

2021 Annual Report

Induna School



INDUNA SCHOOL
RESPECT • RESPONSIBILITY • PARTICIPATION

5756

Introduction

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

Induna School

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School vision

Our vision is to promote student wellbeing by providing a positive, supportive and safe learning environment that fosters healthy relationships and empowers students to make informed life choices.

School context

Induna School is a school for specific purposes which has a maximum enrolment of 42 students. Currently with an Induction class and 6 classes from years 7-12; this includes 82% Aboriginal students. Induna promotes Aboriginal culture and perspectives across the school community. The school works in partnership with Youth Justice and is located within the Acmena Youth Justice Centre in South Grafton.

A significant number of students have Special Education, Behavioural, Mental Health, Social and Emotional needs. All students have a Personal Learning Pathway (PLP) that aims to support them in completing a Record of School Achievement (ROSA), Higher School Certificate (HSC), Vocational Education & Training (VET), Technical and Further Studies (TAFE) or develop skills for future employment. The school has a committed executive and teaching staff focused on maximising learning outcomes which are reflective of best practice and align with the implementation of teacher accreditation and recent educational reforms. The core values of Respect, Responsibility and Participation are promoted across the whole Centre. The school receives equity funding to support students from Aboriginal and/or Torres Strait Islander and low socio-economic backgrounds. Literacy, Numeracy and Aboriginal Education are priority areas for the 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student has strong foundations in literacy and numeracy through evidenced based effective classroom practice and aspirational student 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.

- Quality Teaching
- Student Centred Learning Processes

Resources allocated to this strategic direction

School support allocation (principal support): \$18,838.00

SSP (Roll Over 2020 Term 1): \$37,500.00

SSP (Terms 2-4): \$112,500.00

SSP supplementary funding: \$16,867.00

Per capita: \$23,088.00

Location: \$1,910.00

Professional learning: \$15,760.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to build teacher capacity and improve student outcomes.

Focusing on high impact professional learning, staff were guided through a range of professional learning opportunities to build their understanding of quality teaching practices.

Staff have worked collaboratively in implementing the quality teaching strategies into their classroom practice and developing their teaching and learning programs. Through this collaboration and professional dialogue there has been a positive shift in focus on student learning rather than behaviour management.

Differentiated support has been provided for staff at their point of need however further support is required moving into 2022 for continuous improvement. A future focus is on the purposeful collection of targeted data to show both staff and student growth.

During 2021 we have reflected on initial assessment data when the students enrol and made changes to this process. Information collected was analysed and shared with staff.

Through the new Induction process and data collection, staff are able to access a deeper understanding of individual student strengths and areas for improvement. This has helped them to be able to cater for students as soon as they come into their classrooms at their individual point of need. We have seen an increase in the authentic use of Personalised Learning Plans, where students now have a voice in setting and monitoring their own learning goals and staff are being supported to routinely evaluate student learning.

There has been professional learning around the use of Learning Progressions to support assessment and the collection of data, and this is an area for further development moving into 2022. Changes have been made to the Literacy/ Numeracy classes to move away from compliance tasks and into more authentic learning opportunities for students to meet individual needs. This is still a continued focus into next year as staff become more skilled at supporting students through the explicit teaching of literacy and numeracy. We have also identified that we need to develop a means of routinely collecting and analysing data so we are able to show student growth in literacy and numeracy.

In 2022 Induna School will revisit the induction process for all students, refining the system for initial assessment data collection of student learning and embed SMART goals in each student's Personalised Learning Pathway plan.

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
<ul style="list-style-type: none"> • All staff have become familiar with using Learning Progressions to support individual student literacy and numeracy achievement. 	<p>Staff have had the opportunity to look at Learning Progressions to begin to develop their understanding around Creating Text and how this could be used across all Key Learning Areas to track student growth. As a team we have looked at writing samples and used Consistent Teacher Judgement to plot students against the Learning progressions. This has provided the opportunity to develop staff capacity in critically analysing samples of work and being able to identify areas of individual need for students. The staff have also looked at work samples to develop ideas for future teaching opportunities to support learning. Staff have reflected on the links between the Learning Progressions and syllabus content and how they can support individual student learning needs. The teachers have all looked at the digital platform through ALAN to see what PLAN 2 looks like and further professional learning and support around using this data platform to track student growth will support this initiative next year.</p>
<ul style="list-style-type: none"> • All staff members will identify and develop quality teaching and learning strategies as part of the Performance and Development Plan process, including developing understanding on the use of Learning Intentions and Success Criteria in explicit teaching. 	<p>All staff incorporated building their teaching capacity into their Performance and Development Plan, this will continue to be an area of focus in 2022. In 2021 we have developed Scope and Sequences for all subjects across all stages and begun to develop and trial the corresponding units of work. We have introduced Success Criteria and Learning Intentions as part of an explicit teaching focus in some lessons and surveyed the staff to see their thoughts and areas for further development. We visited some local schools to see Success Criteria and Learning Intentions being implemented into classrooms which gave the staff a solid start in how different elements of explicit teaching practice could be utilised in our unique setting. Moving into 2022 we have discussed picking specific subjects/areas to target using Success Criteria and Learning Intentions to further develop staff capacity. We will also look at how we can add explicit teaching strategies into our programming documents across all key learning areas. Executive have implemented a supervision timeline to support the development of high quality teaching and learning and this has shown improvement throughout the year as a result of authentic feedback conversations. In collecting data on program supervision this year it became evident that assessment is an area of need as we continue to work towards achieving student growth in learning. In 2022 a strong focus on consistency and high expectations will be necessary to ensure all staff are developing and delivering high quality units of work and providing a range of learning opportunities to all students. In addition, 2022 will see a significant turnover in staff and it will be imperative that specific professional learning is shared to ensure all staff are collaborating on explicit teaching strategies including success criteria, learning intentions, effective feedback and reflective practice.</p>

