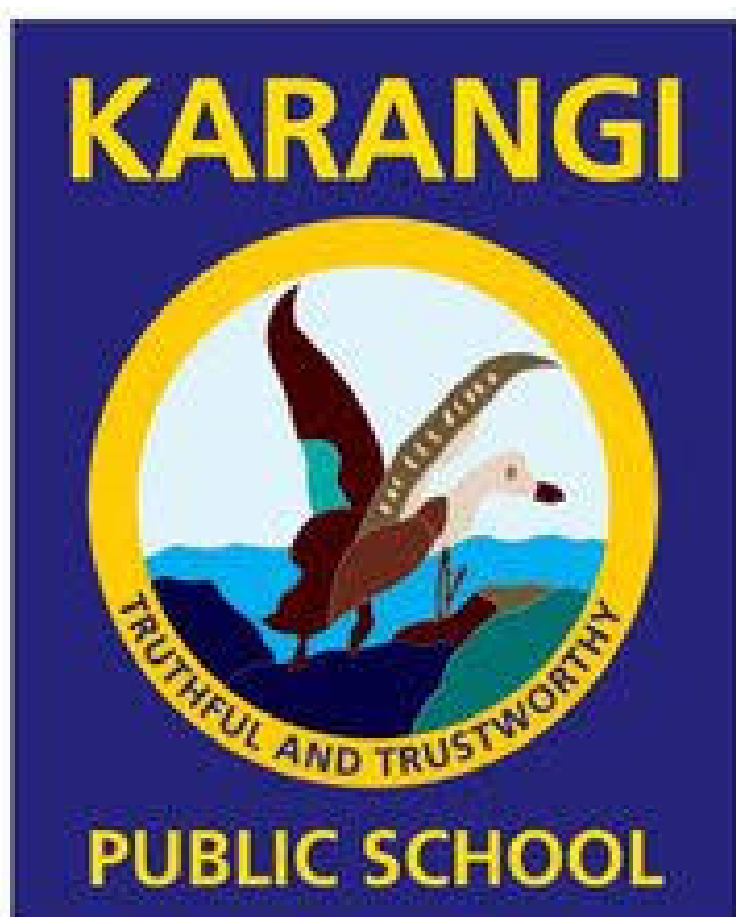# 2022 Annual Report

Karangi Public School

2260

Introduction

The Annual Report for 2022 is provided to the community of Karangi Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Karangi, 2450
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School vision

We strive for excellence in an inclusive environment where every student, teacher and leader is challenged to continually learn and grow. All students are empowered to achieve their individual potential in literacy and numeracy through visible learning and effective feedback. Quality teaching practices are supported by high impact professional learning, collaborative practice and the utilisation of valid data. Teachers, parents and students work collaboratively to maintain high expectations of attendance and well-being ensuring a positive school learning environment where every student is known, valued and cared for.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2021 we have a student population of 56. It has a Family and Occupational Education Index (FOEI) of 96. The school has a rich history and strong community support founded upon generational families and strong country values.

Our school is recognised for its country appearance, beautiful grounds and open learning spaces. Initiatives include Live Life Well, kitchen garden program, fundamental movement skills and Crunch and Sip programs.

The school is classified as a TP2 with a non-teaching principal and three classroom teachers, of which two are temporary engagements. There is a part time teacher librarian and RFF teacher. Our learning and support teacher allocation is 1.5 days per week providing targeted support in classrooms. The school and administrative staff consists of one temporary part-time school learning and support officer, one full-time senior administration manager, a two day a week senior administration officer and a three day per fortnight general assistant.

Professional learning is ongoing and responsive and is driven by student need, school planning and Department of Education priorities. The school receives a variety of equity funding including socio-economic background, Aboriginal background and Low Level Adjustments for Disability funding.

Our situational analysis identified the following high level areas for improvement including reading, writing, numeracy, attendance, student engagement and community engagement.

