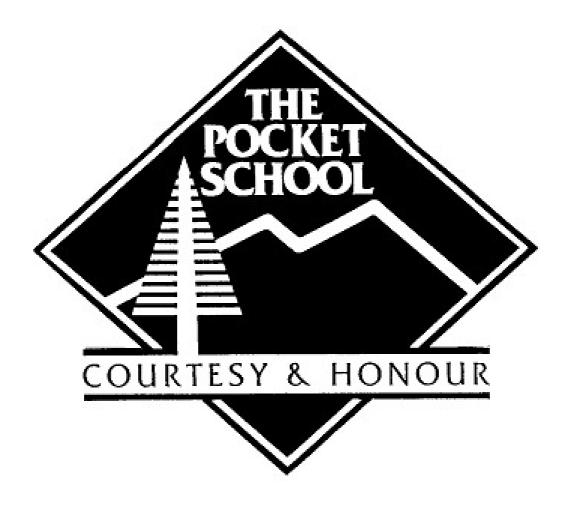# 2022 Annual Report

The Pocket Public School

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Introduction

The Annual Report for 2022 is provided to the community of The Pocket 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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School vision

At The Pocket Public School we stand proudly on Bundjalung land, we are passionate about creating lifelong future focused visible learners in an engaging, quality learning environment supported by nurturing relationships.

We promote a culture of excellence and high expectations for all. At The Pocket Public School we nurture the whole child, their individuality and cultural diversity by collaboratively building emotional and academic resilience and a love of life long learning. We pride ourselves in tailoring our dynamic teaching and learning to the individual needs of our students, including the whole community.

We work collaboratively with our Valley of Small Schools (VoSS) and are committed to empowering our students to grow holistically as "learners for life" through creativity, critical thinking skills, communication, collaboration and compassion. VOSS schools are vibrant and creative which feature strong leadership of staff and students within a diverse, environmentally aware and active community of schools.

School context

The Pocket Public School, with a current enrolment of 107 children, is a rural school located in the Brunswick Valley, 10 km west of Ocean Shores. Our Aboriginal student enrolment is currently 3%. Our average FOEI from the previous two years is 88.

The previous school plan laid strong foundations in the areas of collaboration, Visible Learning and data literacy. This enabled the school to be successful in meeting the selected improvement measures.

Through our situational analysis we have identified the need for two areas of focus. We will continue to delve deeper, refine and reengage the practices, approaches and pedagogy linked to Visible Learning undertaken in the last planning cycle. We will continue to build our data literacy skills through applying our previous knowledge acquired in writing to reading and numeracy in this planning cycle. We have also identified a need to focus on a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. We will also continue to cement our links across the Valley of Small Schools through collaborating in an Inquiry Based Learning Project.

Our Strategic Directions:

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Collaborative Pedagogical Practices

Continual monitoring of student performance data will determine areas of need and success at a class and school level. An essential part of this process will be involving the whole school community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all children. Students will be aware of their own progress linked to individual learning goals.

Initiatives

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

- Data Driven Practices
- Teaching and Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: $30,114.20
Low level adjustment for disability: $22,984.00
Professional learning: $9,545.45
QTSS release: $18,387.30

Summary of progress

Our focus for 2022 was to maximise student learning outcomes in reading through the use of data to understand individual student learning needs and inform differentiation for all learners. A focus on the cycle of plan, teach and review was implemented. This involved staff meeting with the leadership team to plan teaching sequences.

School based professional learning focused on appropriate reading resources targeted at a point of need through the Literacy Hub. Every 5 weeks, teachers and the principal conducted retrospective coaching meetings to capture the progress, review the impact, create next steps and review the current planning and structure of reading practice. Students working towards stage outcomes, at stage level and those "cusp" students sitting within the high/sound range have been tracked using PLAN2, Progressive Achievement Test (PAT) - comprehension and PM bench marks.

As a result all students have shown progress towards stage content. All teachers have indicated growth in their 4E change model self assessment.

Next year the school will move towards learning goals for all learners within reading. The school will provide opportunities for staff collaborate on their teaching practice and data literacy to be informed by the What Works Best guide.

Within Numeracy, our school focus has been on the collection of student data and teaching practice. The APCI has collected data from PLAN2, NAPLAN and PAT. As a result, the school has an understanding of the growth areas and areas of strength. Next year the APCI will work with all staff with a focus on student assessment and the use of data to inform practice.

