

2022 Annual Report

Pilliga Public School



2870

Introduction

The Annual Report for 2022 is provided to the community of Pilliga 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

Pilliga Public School

Dangar St

Pilliga, 2388

<https://pilliga-p.schools.nsw.gov.au>

pilliga-p.school@det.nsw.edu.au

6796 4338

School vision

At Pilliga Public School we provide high quality, inclusive educational experiences. All students remain connected to country through staff, parents and students working in partnership to maintain high expectations to ensure that all students become resilient, self-directed and successful learners.

School context

Pilliga Public school with a current enrolment of 18, is a rural and remote school located in the far west region of NSW, 100 kilometers from our nearest regional center. School numbers have fluctuated in the past four years with student numbers ranging from 9 to 24. We anticipate that numbers will settle around the 12 mark for the next five years. 62% of the students identify as Aboriginal or Torres Strait Islanders. The school delivers lessons that embrace the local Kamilaroi language and culture. Students have high levels of access to technology, all classrooms are fitted with interactive panels and all students have access to individual I-Pads and laptops. The school currently has two full time teachers and two support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

Based on the outcome of our Situational Analysis, an area of focus will be to develop our formative and summative assessment practices to ensure we teach students at their point of need. Work will take place on developing quality summative and formative assessment tasks and data collection. Both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth.

Parent, student and staff surveys highlighted the importance of student voice, wellbeing and the engagement of all students. Throughout the next four years there will be whole school focus on providing a comprehensive wellbeing and resilience program that is sustainable and tailored to our 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement, growth and performance in reading, writing and numeracy by developing data driven teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$27,527.00

Socio-economic background: \$11,492.00

Low level adjustment for disability: \$14,654.00

Professional learning: \$6,603.00

QTSS release: \$4,022.00

AP Curriculum & Instruction: \$31,980.00

Summary of progress

Our Focus for 2022

To build leadership skills and knowledge of evidence informed practice including the use of PLAN2 data to support student learning in Reading.

This has involved

The school used the Determining Implementation Gap (DIG) tool to identify the school focus areas of Collaboration and Use of Data and Assessment

Worked in partnership with the Collaborative Support Unique Settings (CSUS) project to analyse a range of internal and external data sources, identify the school Reading focus and align a sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2.

Department of Education ALAN suite of assessments was utilised to establish student baseline data in the identified progression sub element in PLAN2- Phonological Awareness and Phonics for all students K-6.

Scheduled five weekly data analysis to monitor student progress and plan next steps in teaching and learning. These meetings included the principal, support staff and CSUS team.

Co-designing and implementing a Theory of Action to accommodate the needs and context of the school to support student growth and attainment, and (whole) school improvement.

Staff pre-survey in phonological Awareness identified knowledge and understanding of research-based practice and was used to inform differentiated teacher professional learning

Staff have now initiated the development and implementation of a scope and sequence for phonics that reflects the Department of Education and our decodable texts.

Learning conversations are based around the metalanguage of Literacy progressions.

Regular scheduled meetings to ensure successfully tracking and monitoring of student improvement.

Decodables now align with the scope and sequence. Moving into using decodable to practice explicit skills- increased use of decodables and linking to phonics scope and sequence. Base is the explicit phonics scope and sequence all other resources are aligned to the sequence to ensure students can link content to known skills. This is promoting individual learning that is self-directed by students. Students are developing their resilience and perseverance at tasks.

Principal is leading learning by - deep understanding of excel and apply data as a formative assessment.

As a result

The school PLAN2 data indicated very strong student growth in reading. The data indicated a student percentage score increase in Phonological Awareness and Phonics from the first data capture of 60% to the final capture to 90%. This indicated an overall student growth of 30% in reading in 15 weeks.

Intervention groups - students are engaged in learning and curious about their new learning. Students are able to self-direct their learning.

Peer check-in and support is provided student to student

Student growth in NAPLAN and check-in improvements are evident. Time spent on assessments has increased and value the importance of monitoring learning

All teaching staff including SLSO are demonstrating confidence and delivering quality -actively engaged in professional dialogue around specific language relevant to the focus area. Evidence of deep thought process and planning when instructing students.

Next year our focus will be

Continue to embed phonics, phonemic awareness, fluency, vocabulary and comprehension support as part of the literacy learning and teaching block.

Redirect the school focus to Numeracy using evaluative practice methodologies developed through CSUS. This will include the use of regular PLAN2 data captures and research-based best practice with the support of a Virtual Assistant Principal Curriculum and Instruction (APC&I)

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
Students achieve in the top two bands of system negotiated lower bound target of reading at 60%.	The majority of students achieved above the system negotiated target in reading. Individual student progress is reported directly to parents and carers throughout the year.
Students achieve in the top two bands of system negotiated lower bound target of numeracy at 60%	The majority of students achieved above the system negotiated target in numeracy. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Well-being and Engagement

Purpose

Create a planned approach of whole school well-being processes that support high levels of well-being and engagement.

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.

