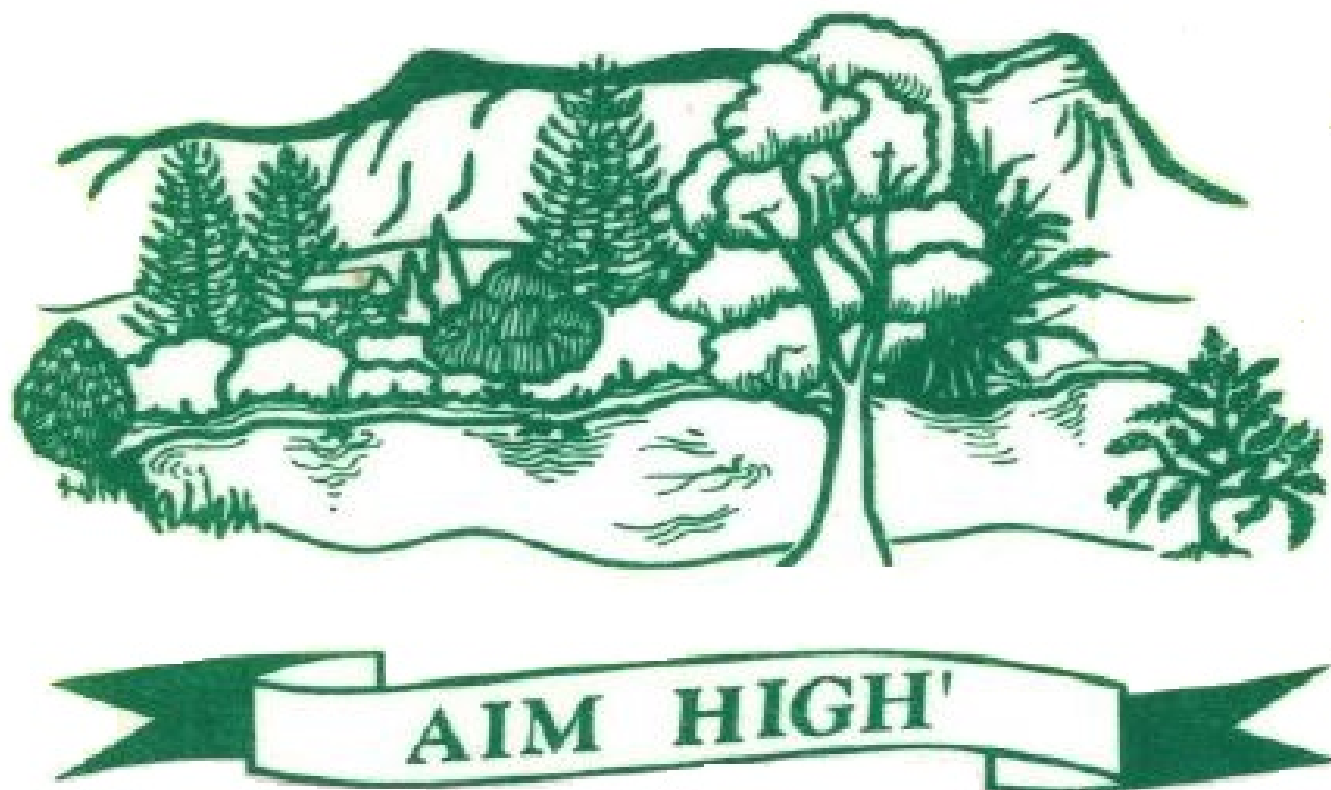


2021 Annual Report

Wiangaree Public School



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Introduction

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

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in our ever changing society. Our school will consistently develop and implement high quality individualised learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning and reach their personal best. Wiangaree has a strong community involvement built on trust and transparency. Moving forward our school will focused on growing literacy and numeracy competent students equipped to become successful members of the community.

School context

Wiangaree Public School has current enrollment of 19 students. It is a rural school located in the Far North Coast, 15 km North of Kyogle. We have a FOEI of 144 identifying us as low socio-economic rural school.

As a small school, we highly value and foster our Positive Behaviour for Learning expectations of safe, responsible learners that "Aim High" for personal best.

Through our Situational Analysis we have identified strong themes for continual improvement in students growth and attainment, teaching capacity and collaboration across all stakeholders; staff, students and community. A strong focus will be on a deep understanding of data and the use of that data to improve outcomes for all students and to drive professional learning for staff.

All teaching staff at Wiangaree Public School are accredited through the NSW Education Standards Authority and strive for excellence in education. We participate in regular professional development opportunities and implement positive changes in our classrooms for all of our students' needs, based on best practice and evidence based research. Ensuring high quality education is delivered to each students through a continuous cycle of plan, implement, evaluate and reflect on teaching practice that allows effective reporting on student progress.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for targeted professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise students achievement in literacy and numeracy with a strong focus on explicit instruction that caters to individual learning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

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.