The strategic improvement plan has been informed in consultation with students, staff and parents/carers including the P&C and local aboriginal community.

After consultation and extensive review of data the following strategic directions have been determined:
- Growth & attainment
- Assessment, feedback and reporting on student learning
- Community engagement and partnerships in learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes of all students, staff will demonstrate quality teaching inclusive of effective classroom practice, high expectations, engagement and wellbeing in an environment where every child can succeed, thrive and learn.

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.

- Effective classroom practice in literacy
- Effective classroom practice in numeracy

Resources allocated to this strategic direction

Aboriginal background: $11,359.26
Location: $1,009.23
Integration funding support: $73,758.00
Low level adjustment for disability: $46,343.70
AP Curriculum & Instruction: $30,114.20
Socio-economic background: $11,500.00
QTSS release: $10,687.65
Per capita: $600.00
Professional learning: $8,204.64

Summary of progress

During Term 3 and Term 4 staff professional learning was individulised and followed up with collegial discussions around the impact of teaching, which was supported by collected data showing visible growth. Instructional leadership and data analysis has been supportive of teachers and classroom practices, offering additional support where needed to support student progress and achievement.

Decodable texts were introduced this year and early indications show progress of K-3 student reading results.

With the continuation of professional learning for the new K-2 curriculum, we will ensure all staff have extensive knowledge of the scope and sequence, and opportunities to collaborate with other staff in our network of schools.

Tier 2 and Tier 3 interventions, when required, will continue to require very close monitoring and data collection in order to respond appropriately to need and to move students within and between groups as required.

Check-in assessments for 2022 show Year 6 achieving above state average in reading and numeracy; Year 4 achieving the same as statistically similar groups in reading and numeracy; with Year 3 & 5 achieving below state average in reading and numeracy.

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 percentage of students in the top 2 bands for NAPLAN numeracy to between 26.8% and 31.8%	60% of Year 3 students achieved in the middle two bands with 10% achieving in the top 2 bands. 60% of Year 5 students achieved in the middle two bands for numeracy with the top two bands continuing to be a focus. We did not achieve our target this year, however strategies are being implemented to achieve it in 2023.
Increase the percentage of students in the top 2 bands for NAPLAN reading to between 56.2% and 61.2%	60% of Year 3 students achieved in the middle two bands with 20% achieving in the top 2 bands. 50% of Year 5 students achieved in the middle two bands with 10% achieving in the top 2 bands for reading. We did not achieve our target this year, however strategies are being implemented to

Increase the percentage of students in the top 2 bands for NAPLAN reading to between 56.2% and 61.2%	achieve it in 2023.
Increase the percentage of students achieving expected growth in NAPLAN reading to between 60% and 100%	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 the percentage of students achieving expected growth in NAPLAN numeracy to between 60% and 100%	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: Student wellbeing and attendance

Purpose

Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements. Ensure students attend school every day the school is open. Establish and maintain respectful collaborative relationships with students and parents/ carers regarding their children's learning and wellbeing.

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
- Student wellbeing and behaviour

Resources allocated to this strategic direction

Aboriginal background: $2,000.00
Socio-economic background: $3,798.16

Summary of progress

During the year we developed initiatives to promote student engagement and to encourage positive school attendance behaviours. Effective attendance strategies implemented included PBL pop-up days, rewards, phone calls home, attendance reports and setting the scene on what was coming up in the next week so students wanted to attend.

We implemented a range of strategies to improve student wellbeing and behaviour. This included cooperative play, lessons on sense of belonging, art club, sporting events during all breaks as well as discussing with students who were utilising the buddy bench what they would like introduced during breaks.

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 percentage of students attending school 90% or more to between 82.8% and 87.8%	Students average attendance for the year at 90% or more has not been at the level anticipated and has not achieved the target. In Term 4 we have seen significantly improved attendance. Strategies will be implemented in 2023 to continue to improve student attendance.
Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 87.7% and 92.7%	Tell Them From Me survey data results increased in 2022. This was particularly so in students sense of belonging. Our results were above State and statistically similar school groups. We are tracking well to achieve our target.

