

2021 Annual Report

Chalmers Road School



3831

Introduction

The Annual Report for 2021 is provided to the community of Chalmers Road 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

Chalmers Road School

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School vision

Our vision is for each student to be empowered, lifelong learners who are confident and creative individuals supported by staff, parents and the community who have high expectations of the students to achieve.

School context

At Chalmers Road School, staff, parents and the wider community work together in positive partnerships to provide a high quality, authentic and engaging learning environment. Chalmers Road School respects and reflects all cultural backgrounds and the individual needs of all students. The school supports and inspires students to develop a love of learning, to become responsible, considerate and creative citizens and to reach their full potential.

The school provides quality education for students with moderate and severe intellectual disabilities. There are classes for students in Kindergarten to Year 12. We celebrate the abilities and successes of all our students. Our programs challenge and nurture the individual through quality education within a supportive and harmonious school environment. All students have personalised learning and support plans which are developed collaboratively with parents, staff and support professionals. Within the innovative, engaging and supportive learning environments students participate in a broad range of learning opportunities. The school has a strong focus on student wellbeing. High expectations of our students to succeed are shared by staff, parents and community. Programs are supportive of positive values and behaviour for learning across the school and community. There are strong partnerships established with parents and community groups which support the educational achievements of our students at Chalmers Road. Our parents and carers have been consulted in a variety of forums for input of future directions.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan. The schools high level areas for improvement are:

- Student Growth and Attainment
- Staff excellence and innovation
- Whole school wellbeing

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

Strategic Direction 1: Student growth and attainment

Purpose

To establish outstanding educational practice in a strong community environment embedded by high expectations.

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.

- Positive Behaviour for Learning
- Whole School Assessment Package

Resources allocated to this strategic direction

SSP F: \$48,812.00

English language proficiency: \$32,952.00

Socio-economic background: \$15,325.00

Literacy and numeracy: \$3,080.00

QTSS release: \$27,000.00

Summary of progress

PBL continues to be a strong focus of CRS, our PBL team meets fortnightly and the committee consists of both teachers and SLSOs. The PBL team has ensured all classrooms are issued with the booklet that contains the teaching sequences for the term, they are collecting data on student behavior and engagement when explicitly teaching PBL and the response to the use of PBL language in feedback to students. The school continues to use the PBL mascot and signage around the school reminding students and staff of the expected behavior and positive language when communicating in the school. All Staff are using PBL language when supporting students in the playground. During inductions, new and casual staff are informed that we are a PBL school, and what our key messages are.

The SPRINTS team developed a Mathematics assessment that teachers in the committee have trialed, reviewed, and returned to the committee to adjust the package from feedback. The package has been created and a literacy one is been considered for development. The staff has access to the assessment package but at this stage, it has been put on hold, with suggestions around using this package and the literacy package in the Assessment for Complex learners program and developing a learners passport for students.

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 permanent staff members have taught and are confident in implementing PBL strategies.	100% of staff are confident in teaching PBL strategies.
All staff develop and implement whole school assessment package in numeracy	The package is on hold due to changes in Assessment for Complex Learners.



Staff toured the school and looked at the PBL signs for different locations.

Strategic Direction 2: Staff excellence and innovation

Purpose

To provide high quality explicit teaching, professionalism and commitment to innovative practice.

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.

- Expertise and innovation
- Coaching and Mentoring

Resources allocated to this strategic direction

SSP F: \$188,972.70

School support allocation (principal support): \$21,767.00
: \$79,166.00

Summary of progress

Staff have increased awareness around teaching strategies for students with special needs and have engaged in professional learning including Fundamentals of Classroom management and Trauma-Informed Practice. All staff are invited to a term behavior meeting where individual students, their behaviors, and sensory needs are discussed and strategies are suggested to provide a collaborative approach and support teachers to develop new strategies for teaching and assessing. CRS staff have continued to build their vocabulary in Keyword Sign (KWS), it is used throughout the school when communicating with students along with their individualized communication devices or system. Our KWS team introduces two new signs each week in admin meetings and review past words. They have images of KWS around the school and have developed visuals for staff to use that are consistent across the school. They also have the KWS image on the back of the visual.

Staff are trained in different communication devices and willingly share this knowledge with other staff as needed. We currently have staff trained in PeCs, LAMP and Proloquo2go. This knowledge needs to be shared with other staff through school based professional learning sessions and staff can attend external professional learning to further develop their skills.

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 a shared understanding of contemporary teaching and learning practices for teaching and assessing students with additional needs.	100% of staff completed PL Trauma-informed practice, Fundamentals of Classroom Management
All staff have a shared understanding of communication systems to teach and assess students with additional needs.	1 staff member PeCs accredited 3 staff members LAMP accredited 100% staff engaged in school based KWS training



This student is working independently but has his LAMP easily accessible.