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
Reading Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound network negotiated target in reading of 60%	2022 NAPLAN data indicates 53% of students are in the top two skill bands for reading, indicating the school did not achieve the network negotiated target.
Numeracy Improvement in the percentage of	2022 NAPLAN data indicates 59% of students are in the top two skill bands for numeracy indicating achievement of the network negotiated target.

students achieving in the top 2 bands to be at or above the lower bound network negotiated target in numeracy of 50%.	
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the lower bound system-negotiated target of 60%	Student achievement data is unavaliable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 60%	Student achievement data is unavaliable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Collaborative Pedagogical Practices

Purpose

Professional discussion and collaboration will underpin the development of successful and innovative evidence based practices in order to improve teaching and learning and student engagement.

SEF-Learning and Development "Teachers collaborate with staff in other schools to share and embed good practice" p11

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.

- Collaboration through Inquiry Based Learning
- Collaboration Through Wellbeing

Resources allocated to this strategic direction

Socio-economic background: $18,529.42
Low level adjustment for disability: $7,212.38

Summary of progress

40% of teachers attended Project Based Learning (PBL) training at Byron Bay Public School. They composed units of learning and shared their units with the school. The VoSS implemented a structure of support through fortnightly check ins (Stand Up Meetings) via teams. These reviewed progress, unpacked current challenges and supported teachers to move forward with their unit of learning and their understanding of PBL teaching practices. A full review of the current support structures indicate that teachers have felt supported through the collaboration across schools. With 100% of early adopters feeling highly supported during the implementation of this learning journey.

Through Collaborative Pedagogical Practices, the teaching staff have indicated they would benefit from continued planning days and check ins during the teaching of the unit. All teachers indicated they would like to complete lesson studies with stage colleagues from other schools, linking back to Performance Development Plans of collaboration in and across schools.

Within this direction we have built a thorough plan through the use of Agile Leadership tools and Department of Education planning structures. We have been able to secure the support of Byron Bay Public School to run targeted Teacher Professional Learning (TPL) to support staff to embed PBL practices within their teaching. Microsoft Teams was used to enhance planning, questions and virtual meet ups and discussions regarding support and planning.

Next year, we will focus on embedding and improving PBL and collaborative practices as well as expanding the program to classroom observations. PBL professional learning will be widened to all teachers. A team of teachers from VoSS schools has been selected to refine our PBL scope and sequence in Term 1 2023.

Through explicit teaching of collaboration across all classrooms our students were able to identify this dispostion as a learning value when in the learning pit. Teachers collaborated to finalise their continuums per class and the executive team composed a school "Collaboration Continuum" that was used to feedback to students and parents.

As a result of below expected attendance data, we will support the positive effects of engagement on student attendance by identifying at-risk students and creating support plans in consultation with parents where applicable.

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
A minimum 50% of staff involved in the	100% of staff who were involved in the PBL planning sessions self-

planning, implementation and review of Project Based Learning will self assess at the 'experimenting' phase according to the 4E change model.	assessed themselves as exploring or beyond in the 4E change model. Teacher retrospective reflections indicated a high level of student engagement in PBL.
Increased percentage of students attending school more than 90% of the time by 20% or above.	2022 attendance data indicates the school did not achieve this target and continue to be below the state average.
75% of children identifying themselves as proficient in school based dispositions.	100% of children identified themselves as being proficient at using collaboration as a school based disposition. 100% of staff reported to parents that children were proficient or above at utilising the skills of collaboration.

Funding sources	Impact achieved this year
Integration funding support $161,456.00	Integration funding support (IFS) allocations support eligible students at The Pocket 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:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning Plans (PLPs). **The allocation of this funding has resulted in the following impact:** 1:1 or group based intervention strategies based on PLPs for students receiving IFS. **After evaluation, the next steps to support our students will be:** To continue to ensure funding is used to specifically address each student's support needs. Evaluate targetted interventions such as Secret Agent Society, girls group and Wellbeing groups.
Socio-economic background $18,529.42	Socio-economic background equity loading is used to meet the additional learning needs of students at The Pocket 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:** • Collaboration Through Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support the implementation of The Pocket Wellbeing Initiative. • resourcing to increase equitability of resources and services. **The allocation of this funding has resulted in the following impact:** Staff have implemented wellbeing lessons through the Mind Up curriculum across all classes. Students have a sound understanding of the Wellbeing Initiative. **After evaluation, the next steps to support our students will be:** Engage student leaders in delivering lessons to have a student centred delivery model. Analyse Tell Them From Me survey datat to further support student belonging and advocacy at school.
Aboriginal background $4,108.90	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Pocket 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:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for