- Reading
- Numeracy
- Attendance

Resources allocated to this strategic direction

Literacy and numeracy: \$1,620.00

School support allocation (principal support): \$6,740.00

Integration funding support: \$117,194.00

Low level adjustment for disability: \$11,212.00

Socio-economic background: \$40,000.00

Professional learning: \$2,000.00

Aboriginal background: \$2,400.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve reading across all subject areas with a focus on explicit instruction. Focusing on the elements of Phonemic Awareness, phonics and fluency through targeted professional learning across the school and the use of short formative assessments to identify point of need with students learning.

Professional dialogue on reading instruction drawn from high quality professional learning to ensure students learning and progress was at the forefront of all practices and targeted to individual student need. Teachers used students data to plan and embed quality practices into their everyday teaching and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection of data and have shown improvement across the board.

Next year we will continue to embed explicit instruction across phonemic awareness, phonics and fluency while beginning to research best practice in vocabulary instruction and reading comprehension. This will further support further improvement in the explicit instruction in teaching reading.

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
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading.	The percentage of Years 3 and 5 students in the top 2 bands of NAPLAN Reading across the Richmond Network Small Schools increased by 6.6% in progressing beyond the lower bound network target.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 23.1% in Numeracy.	The percentage of Years 3 and 5 students in the top 2 bands of NAPLAN Numeracy across the Richmond Network Small Schools increased by 15.2% progressing beyond the lower bound network target.

<p>Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 50% to progress towards the Richmond Network Small Schools lower bound target.</p>	<p>The percentage of Year 5 students achieving expected growth in NAPLAN Reading across the Richmond Network Small Schools was 57.9% and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.</p>
<p>Increase the percentage of students attending school 90% or more of the time to be at or above the lower bound system negotiated target of 70%.</p>	<p>The percentage of students attending school 90% or more of the time is 39.89% indicating progress yet to be seen towards the lower bound system negotiated target. Ongoing COVID restrictions and guidelines impacted the school attendance data.</p>

Strategic Direction 2: Building Teacher Capacity

Purpose

To engage in consistent and purposeful data collection to inform and refine teaching practice that aligns to the schools overall achievement and the continual improvement of teacher quality.

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
- Learning and Development

Resources allocated to this strategic direction

Low level adjustment for disability: \$6,400.00

Location: \$1,997.00

QTSS release: \$4,700.00

Summary of progress

In 2021 our focus was on the use of data to inform teaching practice. With a strong focus on targeted professional learning around data use and planning through a variety of sources. All staff engaged in professional dialogue around explicit use of data to inform practice. This was reflected in teaching and learning programs, Performance and Development Plan's and through the Strategic Improvement Plan. Processes are beginning to be embedded to regularly monitor student progress through learning conversations. These processes will continue to require supports as we move into the new year.

Moving forward with this initiatives we will establish a process to provide staff with regular opportunities to analyse, plan and provide feedback based on learning to further improve data use to inform practice.

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
School's evidence supports on balance judgement of Delivering in the element of Data Skills and Use in the Teaching domain of the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Data Skills and Use.
School's evidence supports on balance judgement of Delivering in the element of Learning and Development in the Teaching domain of the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Learning and Development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,194.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiangaree 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"> • Reading <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 • consultation with external providers for the implementation of interventions • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: All funded students have access to the support and explicit instruction reflective of their needs and all teachers were supported to provide inclusive and productive learning environments for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will continue to support students with targeted programs to meet the needs of each individual students through individualised learning plans and the continuation of professional learning to up skill staff to meet the needs of all students.</p>
<p>Socio-economic background</p> <p>\$40,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiangaree 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"> • Reading • Numeracy <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 'starting strong' to support student learning • employment of additional classroom teacher <p>The allocation of this funding has resulted in: The ability to create an extra class for additional day to enable more individualised learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To enable the continuation of operating two classes.</p>
<p>Aboriginal background</p> <p>\$2,400.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiangaree 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"> • Attendance