Strategic Direction 3: Whole school wellbeing

Purpose

To strengthen collaboration between the school, families and community as partners in 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.

- Parent and community links
- Proactive Health and Safety Practices and Procedures

Resources allocated to this strategic direction

Summary of progress

As 2021 has also been impacted by Covid-19 family and carers have been unable to come onto the school site, we continued to have Zoom P and C meetings, to provide opportunities for more families to join we began evening meetings. This proved to be beneficial as we welcomed many new families and some joined the committee. The P and C have provided representatives for panels to employ new staff and have continued with raffles to raise funds for the school. We have also developed a strong community link with Rotary Club Strathfield and Strathfield Tennis Club who have both been very generous of their support to the school. A member from Rotary attends all P&C meetings.

Safeguarding KIds Together built the capacity of staff and enabled the school to focus on identified areas where staff feel that we as a school are excelling and areas where we need to work, from this staff and executive collaborated and developed strategies to continue moving the school forward and ensure students and staff felt safe and engaged. Follow-up surveys have shown that we are continuing to improve and provide a safe engaging environment for all. Staff engaged in the Safeguarding Kids together a 3-module Professional Learning outlining the importance of teachers knowing their students and what to do when they see significant changes in behavior and what these changes could be indicating.

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 P and C representation and retention of members by 25%	P&C meeting attendance doubled
Increase social media profile by 10%	Facebook account currently has 379 followers increasing more than 10%
Establish and develop strategies to improve parent./ carer interaction with school	100% students using new communication diary
100% of recommendations from Safeguarding kids program are implemented	100% of staff completed SKT professional learning All recommendations from the SKT team implemented

P&C Meeting

The next meeting for the P&C will be held on Monday 18 October 2021 in the evening by Zoom. Details and the link will be emailed closer to that date. All parents, carers and friends of Chalmers Road School welcome.



The P&C meeting reminder in the Schoolzine newsletter that goes out twice a term to parents.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,599.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in: 3 Teachers have attended the PL and have shared their knowledge and skills in supporting students who are refugees to learn and engage, with other teachers in the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure the teachers who attended the professional learning pass their knowledge onto other teachers and continue to develop their own practice in teaching all students.</p>
<p>Socio-economic background</p> <p>\$15,325.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chalmers Road 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"> • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement SLSO support in the classroom for identified students with additional needs <p>The allocation of this funding has resulted in: Positive return to school for all students with an additional SLSO to support new students transitioning into CRS, with 100% of staff using the PBL language when engaging with new students to build</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use extra SLSO to support transitions back to school</p>
<p>English language proficiency</p> <p>\$32,952.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chalmers Road 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"> • Positive Behaviour for Learning <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 support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: 100% of staff and students have seen the PBL signage around the school, this signage details expected behaviours in certain areas around the school and uses visuals to support the signage to be accessible to all students.</p>

<p>English language proficiency</p> <p>\$32,952.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to support SLSO involvement in classroom lessons to support learning and engagement</p>
<p>Professional learning</p> <p>\$20,050.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Chalmers Road 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"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modeled, interactive, guided, and independent writing <p>The allocation of this funding has resulted in: 100% of staff complete PL including SGK, Trauma-informed practice, and classroom fundamentals</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will implement what they have learned from the PLs into classroom practice.</p>
<p>School support allocation (principal support)</p> <p>\$21,767.00</p>	<p>School support allocation funding is provided to support the principal at Chalmers Road School with administrative duties and reduce the administrative workload.</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"> • Coaching and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leadership <p>The allocation of this funding has resulted in: 100% of classroom teachers have worked with IL to develop their skills in teaching students with special needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: APs in classrooms to support teachers to improve their practice.</p>
<p>Literacy and numeracy</p> <p>\$3,080.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chalmers Road 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"> • Positive Behaviour for Learning <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: All classroom teachers have requested SLSO support in the classrooms during Literacy and numeracy programs to promote student learning and</p>

<p>Literacy and numeracy</p> <p>\$3,080.00</p>	<p>engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop SLSO's skills in working with students who have disabilities.</p>
<p>QTSS release</p> <p>\$27,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chalmers Road 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"> • Whole School Assessment Package <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in: 17% of students accessed the intensive numeracy program, where they were withdrawn from class to work one on one with a teacher for a 15 minute lesson individualised to their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Limited access to casual teachers has resulted in the program not be run every week, considering how this program could be opened up to more students.</p>
<p>COVID ILSP</p> <p>\$33,433.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: 37% of students have access to the Covid literacy program where they are withdrawn from the classroom and work one to one with a teacher on an individualised program. Teachers of all students involved in the program have seen an improvement in the students individualised target areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Program will continue and with funding changes aim to have more students involved.</p>
<p>SSP F</p> <p>\$282,123.70</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Chalmers Road 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"> • Positive Behaviour for Learning • Expertise and innovation • Coaching and Mentoring • Other funded activities