Strategic Direction 3: Community engagement and partnerships in learning

Purpose

To increase community engagement in student learning, school activities and initiatives. Karangi Public School is recognised as being student centered with a focus on achievement, progress and wellbeing.

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.

- Community engagement

Resources allocated to this strategic direction

Location: $500.00

Summary of progress

The P&C was reinstated during Term 3 with a positive increase in community engagement and our partnerships in learning strengthened with clear communication between school and home. An annual parent satisfaction survey was conducted for the first time at Karangi Public School. We had 100% of our families completing the annual satisfaction survey and look forward to using this data to further strengthen our community engagement and partnerships in learning. We will continue to seek strategies to increase and enhance parents' engagement and participation in class and school activities during 2023.

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
Annual Parent/Community Survey data increases to 95% in 'Parents Would Recommend the School to Other Parents'.	The 2022 annual Parent/Community Survey data shows that 82% of 'Parents Would Recommend the School to Other Parents'. We will continue to strengthen this goal in 2023.
Annual Parent/Community Survey data increases to 95% in ' Students, staff and parents work together to improve student learning outcomes'.	The 2022 annual Parent/Community Survey data shows that 60% of ' Students, staff and parents work together to improve student learning outcomes'. We will continue to strengthen this goal in 2023.

Funding sources	Impact achieved this year
Integration funding support $73,758.00	Integration funding support (IFS) allocations support eligible students at Karangi Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** Each student requiring additional support has been catered to in a differentiated manner. The employment of additional School Learning and Support Officers has allowed the implementation of these support programs. **After evaluation, the next steps to support our students will be:** In 2023, strengthening the processes and practices of the Learning and Support program at the school will ensure a streamlined approach to identifying and addressing student needs.
Socio-economic background $15,298.16	Socio-economic background equity loading is used to meet the additional learning needs of students at Karangi Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy • Attendance **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • professional development of staff through the Lead Learner series to support student learning **The allocation of this funding has resulted in the following impact:** Students at Karangi Public School have been provided with high-quality learning resources. These include online subscriptions and equipment. Students have also been supported with attending school excursions and programs. **After evaluation, the next steps to support our students will be:** In 2023, the school will offer student financial support for major excursions so that no student misses an opportunity to engage. The school will review its processes for offering this support.
Aboriginal background $13,359.26	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karangi 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy • Attendance **Overview of activities partially or fully funded with this equity loading**

Aboriginal background $13,359.26	**include:** • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** The activities completed have supported all staff in providing targeted and individualised teaching and learning to best meet student needs. **After evaluation, the next steps to support our students will be:** Providing a space where culture is acknowledged and celebrated and to ensure culturally responsive practice within teaching and learning programs.
Low level adjustment for disability $46,343.70	Low level adjustment for disability equity loading provides support for students at Karangi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** Close case management within the classroom and in small group settings which has Increased learning outcomes, supported a differentiated curriculum, the development of resources and capacity building of teachers to ensure meeting the literacy needs of identified students. **After evaluation, the next steps to support our students will be:** Continuous updating of NCCD data and IEPs, and PLPs feedback from external providers and parent/carer collaboration.
Location $1,509.23	The location funding allocation is provided to Karangi Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy • Community engagement **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement • additional staffing for teachers to engage in professional learning **The allocation of this funding has resulted in the following impact:** The school purchased numerous resources for all students to use and staffing was boosted to enable staff to engage in deeper Professional Learning. Student wellbeing needs were met as they always had learning resources and were engaged in opportunities. **After evaluation, the next steps to support our students will be:** Offering wider opportunities to students and a stronger impact of staff professional learning in the classroom.
Professional learning $8,204.64	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 Karangi Public School.

