

2022 Annual Report

Jerrys Plains Public School



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Introduction

The Annual Report for 2022 is provided to the community of Jerrys Plains 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.

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School vision

To continue to build a collaborative and inclusive educational environment where teachers hold high expectations of their students, they know their students well, value them as learners, and support their learning. This will lead to teachers promoting high expectations of their students, differentiating instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

School context

Built on the land of the Wanaruah people, Jerrys Plains Public School opened in January 1881. The heritage listed buildings date back to 1879.

We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We see our students as individuals, and the curriculum is planned accordingly to cater for each child's specific needs.

Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Thirteen percent of our students recognise and celebrate their Aboriginal heritage.

The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. Jerrys Plains Public School is a proud member of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	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 maximise student learning outcomes for every student at Jerrys Plains Public School, all staff will further develop and refine teaching and learning through researched-based methods, as well as, using data driven practices in literacy and numeracy to build strong foundations for academic success.

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.

- Student Progress and Performance
- Assessment

Resources allocated to this strategic direction

QTSS release: \$6,090.81

Low level adjustment for disability: \$33,679.23

Socio-economic background: \$27,388.64

Location: \$1,460.00

Professional learning: \$6,357.66

AP Curriculum & Instruction: \$30,114.20

Summary of progress

In 2022 the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Setting project. Staff were upskilled in data analysis to inform planning, with a particular focus on collaboration and the use of assessment and data in Multiplicative Thinking. Staff developed a deeper understanding of the Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. The project has delivered significant gains to school operations, teacher practice and student learning outcomes. Teachers are now consistently embedding explicit instruction into their lessons and routinely engage in student-centred conversations that examine data to track learning progress and determine next steps. A significant commitment was made throughout the year to support student wellbeing and behaviour initiatives, leading to improved outcomes for both teachers and students. Teacher programming and lesson planning is now more structured and closely aligned to syllabus outcomes and differentiation is reflected through the use of the Learning Progressions.

In 2023 the school will continue to embed the learning gained through the CSUS project, with additional resourcing allocated to the use of learning sprints to consolidate Multiplicative Thinking strategies. The school will also look to build efficiencies in the use of professional learning opportunities and resources to ensure closer alignment to school data and student learning needs.

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 proportion of students achieving in the Top 2 NAPLAN Reading bands from the baseline by 9%.	A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in the employment of decodable texts and explicit phonics to be included in teaching programs. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy bands from the baseline by 9.1%.	The network small schools target for numeracy was not met, however we have had a growth of 5.8% from baseline data. This was supported a by focus on collaboration and the use of assessment and data in Multiplicative Thinking through Collaborative Support for Unique Setting (CSUS) project.
The percentage of students achieving expected growth in NAPLAN Reading is	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

trending towards the lower-bound system-negotiated target.	however individual student progress is reported directly to parents and carers throughout the year.
The percentage of students achieving expected growth in NAPLAN Numeracy is trending towards the lower-bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	Due to a small cohort there is no valid data is available for 2022. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase % of Aboriginal students achieving top 3 NAPLAN bands in numeracy.	Due to a small cohort there is no valid data is available for 2022. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • Value Added for K-3 and 5-7 is trending towards Sustaining and Growing. • Value Added for 3-5 is trending towards Excelling. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order for the school to achieve excellence in supporting student wellbeing, strategies and practices will be planned to maximise the promotion of a supportive learning environment in the classroom and the fostering of positive relationships across the school community. As a result, respectful relationships will be evident and widespread among students, staff and community, ensuring optimum conditions for student learning across the whole school.

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.

- Attendance & Wellbeing
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$3,200.00

Socio-economic background: \$30,000.00

Summary of progress

In 2022 we continued to implement Visible Wellbeing through our Positive Behaviour for Learning program, and have changed the language that we use to align with Visible Wellbeing. A tiered program was developed to reward students for displaying strengths and demonstrating their understanding of the Jerrys Plains Public School values of Respect, Organisation, Commitment, Kindness and Safety. These strengths and values were explicitly taught and explored in regular wellbeing lessons. As a result students have demonstrated an increased understanding that strengths are positive personal characteristics, and have a consistent language and dialogue when discussing these.

In addition, we introduced some aspects of the Berry Street model to promote self-regulation and student emotional and social wellbeing. Morning Circle was incorporated into daily sessions, and students worked together to identify a plan for strategies for self-regulation. Teachers incorporated lessons that focused on individual strengths to support students' mental and emotional health and develop a shared growth mindset across the school community.