Strategic Direction 2: Wellbeing

Purpose

To embed the implementation of the whole school wellbeing framework for staff and students to foster healthy relationships, resilience and the importance of becoming successful lifelong learners

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.

- Whole School Wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$66,947.29

English language proficiency: \$2,400.00

Aboriginal background: \$79,461.00

Professional learning: \$2,300.00

SSP supplementary funding: \$22,424.00

Summary of progress

Our focus for 2021 was to implement a whole school wellbeing framework for staff and students to foster healthy relationships, resilience and the importance of becoming lifelong learners. The school reviewed our Learning and Support processes and procedures resulting in a stronger focus on student learning.

Through targeted professional learning staff have been guided through a range of learning opportunities to build their understanding of effective strategies to maintain a healthy workplace environment to support their own wellbeing and that of others. Staff have also been involved in the development of a more authentic Personalised Learning Pathways plan process which has been supported through an effective learning and support team focused on student learning needs.

Further coaching and mentoring to support the setting of SMART Goals and the evaluating Personalised Learning Pathways as we move into 2022 should enable staff to develop their competency and confidence to cater to students' individual needs. We have begun to teach formal lessons on Social and Emotional wellbeing as a means of building students' awareness and strategies in supporting their behaviours both at school and in their personal lives. This is another identified area for staff to build on in the future.

Our focus for 2021 to support community connections and student engagement, which has centred around the development of authentic Personalised Learning Plans, has increased staff knowledge of the Aboriginal Education Policy and professional learning.

Through targeted professional learning on Personalised Learning Pathways, focusing on setting SMART (Specific, Measure, Agreed, Realistic and Timed) goals, staff have been able to identify student individual needs. Staff have begun using this in a more authentic way, where students have a voice, to target specific areas in their learning to achieve growth. We have collaborated with Youth Justice to implement the EPIC (Encouraging Positive Improvement and Change) Scheme focusing on positive student behaviour across both Centre and school environments. This collaboration has contributed to a more consistent approach to setting individual student targets and expected behaviours. Data demonstrates that staff at Induna are now more focused on rewarding and supporting positive behaviours than previously.

All staff have been involved in a range of professional learning to develop understanding and knowledge of the Aboriginal Education Policy and how to implement this into their teaching and learning. Moving forward into 2022 there will be further professional development to support this and ensure it is embedded across the school.