Professional learning $8,204.64	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in numeracy **Overview of activities partially or fully funded with this initiative funding include:** • staff engaged in various Professional Learning experiences over Semester 2. These included, but were not limited to, Curriculum Reform modules. **The allocation of this funding has resulted in the following impact:** Staff engaged in various Professional Learning experiences over the year. The Professional Learning the staff have participated in throughout Semester 2 has been relevant and rigorous. All learning has had an impact in the classroom with staff embedding strategies and pedagogy into their classroom almost instantly. Early signs are showing a developing impact on student outcomes. **After evaluation, the next steps to support our students will be:** Due to a change in staff, initially future Professional Learning will involve building capacity and culture of the new staff members.
QTSS release $10,687.65	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karangi Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice in literacy **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • literacy and numeracy online programs and resources, to support teaching, learning and assessment **The allocation of this funding has resulted in the following impact:** Students are using resources that are engaging and explicit in nature. The resources are considered quality and staff analyse each resource to ensure its use is purposeful. **After evaluation, the next steps to support our students will be:** With the inception of the K-2 and 3-6 syllabus documents, the school will refine the literacy and numeracy strategies and resources they employ.
COVID ILSP $33,040.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The COVID ILSP has run in conjunction with the Learning and Support Program at the school. Students were identified and support was provided. Every student saw growth from this intervention.

COVID ILSP	**After evaluation, the next steps to support our students will be:**
$33,040.00	Analysed end of year data to determine targeted students and ensure ongoing needs are met.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	49	42	28	25
Girls	37	32	28	31

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	92.6	98.7	91.5	81.5
1	91.4	93.6	95.7	78.3
2	92.4	93.9	92.2	89.6
3	90.7	92.9	90.4	85.4
4	91.2	94.9	92.1	88.0
5	92.3	87.9	95.3	84.4
6	86.4	89.5	88.0	89.3
All Years	91.2	92.8	92.0	85.2
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)	2.39
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	60,509
Revenue	997,596
Appropriation	982,751
Sale of Goods and Services	360
Grants and contributions	14,292
Investment income	192
Expenses	-997,423
Employee related	-870,491
Operating expenses	-126,932
Surplus / deficit for the year	173
Closing Balance	60,682

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	39,048
Equity Total	75,001
Equity - Aboriginal	13,359
Equity - Socio-economic	15,298
Equity - Language	0
Equity - Disability	46,344
Base Total	702,408
Base - Per Capita	14,150
Base - Location	1,509
Base - Other	686,748
Other Total	64,330
Grand Total	880,787

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

Throughout 2022, the school sought feedback from students via the Tell Them From Me Survey.

The feedback included:

- 88% of students believe they have a positive sense of belonging, above the government norm of 81%.
- 88% of students believe they have positive relationships at school, above the government norm of 85%.
- 83% of students value schooling outcomes which is below the government norm of 96%.
- Karangi Public School has a 7.0 school mean for advocacy at school, below the 7.7 NSW Govt norm.
- 63% of students feel proud of their school.
- 54% of students have a positive growth orientation, meaning they set challenging goals for themselves in their schoolwork and aim to do their best. The norm for this is 79%.
- 70% of students know where to seek help if they are bullied.

In 2022, 100% of staff completed the annual teacher satisfaction survey.

The feedback included:

- 90% feel that staff collaborate and work as a team.
- 100% of staff feel that the school has clear expectations for student behaviour and the rules are known by every child.
- 70% of staff feel that all teachers have high expectations and are improving student learning outcomes.
- 80% feel that all teachers thoroughly understand and use the syllabus to plan and assess teaching.
- 100% of staff feel that the school provides a quality service to all students and parents.

In 2022, 100% of parents completed the annual parent satisfaction survey.

The feedback included:

- 73% of parent responders say the school always has clear expectations for student behaviour and the rules are known by my child.
- 63% of parent responders say the school always provides a quality service to my child and to me.
- 50% of parent responders say the school always regularly provides me with information about what is happening at school.
- 89% of parent responders say they would always recommend this school to others.

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.