

2021 Annual Report

The Pocket Public School



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Introduction

The Annual Report for 2021 is provided to the community of The Pocket 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 The Pocket Public School we stand proudly on Bundjalung land, we are passionate about creating lifelong future focused visible learners in an engaging, quality learning environment supported by nurturing relationships

We promote a culture of excellence and high expectations for all. At The Pocket Public School we nurture the whole child, their individuality and cultural diversity by collaboratively building emotional and academic resilience and a love of life long learning. We pride ourselves in tailoring our dynamic teaching and learning to the individual needs of our students, including the whole community.

We work collaboratively with our Valley of Small Schools and are committed to empowering our students to grow holistically as "learners for life" through creativity, critical thinking skills, communication, collaboration and compassion. VOSS schools are vibrant and creative which feature strong leadership of staff and students within a diverse, environmentally aware and active community of schools

School context

The Pocket Public School, with a current enrolment of 96 children, is a rural school located in the Brunswick Valley, 10 km west of Ocean Shores. Our school has steadily grown over the past 4 years from 52 children to 96. Our Aboriginal student enrolment is currently 3%. Our average FOEI from the previous two years is 88.

The previous school plan laid strong foundations in the areas of collaboration, Visible Learning and data literacy. This enabled the school to be successful in meeting the selected improvement measures.

Through our situational analysis we have identified the need for two areas of focus. We will continue to delve deeper, refine and reengage the practices, approaches and pedagogy linked to Visible Learning undertaken in the last planning cycle. We will continue to build our data literacy skills through applying our previous knowledge acquired in writing to reading and numeracy in this planning cycle. We have also identified a need to focus on a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. We will also continue to cement our links across the Valley of Small Schools through collaborating in an Inquiry Based Learning Project.

Our Strategic Directions:

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Collaborative Pedagogical Practices

Continual monitoring of student performance data will determine areas of need and success at a class and school level. An essential part of this process will be involving the whole school community.

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	Sustaining and Growing
LEARNING: Curriculum	Excelling
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	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all children. Students will be aware of their own progress linked to individual learning goals.

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 Driven Practices
- Teaching and Learning

Resources allocated to this strategic direction

Professional learning: \$9,056.29

Summary of progress

The focus for 2021 was to maximise student learning outcomes in reading through the use of data to understand individual student learning needs and inform differentiation for all learners. A focus on High Impact Professional Learning from data literacy to reading strategies supported all staff to provide students with individual learning goals.

A range of assessment data (PLAN2, PAT reading, PM benchmarking and NAPLAN) was used to compose individual student learning goals for those students working towards stage outcomes. Targeted professional learning was introduced to support all staff to understand how to target reading strategies. School based professional learning focused on appropriate reading resources targeted at a point of need through the Literacy Hub. Every 5 weeks (starting from Term 2 and excluding Term 3 due to learning from home) teachers, SLSOs and the principal run a retrospective coaching meeting to capture the progress, review the impact, create next steps and review the current planning and structure of the reading initiative. Students working towards stage outcomes have been tracked using PLAN2, PAT comprehension and PM bench marks. All students have shown progress towards stage content, with an increase in confidence across other areas of learning (as noted by student's own reflections and staff members).

Next year staff will use the skills that were acquired in 2021 (data literacy, reading professional learning, leadership, planning lesson sequences and Agile Leadership tools) to establish all learners on PLAN2 within reading, having clearly defined learning goals within each reading session. Individual and grouped student targets in Numeracy will also be implemented with the support of the Assistant Principal Curriculum and Instruction.

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
Reading Improvement in the percentage of students in top 2 bands will be above the lower bound network negotiated target in reading of 80% of children.	89% of students are now in the top two skills bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Numeracy Improvement in the percentage of students in top 2 bands will be above the lower bound network negotiated target in numeracy of 69% of children.	57% of students are now in the top two skills bands (NAPLAN) for numeracy, indicating progress is yet to be seen in numeracy.
Improvement in the percentage of students achieving expected growth in	The percentage of students achieving expected growth in reading increased to 63% indicating achievement of the lower bound target.