<p>Aboriginal background</p> <p>\$2,400.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal families and make connections and build strong relationships. <p>The allocation of this funding has resulted in: Strategies and processes to support collaboration between parents/carers and the school to establish routines for attendance and a strong foundation to build quality Personalised Learning Plan for all students that take into consideration the needs of each stakeholder.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward Wiangaree PS will look at further way to build strong connections with our families that are culturally respectful and reflective of the needs of the community.</p>
<p>Low level adjustment for disability</p> <p>\$17,612.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiangaree 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"> • Reading • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention through Sounds-write and MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in: All student in both Senior and Junior classes receiving explicit and individualised reading instruction supported through small focus groups during Literacy block. All SLSO's are skilled in the delivery of Sounds-write and support the explicit instruction of phonics through the practice of skills explicitly taught by the classroom teacher. Additional support is also provided through withdrawal groups. Students attend four sessions a week through our Tier 3 Intervention. All students have shown improvement in decoding words and phonics knowledge.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strong foundations and lesson structures in phonics are embedded in classroom practice. Staff will now investigate and evaluate best practice in Fluency and Vocabulary instructions to further develop reading programs within the classroom and intervention.</p>
<p>Location</p> <p>\$1,997.00</p>	<p>The location funding allocation is provided to Wiangaree 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"> • additional staffing for teaching principal release allowing the review of the assessment schedule <p>The allocation of this funding has resulted in: Assessment review was conducted in collaboration with COLOURSS school. Assessment schedule is now being implemented in draft form and</p>

<p>Location</p> <p>\$1,997.00</p>	<p>will be reviewed and adjusted in 2022. More time is required for the Literacy Scope and Sequence. This has been put on hold due to the new syllabus being release in 2023.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward a review of the new assessment schedule will be conducted. Wiangaree PS is a self-select school for the new curriculum. This will allow for the deep understanding of the new curriculum and support the development of the COLOURSS Literacy Scope and Sequence.</p>
<p>Literacy and numeracy</p> <p>\$1,620.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wiangaree 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"> • Reading • Numeracy <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 • updating assessment schedule to reflect best practice and to align to current teaching instruction <p>The allocation of this funding has resulted in: All staff implementing and utilising evidence based practice in phonics and phonemic awareness that aligns to best practice and is reflecting in teaching and learning programs. The assessment schedule matches teaching instruction and is utilised by all staff. The scope and sequence of learning is still under development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue developing and refining the scope and sequence of sounds-write to stages.</p>
<p>QTSS release</p> <p>\$4,700.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiangaree 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"> • Learning and Development <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 Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: During 2021, all staff have developed PDP that align with the SIP. All staff actively engaged in Professional Learning linked to their PDP and evidenced in teaching and learning programs and classroom practice. Lesson observations were conducted in an informal manner with clear links to PDP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward a lesson observations scaffold will be developed and negotiated with staff to better support this process.</p>
<p>COVID ILSP</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</p>

\$21,633.29	<p>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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Targeted students receiving intensive support through explicit instruction in phonics, phonological awareness and decoding text. All student have shown significant improvement in their knowledge. This has transferred into classroom applications. Students were assessed each 5 weeks and data collated showed significant improvements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will be provided with professional learning in PLAN2 and focus area planning to improve recording and accountability of this support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	17	16	13
Girls	7	8	11	9

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.4	88	96.8	86.7
1	94.9	95.8	90	90
2	92.6	90	89.2	89.2
3	84.9	95.8	91.6	56
4	88.7	82.9	88.8	92.3
5	90.6	83.3	85.5	62.9
6	90.3	90.8	91.6	86.7
All Years	89.7	88.5	89.6	80.2
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)	0.17
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	68,255
Revenue	588,034
Appropriation	580,383
Sale of Goods and Services	1,812
Grants and contributions	5,784
Investment income	56
Expenses	-585,293
Employee related	-512,065
Operating expenses	-73,228
Surplus / deficit for the year	2,741
Closing Balance	70,996

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	117,194
Equity Total	60,487
Equity - Aboriginal	2,418
Equity - Socio-economic	40,361
Equity - Language	0
Equity - Disability	17,707
Base Total	339,358
Base - Per Capita	6,656
Base - Location	1,997
Base - Other	330,705
Other Total	12,139
Grand Total	529,178

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

Wiangaree Public School is valued by the parents, carers and the local community as important in the township. In 2021 ongoing COVID restrictions and guidelines resulting in a decrease in parent and carer attendance and engagement at the school. Parents indicated a support for the school directions and during the learning from home period the school utilised the newsletter and phone calls to parents/carers to communicate in relation to individual student progress and attendance. Parent teacher interviews were held for parents requesting these and student achievement was reported in Semester 1 and 2.

Teachers and non teaching staff were supported through the Performance and Development process with identified school based and professional learning goals. Professional learning continued throughout the year both online and face to face with a focus on the teaching of phonics. To further support collaborative learning, staff worked with the Upper Richmond Community of Schools developing skills and understanding in literacy and numeracy teaching and learning. In 2022 the school has self selected to participate in guided Department of Education professional learning on the new K-2 English and Mathematics Syllabuses.

The students at Wiangaree Public School are happy and engaged learners who enjoy coming to school. Students have valued the opportunity to participate in the planning and development of the Sensory Garden, a beautiful center point and play space in the playground. Each student is supported by an Individual Education Plan and this is reviewed by teachers and shared with parents and carers.

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.