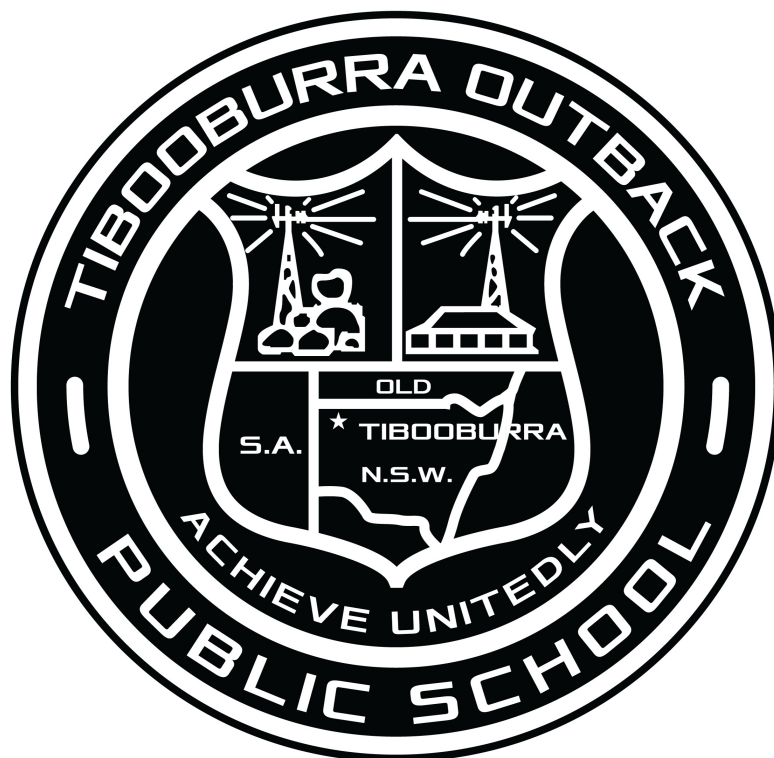


2022 Annual Report

Tibooburra Outback Public School



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Introduction

The Annual Report for 2022 is provided to the community of Tibooburra Outback 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

Tibooburra Outback Public School is committed to providing an inclusive, success orientated environment to ensure students, families and community are empowered to become active and informed citizens of our rapidly changing world. Every student is engaged through quality, explicit teaching and learning that is personalised, differentiated and evidence based to empower students to become confident, valued and creative individuals.

School context

Tibooburra Outback Public School is a remote TP1 school situated 334km north of Broken Hill in the Corner Country, far western NSW. We are part of the Far West Network of schools. We are a small isolated, rural school with a total of 11 students Kindergarten to Year 6. Two current students enrolled who identify as ATSI.

The school is effectively resourced to support the learning of all students. All students and staff have their own laptops and IPADS. The school provides a stimulating, relevant, effective and personalised learning environment that caters for the individual needs of all students. It aims to break down the barriers of isolation for its students and provides comprehensive educational experiences which enhance the intellectual and social and emotional well-being of all students.

Through our situational analysis and external validation process, we have identified two main areas for future improvement. The school needs to focus on connecting and collaborating to support students social and academic achievements and explicit teaching of literacy and numeracy that engages students and remains a priority.

Student and family physical and mental health is supported by regular visits from the Royal Flying Doctor Service and telehealth through Royal Far West. Tibooburra Outback Public School have an active Parents and Citizens Association (P and C) and works closely with it's school community to ensure that physical isolation does not disadvantage the students' opportunity to achieve.

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 student learning outcomes in literacy (reading) and numeracy and to build strong foundations for academic success. All staff utilising data to monitor student progress and achievement, and reflecting on explicit teaching strategies.

Initiatives

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

- Whole School Approach to Reading, Writing and Numeracy
- Assessment, Data and Evaluation

Resources allocated to this strategic direction

Socio-economic background: \$7,086.56

Low level adjustment for disability: \$1,852.83

Professional learning: \$400.00

Aboriginal background: \$3,175.98

QTSS release: \$2,068.58

AP Curriculum & Instruction: \$30,114.20

Summary of progress

Strategic Direction one focused upon the improvement of Literacy and Numeracy, with a deep focus on Phonics, Phonological Awareness, Quantifying numbers, Additive and Multiplicative Strategies. The activities that the school undertook were designed to address student achievement. The school engaged in professional learning to build staff capacity and collaborative practices were impact was measured and plans were developed for SLSO support. As part of collaborative practices, modelled and team teaching opportunities were undertaken within Numeracy initiatives.