Aboriginal background $4,108.90	Aboriginal students • employment of specialist additional staff (School Learning Support Officer) to support Aboriginal students • staffing release to support development and implementation of Personal Learning Pathways. **The allocation of this funding has resulted in the following impact:** All Aboriginal students having PLPs in place from Term 1. Some students have been referred to external health providers through consultation with local community. Aboriginal students attended Aboriginal cultural days supported by a staff member. **After evaluation, the next steps to support our students will be:** To continue to review PLPs on set review dates and monitor progress of PLP meeting protocols with Aboriginal community. Continue to engage with Aborignal cultural days organised by local Aboriginal teaching staff.
Low level adjustment for disability $30,196.38	Low level adjustment for disability equity loading provides support for students at The Pocket 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:** • Teaching and Learning • Collaboration Through Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 **The allocation of this funding has resulted in the following impact:** Staff have indicated that they have grown in their ability to target the teaching of Number within their classrooms through the support mechanism put in place during 2022. **After evaluation, the next steps to support our students will be:** To enhance the capacity of our staff to differentiate teaching and learning for all students. Staff will also be supported to embed the new curriculum.
Location $5,485.00	The location funding allocation is provided to The Pocket 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:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for teaching principal release **The allocation of this funding has resulted in the following impact:** Having reliable data to track attendance trends in individual students. **After evaluation, the next steps to support our students will be:** An evaluation of the data shows that the school needs to further support individual students through the application for IFS to employ a SLSO that will support students with high absenteeism through transitions at school.
Professional learning $9,545.45	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 The Pocket

Professional learning $9,545.45	Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teaching and Learning **Overview of activities partially or fully funded with this initiative funding include:** • Releasing classroom teachers to review data, plan explicit lessons, teach and review. **The allocation of this funding has resulted in the following impact:** All students have goals linked to Plan2. Staff have the capacity to use DoE resources to plan explicit teaching cycle to meet the needs of the students in their care. Staff have been mentored or coached to continue to improve their capacity to teach reading. **After evaluation, the next steps to support our students will be:** Professional learning will continue to be offered in this way. One change will be to align staff to have release together to ensure collaboration across the school.
QTSS release $18,387.30	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Pocket Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teaching and Learning **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 **The allocation of this funding has resulted in the following impact:** All students have goals linked to Plan2. Staff have the capacity to use DoE resources to plan explicit teaching cycle to meet the needs of the students in their care. Staff have been mentored or coached to continue to improve their capacity to teach reading. **After evaluation, the next steps to support our students will be:** To continue this support structure as it enables students in their care to meet their specific learning goals. One change will be to align staff to have release together to ensure collaboration across the school.
COVID ILSP $36,973.00	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:** • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning • releasing staff to analyse school and student data to identify and explicitly teach small groups. **The allocation of this funding has resulted in the following impact:** Students are making progress towards targets in reading and numeracy. Intensive small group tuition promoted student engagement, with staff better

COVID ILSP $36,973.00	able to provide feedback on progress and in class strategies to further enhance learning. **After evaluation, the next steps to support our students will be:** To continue to provide staff with release time to examine school and individualised data to support the explicit teaching of concepts in English and mathematics.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	38	42	39	47
Girls	41	50	54	61

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.1	87.2	88.4	70.3
1	87.9	84.8	86.4	80.0
2	77.6	88.7	82.6	82.7
3	90.8	80.1	91.0	80.1
4	84.6	87.1	81.5	71.2
5	94.9	67.7	82.2	65.5
6	87.7	88.1	62.1	56.7
All Years	87.9	84.9	84.9	74.5
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)	4.57
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	81,739
Revenue	1,543,571
Appropriation	1,432,611
Sale of Goods and Services	10,983
Grants and contributions	98,837
Investment income	1,140
Expenses	-1,464,993
Employee related	-1,345,856
Operating expenses	-119,136
Surplus / deficit for the year	78,578
Closing Balance	160,318

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	161,456
Equity Total	52,835
Equity - Aboriginal	4,109
Equity - Socio-economic	18,529
Equity - Language	0
Equity - Disability	30,197
Base Total	993,114
Base - Per Capita	23,499
Base - Location	5,485
Base - Other	964,129
Other Total	148,921
Grand Total	1,356,326

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

Parents indicated that the school successfully fosters open communication through meetings, phone calls and skoolbag posts.

Staff at The Pocket Public School are a dedicated and committed team. Staff expressed high levels of satisfaction with the school as a work place due to the collaborative nature of the teams they work with and through the fostering of teaching as a profession that should be held in the higest esteem. It is pleasing to note that the level of satisfaction has remained consistent over the last few years.

Students report that they have a strong sense of school pride, display positive behaviour and have strong relationships with staff. They also indicated that their learning and outdoor environments are clean and orderly.

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.

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