Next year our focus will be to continue to work within the VWB framework which will support further improvement towards emotional, social, physical and academic wellbeing.

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
The percentage of students attending school 90% of the time or more is at or above the system-negotiated lower bound target of 70%.	The number of students attending school 90% of the time or more has decreased.
The percentage of students reporting high Expectations for Success, Advocacy and Sense of Belonging at school is at or above the system-negotiated lower bound target of 75%.	Tell them from me survey is not available due to the small cohort. An internal data source through data survey indicates that students felt the school was a safe environment where they felt a sense of belonging.
* Increase the percentage of parents attending school assemblies * Increase the percentage of parents attending attend extra-curricular activities	<ul style="list-style-type: none">• maintain 15% of families regularly attending assemblies regularly.• increase of families attended one or all of our extra-curricular days, including Book Parade, Easter Hat Parade, Halloween Dress Up, and Christmas

* Increase the percentage of parents attending P and C meetings

• maintain 25% of families participated in regular onsite P and C meetings.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$57,388.64</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jerrys Plains 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"> • Student Progress and Performance • 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 support small group instruction in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: year 5 reading NAPLAN results achieving above state and statistically similar school groups (SSSG), Year 5 numeracy NAPLAN results achieving above SSSG.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$3,200.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jerrys Plains 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"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: engaging a community member who can share their knowledge and understanding of Aboriginal culture through art, yarning and story telling.</p> <p>After evaluation, the next steps to support our students will be: ongoing engagement of local resources to engage students in cultural art lessons to embed wellbeing practices for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$33,679.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Jerrys Plains 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"> • Student Progress and Performance <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$33,679.23</p>	<p>The allocation of this funding has resulted in the following impact: targeted students are provided with an evidence-based intervention, including explicit phonics instruction to increase learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Location</p> <p>\$7,550.81</p>	<p>The location funding allocation is provided to Jerrys Plains 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"> • Student Progress and Performance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: to work with specialist teams who are focused on increasing opportunities for collaboration. Professional learning will specifically relate to the needs of our teachers and students.</p>
<p>Professional learning</p> <p>\$6,357.66</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 Jerrys Plains 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"> • Student Progress and Performance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers released to engage in professional learning for Multiplicative Strategies • teachers released to engage in planning for new syllabi <p>The allocation of this funding has resulted in the following impact: an increase in the ability of targeted students to effectively use flexible multiplicative strategies when multiplying and dividing numbers, as was the focus of our Teaching Sprints.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$6,090.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jerrys Plains 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"> • Student Progress and Performance <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$6,090.81</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 the following impact: improved staff confidence and teaching practice. Teachers use the Teaching Sprints cycle to embed and assess evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to target professional learning to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$32,096.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students supporting small group interaction. <p>The allocation of this funding has resulted in the following impact: students in the program achieving sound progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	20	22	18	14
Girls	15	12	10	12

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.8	93.8	92.8	95.1
1	92.9	89.6	90.3	96.2
2	91.6	92.2	82.1	92.3
3	91.6	95.3	95.4	83.2
4	88.4	94.4	90.9	81.9
5	90.2	97.2	89.1	90.7
6	90.3	93.6	93.0	81.8
All Years	90.1	93.9	89.6	87.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Counsellor	1
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	78,268
Revenue	883,645
Appropriation	840,707
Grants and contributions	42,252
Investment income	686
Expenses	-807,973
Employee related	-748,411
Operating expenses	-59,562
Surplus / deficit for the year	75,672
Closing Balance	153,940

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	94,349
Equity - Aboriginal	3,281
Equity - Socio-economic	57,389
Equity - Language	0
Equity - Disability	33,679
Base Total	513,518
Base - Per Capita	7,075
Base - Location	8,131
Base - Other	498,312
Other Total	170,917
Grand Total	778,784

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

The changes introduced throughout 2022 have enabled the wider Jerrys Plains community to actively engage with the school. Parents have indicated deep satisfaction engaging in school activities and extra curricular days. At least 25% of parents are attending P and C meetings, and as a minimum, 15% of parents and carers are attending the weekly assemblies.

Student feedback was very positive around the opportunities they received at the school. Internal survey data identified that participating in sport, sense of belonging, interest and motivation, effective learning time, positive learning climate and expectations for success improved across 2022.

Additionally, staff felt supported and valued at Jerrys Plains Public School, with teacher survey data establishing high levels of happiness, advocacy, engagement and the desire for continuous improvement. This highly positive school culture has contributed to school-wide growth in student learning outcomes.

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.