NAPLAN reading to be at or above the lower bound system-negotiated target of 60%	
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 60%	The percentage of students achieving expected growth in numeracy increased to 63% indicating achievement of the lower bound target.

Strategic Direction 2: Collaborative Pedagogical Practices

Purpose

Professional discussion and collaboration will underpin the development of successful and innovative evidence based practices in order to improve teaching and learning and student engagement.

SEF-Learning and Development "Teachers collaborate with staff in other schools to share and embed good practice" p11

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.

- Collaboration through Inquiry Based Learning
- Collaboration Through Wellbeing

Resources allocated to this strategic direction

Integration funding support: \$29,232.00

Summary of progress

The focus for 2021 was to maximise student learning outcomes through the use of collaborative pedagogical practices using Inquiry Based Practice. A focus on High Impact Professional Learning with systematic and planned mentoring and coaching was planned and implemented across the leadership team and teaching staff.

Valley of Small Schools staff have engaged with Professional Learning and implemented Inquiry Based Learning practices into their classrooms at different levels of confidence. Survey results indicated increased teacher confidence in the implementation of Inquiry Based Learning tools. Collaborative practice has been enhanced between school staff, including collaboratively planning learning experiences and the development of leadership practices, within schools and across schools. External professional was engaged (Kath Murdoch) to deliver expertise and support with Inquiry Based Learning to all Valley of Small Schools.

Next year in this initiative the Valley of Small Schools will engage in further Professional Learning to consolidate and enhance collaborative pedagogical practices, guided by external expertise. This will support further improvement in student engagement through the use of research based teaching practices across our schools.

The wellbeing team has met weekly and refined processes and student learning in wellbeing across all classes.

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
All staff have engaged in ongoing Inquiry Based Learning (IBL) PL and coaching and gained an awareness of the processes to improve student engagement. Review scope & sequence for inquiry questions. 100% of 2021 staff will identify themselves as developing in 50% of the IBL practices.	All school staff engaged in IBL PL and coaching. A review of Scope & Sequence will be carried forward to 2022. 100% of staff met the minimum requirements of self assessing themselves as developing in 50% of IBL practices.
Increased percentage of students attending school more than 90% of the time by 10% or above.	TTFM survey results indicate an increased level of school pride and belonging but this does not correlate with meeting the annual progress measure of increased attendance. 2021 school attendance rate was at a yearly average of 84.9%. This matches 2020 but continues a negative trend in attendance data. This may be because of COVID 19 policies including keeping children at home if they are unwell.

<p>60% of children identifying themselves as proficient in school based dispositions.</p>	<p>This information was collected and will be carried forward to 2022 due to staff absences regarding COVID 19 protocols. High Impact Professional Learning will need to be planned for staff to ensure explicit teaching of school based dispositions.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,528.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Pocket 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"> • Collaboration Through Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around student wellbeing. <p>The allocation of this funding has resulted in: 1:1 intervention strategies based on Personalised Learning Plans for students receiving Integration Funding Support. It has also allowed one Student Learning Support Officer to support identified students and small groups in Wellbeing activities such as Secret Agent Society, friendship circles and sandplay.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to ensure funding is used to specifically address each student's support needs. Evaluate targetted interventions such as SAS, friendship circles and sandplay for effectiveness in support.</p>
<p>Socio-economic background</p> <p>\$24,663.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Pocket 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"> • additional staffing to implement school reading initiative to support identified students with additional needs <p>The allocation of this funding has resulted in: reading and numeracy results continuing to show achievement above both state and SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to employ a teacher (FTE 0.2) to allow for mentoring and coaching in Reading and Numeracy. This allows staff to engage with evidence based best practice and review and refine their teaching of students in these areas.</p>
<p>Aboriginal background</p> <p>\$5,478.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Pocket 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 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>Aboriginal background</p> <p>\$5,478.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all Aboriginal students having PLPs in place from Term 1. Refined PLP process through engaging Aboriginal parents in a review of meeting protocols and PLP proforma.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to review PLPs on set review dates and monitor progress of PLP meeting protocols with Aboriginal community.</p>
<p>Low level adjustment for disability</p> <p>\$30,620.00</p>	<p>Low level adjustment for disability equity loading provides support for students at The Pocket 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention (school based reading initiative focused on explicit teaching) to increase learning outcomes • 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 <p>The allocation of this funding has resulted in: reading and numeracy results continuing to show achievement above both state and SSSG. Identified students working below stage outcomes being supported in their learning through individual learning goals and having SLSO support to meet these goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ a teacher to allow for mentoring and coaching in reading and numeracy. This allows staff to engage with evidence based best practice and review and refine their teaching of students in these areas. We will also provide additional Learning and Support Teacher assistance to identified students.</p>
<p>Location</p> <p>\$5,092.00</p>	<p>The location funding allocation is provided to The Pocket 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"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: employment of additional staffing to support coaching and mentoring of staff in evidence based reading strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: to expand the coaching and mentoring to numeracy practices.</p>

