

2022 Annual Report

Urana Public School



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Introduction

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

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

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School vision

Urana Public School is an inclusive, personalised and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 11 student enrolments from Kindergarten to Year 6.

Urana PS regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and engagement activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEAM (Science, Technology, Engineering and Maths) camps, musical performances and excursions. A school chaplain has been employed 2 days per week and runs engaging after school activities as well as integrated wellbeing programs.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed a situational analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process we consulted with staff, community and students. Our focus for the next 4 years has been determined and includes a focus on engagement with community, assessment, wellbeing and staff performance.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To increase student outcomes in reading, writing and numeracy, teachers know how individual students are progressing with their learning and collaborate to plan and explicitly teach high quality and personalised literacy and numeracy programs.

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.

- Staff performance
- Assessment for Learning and Individualised Planning

Resources allocated to this strategic direction

Professional learning: \$4,808.00

AP Curriculum & Instruction: \$30,114.00

Socio-economic background: \$11,492.10

Low level adjustment for disability: \$11,492.10

School support allocation (principal support): \$13,945.00

Location: \$12,341.00

QTSS release: \$1,149.00

Summary of progress

The focus for 2022 was to improve the abilities of teaching and support staff to collaboratively program and deliver quality reading and writing instruction to all students in a consistent fashion and to regularly assess individual student progress in Writing, Reading and Numeracy using a variety of quality and measurable internal and external data sources.

All teaching staff and the School Learning Support Officer (SLSO) undertook professional learning in the "Reading Tutor Program" and worked collaboratively with the NSW Centre for Effective Reading and Speech Therapist to support a cohort of students needing of intervention. The program ran for three terms, the students progressed steadily and met all expectations. The "7 Steps" writing method was embedded in classroom programs and all teaching staff were trained to deliver it; data shows that students are becoming more independent with planning their texts using this method. Collaboratively, teachers looked closely at the English syllabus content whilst planning classroom programs and units of work, to ensure that it was covered across all stages of learning. Professional learning was also undertaken in the new K-2 syllabuses.

The School Administrative Manager and School Learning Support Officer attended the 2022 SASS conference to consolidate skills in dealing with challenging student behaviour, managing technology, health and wellbeing and inclusion. The teaching principal attended the Small Schools' conference. This two day course provided ongoing support and professional learning to develop awareness and knowledge associated with the role of a Teaching Principal in a small school setting and served as professional networking and learning opportunities to build leadership capacity.

Quality Teaching Rounds (QTR) collaboration with other schools did not eventuate due to unprecedented circumstances; a joint decision was made between participating schools to defer QTR to a future date, which has not yet been decided upon.

Student assessment and data collection was undertaken systematically. Individual Learning Plans were established and reviewed and adjusted every five weeks, and "I Can" statements fastened to students' desks; this allowed for students to be aware of their current abilities and know the skills they need to attain to reach their learning targets and syllabus outcomes.

Next year, an External Validation will be undertaken in Term 2 to validate school processes against the School Excellence Framework and on-balance judgements made by the school. The new K-2 syllabus will be embedded in teaching and learning programs and relevant and quality professional learning will also be undertaken by teachers and support staff to support students' learning outcomes.

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
<p>NAPLAN Expected Growth</p> <p>There will be an uplift in students achieving expected growth in reading, writing and numeracy.</p>	<p>The proportion of students achieving expected growth in reading and numeracy has increased on internal measures. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN Expected Growth</p> <p>Results will indicate a small increase in students achieving expected growth in reading, writing and numeracy.</p>	<p>The proportion of students achieving expected growth in reading and numeracy has increased on internal measures. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN Top 2 Bands</p> <p>The percentage of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 4% in Reading.</p>	<p>Urana Public School students contributed to the network small schools target of 29% of network students achieving in the top two bands for reading. Individual student results are reported directly to parents and carers.</p>
<p>NAPLAN Top 2 Bands</p> <p>The percentage of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 6% in Numeracy.</p>	<p>Urana Public School students contributed to the network small schools target of 25% for numeracy. Individual student results are reported directly to parents and carers.</p>

Purpose

To enhance student well-being and engagement, the school will work in partnership with parents and community to maintain high expectations, aspirations and embrace positive change.

