage and empower the whole school community on how student's learn and implement effective strategies to support them along their learning journey.

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.

- Visible Learning School Impact Program
- Community engagement strategies

Resources allocated to this strategic direction

Schools Plus Grant: \$4,484.80

Summary of progress

Several implementation measures were met this year. Achieved activities include:

- Embedding learning dispositions into the whole school rewards system.
- Whole school involvement in the Visible Learning School Capability Assessment Report.
- 2x Leadership coaching sessions around visible learning and school future directions.
- Whole school involvement in 2 visible learning twilight sessions.

Progress measures that we were unable to achieve due to COVID:

- Collect data from parents via parent surveys due to COVID and the challenges and pressure the community faced. Surveys are planned to be picked up again in 2022.
- Termly observation weeks where teachers go into other classes throughout the school and observe their peers.

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
Progress Measure - 25% participation and engagement from the wider school community in the student's learning journeys	Actual Measure - Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.
Progress Measure - Cattai shows progress along the 4 key strands of Visible Learning School Capability Assessment Report. In particular, 'The Visible Learner' domain.	Actual Measure - 50% participation and engagement from the wider school community in the students' learning journeys. (Numeracy as other parent information session were cancelled).
Progress Measure - Collect enough survey data from Tell Them From Me relating in parental engagement in their child's learning to	Actual Measure There was not an adequate parent response to the Tell Them From Me survey to inform engagement levels.

be able to inform parent engagement levels.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,310.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cattai Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • SLSOs hired to support the needs of individual students. <p>The allocation of this funding has resulted in: Students who received IFS were able to get SLSO support. Suspension data in 2021 was down from the data in 2020. This was despite interruptions to learning with COVID and flooding. We were able to secure more funding and diagnosis for two extra students who received funding from Term 2 and Term 4 respectively. Writing Data 2/5 IFS students achieved a years worth of progress. Reading Data 3/5 IFS students achieved a years worth of progress. Spelling Data 3/5 IFS students achieved a years worth of progress. Speaking and Listening Data 3/5 IFS students achieved a years worth of progress. Numeracy Data 1/5 IFS students achieved a years worth of progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Projecting into next year students with IFS funding will continue to receive support from the SLSOs. The hope is that with further decreases in behaviour incidents we can spend more time on supporting these students with their support needs.</p>
<p>Socio-economic background</p> <p>\$9,281.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cattai 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Money generate from funding sources below is used to put Teaching Principal into an off class learning support role. This role runs 5 days per week between 9:00am-11:00am. Except Tuesdays where it is between 9:30-11:00am. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when students with high end behaviour needs started to make poor choices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>Aboriginal background</p> <p>\$742.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cattai Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$742.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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 equity loading include:</p> <ul style="list-style-type: none"> • Staff PL around aboriginal culture and MMWaC Connecting to country day. <p>The allocation of this funding has resulted in: Due to COVID both the Staff PL and the MMWaC connecting to country days were not able to held.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure both these events again happen in 2022 assuming COVID guidelines ease enough for this to happen.</p>
<p>Low level adjustment for disability</p> <p>\$32,506.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cattai 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"> • Targeted Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funds were combined with several other needs based funding sources to allow for 3 classroom teachers, Principal do run the LST role, and have RFF covered by 2 day a week role. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when students with high end behaviour needs started to make poor choices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>Location</p> <p>\$1,542.49</p>	<p>The location funding allocation is provided to Cattai 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funds were combined with several other needs based funding sources to allow for 3 classroom teachers, Principal do run the LST role, and have RFF covered by 2 day a week role. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when</p>

<p>Location</p> <p>\$1,542.49</p>	<p>students with high end behaviour needs started to make poor choice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>Literacy and numeracy</p> <p>\$1,332.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cattai 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds were combined with several other needs based funding sources to allow for 3 classroom teachers, Principal do run the LST role, and have RFF covered by 2 day a week role. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when students with high end behaviour needs started to make poor choices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>QTSS release</p> <p>\$11,212.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cattai 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds were combined with several other needs based funding sources to allow for 3 classroom teachers, Principal do run the LST role, and have RFF covered by 2 day a week role. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when students with high end behaviour needs started to make poor choices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>Literacy and numeracy intervention</p> <p>\$11,772.39</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cattai Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy intervention</p> <p>\$11,772.39</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds were combined with several other needs based funding sources to allow for 3 classroom teachers, Principal do run the LST role, and have RFF covered by 2 day a week role. <p>The allocation of this funding has resulted in: Greater consistency for each class having a 5 day a week classroom teacher. Having the Principal in the LST role allowed for greater support when students with high end behaviour needs started to make poor choices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use this funding in 2022. However we will be able to combined LST funding with APC&I funding to create a 3 day role for COVID/APC&I and LST.</p>
<p>COVID ILSP</p> <p>\$28,516.61</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"> • See COVID Improvement Measure. <p>The allocation of this funding has resulted in: See COVID Improvement Measure.</p> <p>After evaluation, the next steps to support our students with this funding will be: See COVID Improvement Measure.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	29	31	38	37
Girls	23	22	26	26

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	95.4	95.7	89.8
1	96.6	93.4	92.8	94.6
2	93.1	96.7	94.5	90.2
3	96.4	84.8	96.6	91.6
4	89.6	93.6	95.6	93.9
5	95.4	84.8	95.3	89.3
6	94.7	90.5	89.1	93.9
All Years	94.4	91.7	94.8	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

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)	2.39
Literacy and Numeracy Intervention	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	156,601
Revenue	937,044
Appropriation	923,107
Sale of Goods and Services	524
Grants and contributions	13,271
Investment income	142
Expenses	-994,552
Employee related	-837,891
Operating expenses	-156,661
Surplus / deficit for the year	-57,508
Closing Balance	99,093

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	89,858
Equity Total	42,530
Equity - Aboriginal	742
Equity - Socio-economic	9,281
Equity - Language	0
Equity - Disability	32,506
Base Total	675,312
Base - Per Capita	15,777
Base - Location	1,542
Base - Other	657,993
Other Total	42,107
Grand Total	849,807

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

Parents

100% of parents believe the 'Student Data Sheets' give them a clearer picture of how their child is progressing in their learning.

100% of parents found the parent information session for Mathematics to be highly useful and informative.

Students

89.5% of students believe the school personalises learning to the individual needs of the students.

77.08% of students are satisfied with the school's current direction and vision.

Teachers

100% of staff are happy with the Visible Learning Assessments that are being used to track student growth.

100% of staff feel they have the opportunity to be involved in the direction and vision of 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.