Data informed practices ensured the success of initiatives and base line data was analysed and triangulated by Principal and Principal Coach Mentor to identify specific focus areas for school improvement. The school's collaborative practices were thorough with the principal as the lead instructor, providing demonstration lessons building capacity in teachers across literacy and numeracy. Team teaching was then engaged in, further increasing teacher capacity and reflection. Following lesson analysis and reflection the teacher independently taught lessons with principal observing and providing feedback. This process continued throughout the year. Data to inform practice and lesson and lesson sprints were a cyclical process where PLAN2, progressions and pre- and post-assessment data was analysed and implications formed.

The quality activities and processes have resulted in teachers engaging in ongoing high impact professional learning to build capacity in planning for and implementing evidence based explicit teaching programs. Student assessment data was regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Next year, a culture of high expectations for all students will be embedded by modelling and setting challenging learning goals.

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
Improvement in the percentage of students in the top two bands to be between the far west network's lower and upper bound target range in reading.	The Far West small schools target for reading was not met this year. The small cohort size precludes the publication of percentages. Individual student progress is reported directly to parents and carers throughout the year.
An increase in the percentage of students in the far west network	The Far West small schools target for numeracy was not met this year. The small cohort size precludes the publication of percentages. Individual

achieving in the top two NAPLAN numeracy bands by 10% from the system negotiated target baseline.	student progress is reported directly to parents and carers throughout the year.
60% of students K-6 will be at benchmark for Quantifying Numbers in the Numeracy Progressions.	80% of students K-6 met the benchmark for quantifying numbers as measured by the numeracy progressions.

Strategic Direction 2: Connections for Impact

Purpose

A strategic and planned approach to a whole school focus that supports the wellbeing and engagement of the whole school community to connect, succeed, thrive and learn. There will be explicit systems for collaboration and feedback with visible leadership and a culture of high expectations resulting in sustained and measurable whole school improvement in student achievement 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.

- Data Driven Wellbeing and Connections
- Professional Learning Communities Connecting

Resources allocated to this strategic direction

Professional learning: \$5,112.37

Summary of progress

Strategic Direction two focused on connections for impact. The was a strong focus on Positive Behaviour for Learning (PBL) entwining well-being, learning and engagement and attendance. Opportunities to engage with the collaborative support networks, including the Far West Network, Small Schools Network were scheduled allowing the school to make quality connections for impact.

The success of PBL was due to quality training, highly visible, explicit and consistent messaging was modelled by all staff across all settings. In depth well-being and behaviour data analysis in five-weekly cycles were areas of focus were identified and directions were acted upon. Engaging with a variety of professional learning communities supported the principal in establishing a support network for new staff transitioning to Tibooburra Outback Public School. Working with external providers, including Royal Flying Doctors, Vision Australia, Telehealth providers ensured students from the remote setting had access to a variety of services.

Our quality activities and processes have resulted in implemented evidence-based changes to whole school practices, resulting in measurable improvements in well-being and engagement that support learning. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Positive, respectful relationships are evident and widespread among students, staff and communities to promote student attendance, well-being and engagement.