<p>Literacy and numeracy</p> <p>\$7,080.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Pocket 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"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: differentiated teaching through on going formative assessment followed by targeted reading programs that explicitly teach progression markers. Target groups contained students performing below expected stage outcomes. The use of these resources resulted in improved student learning (PAT comprehension, PM bench marking and formative assessment).</p> <p>After evaluation, the next steps to support our students with this funding will be: purchasing further resources to support explicit teaching in both reading and numeracy.</p>
<p>QTSS release</p> <p>\$17,490.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Pocket 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"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: 100% of teaching staff indicating they are using individual goals linked to PLAN2 to explicitly teach reading strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: staff attending data literacy professional learning to further support explicit teaching strategies.</p>
<p>COVID ILSP</p> <p>\$46,216.03</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: the majority of students in the program achieving significant progress towards their learning goals. All teachers self assessment results of using</p>

<p>COVID ILSP</p> <p>\$46,216.03</p>	<p>explicit reading goals for students has increased from "exploring" to "expanding" (Agile Tools - 4E Change Process).</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing the implementation of explicit teaching strategies and expand the individual goals for students to high potential children. Coaching and mentoring options will be given to teachers to further support this next step.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	27	38	42	39
Girls	32	41	50	54

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.2	90.1	87.2	88.4
1	84.2	87.9	84.8	86.4
2	90.8	77.6	88.7	82.6
3	86.6	90.8	80.1	91
4	90.6	84.6	87.1	81.5
5	92.6	94.9	67.7	82.2
6	91.7	87.7	88.1	62.1
All Years	89.1	87.9	84.9	84.9
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)	3.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	104,401
Revenue	1,227,508
Appropriation	1,201,729
Sale of Goods and Services	5,696
Grants and contributions	19,996
Investment income	87
Expenses	-1,250,170
Employee related	-1,126,854
Operating expenses	-123,316
Surplus / deficit for the year	-22,662
Closing Balance	81,739

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	157,528
Equity Total	60,763
Equity - Aboriginal	5,479
Equity - Socio-economic	24,663
Equity - Language	0
Equity - Disability	30,621
Base Total	830,074
Base - Per Capita	22,680
Base - Location	5,093
Base - Other	802,301
Other Total	50,102
Grand Total	1,098,466

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 and teachers were surveyed to ensure our student learning reporting to parents was adequate. 100% of parent and teacher respondents indicated they believed that our reporting processes gave adequate information regarding their child's learning. Parent surveys indicated a change to the A-E scale is preferred with wording rather than individual letters.

TTFM surveys indicate that student wellbeing has increased since the introduction of the Wellbeing Initiative. Students now feel a stronger sense of belonging and can identify a staff member to seek out if they need support.

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.