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
<ul style="list-style-type: none"> • All staff will have awareness of new Departmental documents to support whole school wellbeing. • Wellbeing team develop their understanding of the Wellbeing Framework for Excellence. 	<p>Whole school wellbeing remains a constant focus in our setting where we continue to support the wellbeing needs of all stakeholders. There has been an increased involvement in our weekly staff wellbeing sessions where everyone is able to participate at their own level. We have begun using a resource " The Good Society" to explicitly teach Social and Emotional Wellbeing lessons across all classes. We looked at data from Sentral to guide this initiative and identified areas of respect and developing positive relationships were a need. Due to the delay in the release of the Department documents, particularly the new Behaviour Strategy, there has been limited progress, we look forward to the release in 2022.</p> <p>Induna School developed its own Wellbeing Framework specific to the needs of our unique setting. The impact of this has resulted in improved staff wellbeing and opportunities for collaboration. The student population was further supported through the School Support Officer and the Aboriginal Education Officer both working closely with staff and students through Personalised Learning Pathways and cultural awareness initiatives.</p>
<ul style="list-style-type: none"> • All stakeholders are aware of and using student Personalised Learning Pathways to set, monitor and achieve ongoing academic and cultural goals. • All staff will participate in professional learning on Department Aboriginal Education Policy and supporting documents. 	<p>There has been a vast improvement in the authentic use of Personalised Learning Pathways to set, monitor and achieve student goals. All students now complete Induction and goals are set in collaboration with the student, to target specific learning needs. Staff are becoming more confident in using these goals to support teaching in their classrooms, across key learning areas and are beginning to provide evidence of student achievement. Guidelines have been established to support staff in documenting student achievements and provide professional learning on SMART goals, so that staff are able to write Specific, Measurable, Achievable, Realistic and Timely goals. There is still some work to be done with this but data shows an increase in staff using the Personalised Learning Pathway to support teaching and learning.</p> <p>All staff have participated in professional learning on the Department Aboriginal Education Policy. Staff continue to use the 8 Ways pedagogy to support their teaching.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$66,947.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Induna 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"> • Whole School Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff employed to support Whole School Wellbeing • professional development of staff through student Personalised Learning Plans to support student learning and engagement <p>The allocation of this funding has resulted in: Increased engagement by students being involved in the goal setting process in their Personalised Learning Plans. Staff have better understanding of the use of data to set goals with students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing support to teaching staff to regularly update and evaluate student Personalised Learning Plans goals to show evidence of student achievement.</p>
<p>Aboriginal background</p> <p>\$79,461.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Induna 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"> • Whole School Wellbeing • Community Connections <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 students • employment of specialist additional staff (Learning and Support Teacher - LaST) to support Aboriginal students • employment of specialist additional staff (Aboriginal Education Officer - AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: The Aboriginal Education Officer supported staff in embedding Aboriginal Perspectives or culture in their teaching and learning programs and supporting the Induction teacher to set cultural goals in the student Personalised Learning Plans (PLPs). The Student Support Officer established relationships quickly with students to be able to set relevant goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Aboriginal Education Officer's work will be ongoing to support staff and students to make the Personalised Learning Plan an authentic working document.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Induna School.</p>

<p>English language proficiency</p> <p>\$2,400.00</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 Wellbeing <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: The use of a staff survey to gain insight into their understanding of student Personalised Learning Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further support to ensure staff are using the Personalised Learning Plans regularly to update and evaluate student goals.</p>
<p>Location</p> <p>\$1,910.00</p>	<p>The location funding allocation is provided to Induna 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to build staff capacity to meet student literacy and numeracy needs. <p>The allocation of this funding has resulted in: Induction being reviewed and streamlined to better meet student needs. A new assessment tool being trialed. During Literacy and Numeracy lessons data being used to target student need through explicit teaching to close gaps in student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support staff in effectively using the assessment tool to explicitly teach to gaps in student learning.</p>
<p>COVID ILSP</p> <p>\$22,616.62</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"> • Not applicable. <p>The allocation of this funding has resulted in: COVID ILSP funding was withdrawn from Induna School in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Not applicable.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	29	36	17	14
Girls	0	0	0	0

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)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.8
School Administration and Support Staff	9.42

*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	877,891
Revenue	2,445,468
Appropriation	2,432,911
Grants and contributions	7,215
Investment income	132
Other revenue	5,210
Expenses	-2,776,057
Employee related	-2,241,030
Operating expenses	-535,027
Surplus / deficit for the year	-330,589
Closing Balance	547,301

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	148,808
Equity - Aboriginal	79,461
Equity - Socio-economic	66,947
Equity - Language	2,400
Equity - Disability	0
Base Total	1,942,537
Base - Per Capita	23,089
Base - Location	1,910
Base - Other	1,917,538
Other Total	284,400
Grand Total	2,375,746

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

In 2021 the school sought the opinions of both the school community and students through surveys, meetings and the review of available sources of data to measure school effectiveness. This was very limited due to low numbers of students at school and access to school by community, due to COVID restrictions on Centre. The Caseworkers have continued to value and support the individualised learning environment and programs designed to support each student's learning needs. The strong relationships and rapport that staff develop with the students lead to a safe and caring learning environment. All Induna staff have appreciated the extra staff employed in the school to develop their own skills and the meet the learning needs of the students. The satisfaction from the community continues to grow with the work across the Centre to implement a consistent positive approach to managing problematic student behaviour.

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.

Aboriginal Education - School statement

The aim of the Aboriginal Education team is to promote the value of education to the students and to assist teachers in the delivery of their programs. By re-engaging Aboriginal and Torres Strait Islander (ATSI) students and increasing their literacy and numeracy skills more opportunities open up for them.

Our main goal is to make the Education System a more welcoming environment for students. We will strive to achieve this by using seven key focus areas.

These seven key focus areas are:

1. Access and Participation
2. Readiness for school
3. Community engagement and connection
4. Attendance and Re-engaging in Education
5. Literacy and Numeracy
6. Leadership, Quality teaching and workforce development (Professional Learning)
7. Pathways to real post school options

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.

Multicultural and anti-racism education - School Statement

Our vision is to promote student wellbeing by providing a positive, supportive and safe learning environment that fosters healthy relationships and empowers students to make informed life choices.

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that racism is not accepted. School staff will actively respond to student racist behaviour.