Next step, attendance data will be regularly analysed and is used to inform planning. Whole school and personalised attendance approaches will be aimed at improving regular attendance rates for all students, including those at risk.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will have an increase of 12% of students attending 90% of the time.	Although there were no state-wide or regional lockdowns in NSW during 2022, student attendance was impacted by a range of factors including but limited to sick students and household members staying at home until a negative COVID-19 test was returned and the easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.
50%-70% of year 3 and 5 students in the far west network achieving an expected growth in reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
50-70% of year 3 and 5 students in the far west network achieving an expected	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,307.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tibooburra Outback 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Effective Reading. • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students have received support as required and are demonstrating progress towards their learning goals. All PLSPs were regularly updated and responsive to learning needs.</p> <p>After evaluation, the next steps to support our students will be: As this initiative was successful it will continue in 2023 with employment of staff to provide additional support.</p>
<p>Socio-economic background</p> <p>\$7,086.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tibooburra Outback 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"> • Whole School Approach to Reading, Writing and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through MultiLit to support student learning • employment of additional staff to support MultiLit program implementation. <p>The allocation of this funding has resulted in the following impact: Year Six Check-in Assessment Reading data has demonstrated an uplift of 10% from Term One base line test.</p> <p>After evaluation, the next steps to support our students will be: As this initiative was successful it will continue in 2023 with a focus on high impact professional learning.</p>
<p>Aboriginal background</p> <p>\$3,175.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tibooburra Outback 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"> • Whole School Approach to Reading, Writing and Numeracy <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. • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$3,175.98</p>	<p>Personalised Learning Plans.</p> <p>The allocation of this funding has resulted in the following impact: Aboriginal students improvement in Literacy and Numeracy identified through Progressions. Student survey data shows a 100% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: As this initiative was successful it will continue in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$13,344.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Tibooburra Outback 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"> • Whole School Approach to Reading, Writing and Numeracy • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: a more consistent approach to student learning and support interventions which is evidenced by improvements in Phonological and Phonics assessments.</p> <p>After evaluation, the next steps to support our students will be: As this initiative was successful it will continue in 2023 with trained SLSOs and high impact professional learning.</p>
<p>Location</p> <p>\$23,369.32</p>	<p>The location funding allocation is provided to Tibooburra Outback 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"> • Other funded activities <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 • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Ensuring students access to events and opportunities out side of remote location.</p> <p>After evaluation, the next steps to support our students will be: As this initiative was successful it will continue in 2023.</p>
<p>Professional learning</p> <p>\$5,512.37</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 Tibooburra Outback 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"> • Whole School Approach to Reading, Writing and Numeracy • Data Driven Wellbeing and Connections

<p>Professional learning</p> <p>\$5,512.37</p>	<ul style="list-style-type: none"> Professional Learning Communities Connecting <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 for all staff to embed effective teaching practices in Numeracy.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$2,068.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tibooburra Outback 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"> Whole School Approach to Reading, Writing and Numeracy <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. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: As this initiative has been success it will continue in 2023.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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"> employing staff to provide online tuition to student groups in literacy. employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Students participated in small group interventions. Academic achievement was challenging due to attendance and technology issues.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide ILSP onsite with SLSOs supporting students to continue to work towards their learning goals.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>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.</p>

AP Curriculum & Instruction

\$30,114.20

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

- Whole School Approach to Reading, Writing and Numeracy

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

- staff training and support in literacy and numeracy.
- teacher release to engage staff in Professional Learning with Assistant Principal, Curriculum and Instruction.

The allocation of this funding has resulted in the following impact: an increase in student achievement in Numeracy with 80% of exceeding progress measures.

After evaluation, the next steps to support our students will be: the next steps are to focus on Literacy Outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	7	7	9
Girls	3	2	1	1

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	96.4	85.1	74.1
1	93.4	94.1	86.5	73.9
2		94.7	91.1	83.5
3	87.9		91.7	75.0
4	97.3	92.9		
5	89.0	92.9	80.4	75.0
6	86.3	91.8	93.5	73.9
All Years	91.9	94.5	87.1	76.5
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		92.0	92.6	87.8
3	93.0		92.7	87.6
4	92.9	92.0		
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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.23

*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	296,700
Revenue	611,255
Appropriation	607,341
Sale of Goods and Services	109
Grants and contributions	1,939
Investment income	1,866
Expenses	-565,896
Employee related	-444,542
Operating expenses	-121,354
Surplus / deficit for the year	45,359
Closing Balance	342,059

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	35,307
Equity Total	23,607
Equity - Aboriginal	3,176
Equity - Socio-economic	7,087
Equity - Language	0
Equity - Disability	13,345
Base Total	338,285
Base - Per Capita	2,021
Base - Location	23,369
Base - Other	312,895
Other Total	232,545
Grand Total	629,745

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

Parent Survey

All parents surveyed identified that they were well informed about what their child/children were learning and felt they were supported and challenged in their learning. Parents were positive about the support provided for their child/children's social and emotional needs. All parents recognised the swift response to enquires and events at school.

Asked if they were willing to become more involved with the school, most parents were excited to become active in school activities.

Staff Survey

Staff completed What Works Best Survey to reflect on our practices. High Expectations, Explicit Teaching, Effective Feedback and Classroom Management were identified as a strength. New staff are being exposed to What works Best and the School Excellence Framework to ensure our success in teaching and Learning. All staff identified the support for students was strong and that students enjoyed their learning.

Student Survey

Students surveyed acknowledged that they felt supported and challenged in their learning. Most liked Positive Behaviour for Learning strategies which supported social and emotional needs. All students identified community events that they participated in as enjoyable. Most students would like parents or community members to be more involved at the school.

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.