<p>SSP F</p> <p>\$282,123.70</p>	<p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Releasing staff to participate in professional learning • APs to work with teachers in an instructional leadership role. <p>The allocation of this funding has resulted in:</p> <p>100% of classroom teachers have access to coaching and mentoring from the AP to develop their classroom practice when working with students who have special needs.</p> <p>100% of staff using PBL language in interactions with students and promoting</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to ensure classroom teachers are developing their teaching practice.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	49	50	58	57
Girls	15	13	11	14

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
Assistant Principal(s)	3
Classroom Teacher(s)	10.29
Teacher Librarian	0.4
School Administration and Support Staff	15.22

*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	861,258
Revenue	3,764,331
Appropriation	3,680,473
Grants and contributions	83,356
Investment income	502
Expenses	-3,527,276
Employee related	-3,253,253
Operating expenses	-274,023
Surplus / deficit for the year	237,056
Closing Balance	1,098,314

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	1,600
Equity Total	48,277
Equity - Aboriginal	0
Equity - Socio-economic	15,325
Equity - Language	32,952
Equity - Disability	0
Base Total	3,106,633
Base - Per Capita	36,282
Base - Location	0
Base - Other	3,070,350
Other Total	447,982
Grand Total	3,604,492

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.

Parent/caregiver, student, teacher satisfaction

Parents/carers were given opportunities to provide feedback on different activities throughout the year.. Surveys were distributed and emailed to parents and we continue to invite and welcome parent/carer feedback. Parents and carers were surveyed at the completion of the Personalised Learning Support Plan goal-setting meetings with teachers and it indicated that they found no difficulty in scheduling meetings with teachers with 97% of parents finding it a valuable to collaborate in the goal-setting process for their child., with 100% of parents feeling that their input was valued during the meeting. New parents of students who transitioned during 2021 all confirmed that they would like to be able to come into the school setting during the enrolment and transition processes but understand that this was impacted by CoVID 19.

Staff also completed surveys on a variety of school activities and events to ensure they also have a voice in the school. Staff are given the opportunity to provide feedback, express concerns, ways to improve and share successes. The survey and feedback from students, staff and parents ensure Chalmers Road School is collaborative and considered in making school decisions and in teaching and learning programs. The results from the PMES indicated that 75% of staff that completed the survey felt a connection to the school and there was an improvement in the indicators that drive engagement within the school environment.

Key Drivers

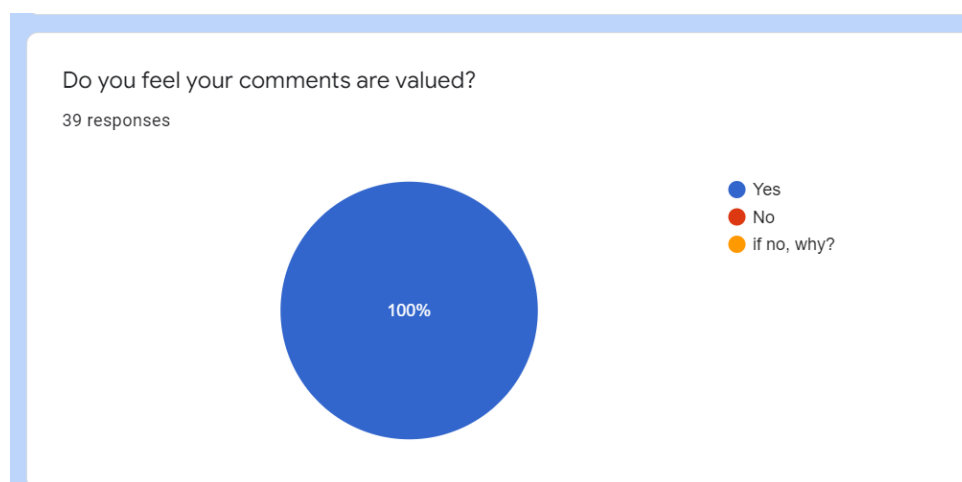
The items listed below are the survey items that are most strongly correlated with engagement within your team. These are the items that we know drive engagement in your team. These should also be considered when building your team Action Plan.

Key Drivers	2021 Score	Action
Change is managed well in my organisation	43%	Improve
I have confidence in the ways my organisation handles grievances	43%	Improve
There are effective resources in my organisation to support employee wellbeing	50%	Improve
My organisation generally selects capable people to do the job	57%	Improve
I am confident work health and safety issues I raise will be addressed promptly	64%	Improve
My workgroup works collaboratively to achieve its goals	71%	Maintain

Key drivers are split into areas to **maintain** (high correlation, high score) and areas to **improve** (high correlation, low score).

Look for ways to ensure high scoring drivers stay high scoring, while also looking to improve the low scoring drivers.

PMES survey results



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.