- Well-being and Engagement

Resources allocated to this strategic direction

Location: \$500.00

Aboriginal background: \$40,286.29

Socio-economic background: \$38,051.00

Summary of progress

Our focus for 2022

To increase students' ability to communicate effectively within groups, to be able to make informed decisions and accept responsibility for consequence and to enjoy a sense of belonging within the school environment.

This has involved:

- students having input into the timetabling of core curriculum lessons;
- participating in the decision-making process of purchasing and allocation of technology;
- the creation and implementation of the school rewards program and fundraising activities;
- the organisation of playground activities and use of playground resources
- participating in 1:1 sessions with a paraprofessional to increase resilience and coping skills.

This has resulted in all students understating strategies that they can use to promote a sense of personal identity and be able to build respectful relationships and strengthen their resilience to feel more engaged with their learning.

Students have increased in confidence to communicate appropriately in different situations and have demonstrated increased ability to seek help in problem solving situations.

Next year the focus will be to use a wellbeing program that uses mindfulness-based content to further develop all students' brain health, resilience and compassion.

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 >90% of the time to be at or above the lower bound system-negotiated target of 75%	In 2022 our overall attendance fell by 4.4%. The school's Home School Liason Officer was involved in supporting identified families to improve attendance rates. This resulted in identified students' attendance improving by at least 22%.
All parents are involved in establishing wellbeing, attendance and behaviour goals for their child.	All identified students have a wellbeing and attendance goal in their PDP which is shared with parents.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,527.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pilliga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around CESE • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue to employ staff to support all eligible students ensuring there is continued growth in all areas of literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$49,543.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pilliga 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"> • Data Driven Practices • Well-being and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources <p>The allocation of this funding has resulted in the following impact: student improvement as evidenced in PLAN2 and Check-in Assessment results.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the two SLSOs to support our trajectory towards achieving our literacy and numeracy targets.</p>
<p>Aboriginal background</p> <p>\$40,286.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pilliga 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"> • Well-being and Engagement

<p>Aboriginal background</p> <p>\$40,286.29</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: all Aboriginal students displayed growth in literacy and numeracy as evidenced by in school and check-in assessments.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ staff to deliver differentiated and personalised support to Aboriginal students. To collaborate with staff that have knowledge of language to reignite the language program within the school.</p>
<p>Low level adjustment for disability</p> <p>\$14,654.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Pilliga 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth as evidenced in a variety of assessment results.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide additional support for identified students through the employment of trained SLSOs and external para-professionals.</p>
<p>Location</p> <p>\$500.00</p>	<p>The location funding allocation is provided to Pilliga 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"> • Well-being and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: increased subject, social and life skill development opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase collaboration with other schools and programs such as the Teach, Learn Grow rural program to overcome isolation.</p>

<p>Professional learning</p> <p>\$6,603.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Pilliga 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning for all staff.</p>
<p>QTSS release</p> <p>\$4,022.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pilliga 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice.</p> <p>After evaluation, the next steps to support our students will be: provide release for staff to improve their skills in an area where they need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$17,373.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving 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>

AP Curriculum & Instruction

\$31,980.00

Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Data Driven Practices

Overview of activities partially or fully funded with this Staffing - Other funding include:

- develop systems to collect, analyse and use student data in Reading:
- Gathering and sharing research and best practice in teaching Reading incl: Syllabus, Heggerty's Phonemic Awareness , Delsea Konza and The Science of Reading, Scarborough's Reading Rope
- Staff survey - commencing with Phonemic Awareness indicators and the teaching of reading

The allocation of this funding has resulted in the following impact:

Significant increase in students' attainment in the areas of phonemic awareness and phonics.

After evaluation, the next steps to support our students will be:

All staff have greater understanding of the science of reading to improve student's reading comprehension.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	11	10	5
Girls	8	11	10	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.7	89.3		66.8
1	54.3	91.9	77.8	50.0
2	97.2		92.8	79.5
3	82.2	92.8	53.4	93.7
4	91.1	89.4	93.2	41.8
5		92.2	89.3	86.2
6	94.1		86.1	91.8
All Years	89.3	91.6	85.8	81.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	87.4
2	93.0		92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5		92.0	92.1	87.2
6	92.1		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)	0.68
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	271,369
Revenue	684,704
Appropriation	645,036
Sale of Goods and Services	541
Grants and contributions	37,584
Investment income	1,542
Expenses	-600,339
Employee related	-505,581
Operating expenses	-94,758
Surplus / deficit for the year	84,365
Closing Balance	355,733

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	27,527
Equity Total	114,484
Equity - Aboriginal	50,286
Equity - Socio-economic	49,543
Equity - Language	0
Equity - Disability	14,654
Base Total	393,464
Base - Per Capita	5,054
Base - Location	22,219
Base - Other	366,191
Other Total	53,598
Grand Total	589,072

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 school has an active Parent and Citizen Association that meets regularly to discuss the strategic direction of the school and to provide feedback and clarification, working in partnership with the school and its community. This process will continue into 2023 and incorporate formal evaluation instruments such as surveys and interviews with parents, staff and students.

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.