Initiatives

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

- Student Well-being and Engagement
- Community Engagement

Resources allocated to this strategic direction

Per capita: \$1,011.00

Low level adjustment for disability: \$3,668.00

Professional learning: \$1,100.00

Summary of progress

Additional staff were employed to support the wellbeing and engagement of each individual student. The School Chaplain was engaged one day per week throughout 2022 to deliver wellbeing programs and after school activities to all students. A School Learning Support Officer was employed for 16 hours per week, to assist individual students with engaging activities which consolidated their learning. A temporary classroom teacher was employed for two days per week, in order for both teachers to target the individual learning needs of the multi-stage K-6 classroom.

Technology was kept updated, including renewal of subscriptions to quality and engaging digital platforms which increase student learning outcomes. More laptops and iPads were ordered to cater for the additional students enrolled at the school, so that each student has their own. A portable powered speaker was purchased to assist students in their performances at assemblies and productions.

Students engaged in guitar lessons with the teaching principal. More guitars were also purchased to cater for the new student enrolments. Students performed at the end of term assemblies on their guitars, vocals and percussion instruments, in front of the whole school community. Quality coaches were procured through the "Sporting Schools" grants, to engage students in sports and consolidate skills. Students participated in a science field trip along with another small school and were thoroughly engaged in all activities. Stage 3 students attended and participated in the "Grip Leadership" student conference.

Parents have an open invitation to be involved in all school activities. Throughout the year, parents regularly attended inter-school sporting events and special events held at the school. The school always ensured that either a BBQ luncheon or afternoon tea was supplied at these events for all to enjoy. Parents were kept updated with regular newsletters, Facebook posts, emails, texts and phone calls. Parent-teacher interviews were also formally offered each term, however parents were advised to contact the school at any time with any concerns and questions about their children's welfare and/or progress.

All staff completed "Aboriginal Cultural Education" mandatory training in Term 3. More quality Aboriginal Education professional learning will be sought for completion in 2023.

The school endeavoured to seek and respond positively and proactively with the community. All parents and guardians often verbally passed on their praise to staff members about the school in general, and how happy they are with the academic and personal growth of their children. Student attendance was high in 2022 and students reported that they were happy with their academic success. They also indicated they thoroughly engaged in the wellbeing and after school programs. Teachers and other staff members all verbally reported their happiness to be working in such a tight-knit, supportive and dedicated school.

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
<p>Attendance</p> <p>Data will indicate an uplift in students attending more than 90% of the time.</p>	<p>Attendance data indicated that there was an increase in students attending more than 85% of the time.</p>
<p>Well-being</p> <p>Data will indicate that there is a slight increase in the number of students reporting improvement in expectations for success, advocacy and sense of belonging at school</p>	<p>All students reported that they have high expectations of their success and have a strong sense of belonging at school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,492.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Urana 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"> • Staff performance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with specific needs • professional development to support teachers to address specific student outcomes <p>The allocation of this funding has resulted in the following impact: Targeted students completing specialists programs which resulted in improved reading. All students showing more engagement during writing sessions and improved planning.</p> <p>After evaluation, the next steps to support our students will be: To utilise the funding to continue to employ a temporary teacher to work with individual students to improve literacy and numeracy outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$15,160.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Urana 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"> • Staff performance • Student Well-being and Engagement <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Specific student literacy and numeracy needs were addressed and improved.</p> <p>After evaluation, the next steps to support our students will be: A temporary teacher and School Learning Support Officer will continue to be employed to target individual students' outcomes in literacy and numeracy.</p>
<p>Location</p> <p>\$12,341.00</p>	<p>The location funding allocation is provided to Urana 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"> • Staff performance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$12,341.00</p>	<p>The allocation of this funding has resulted in the following impact: The principal was provided time to support professional learning opportunities for staff in literacy and numeracy. Students we also subsidised to attend excursions to enhance connection to curriculum and provide real life experiences.</p> <p>After evaluation, the next steps to support our students will be: To employ a School Learning Support Officer to target individual students' literacy and numeracy outcomes and continue to support students with opportunities to participate in excursions.</p>
<p>Professional learning</p> <p>\$5,908.00</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 Urana 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"> • Staff performance • Community Engagement <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 • quality professional learning to support teachers to address individual literacy and numeracy student outcomes. <p>The allocation of this funding has resulted in the following impact: Improved reading and writing outcomes for individual students.</p> <p>After evaluation, the next steps to support our students will be: Utilise professional learning funds to address numeracy outcomes for students, through specific professional learning for staff and the engagement of a specialised teacher.</p>
<p>QTSS release</p> <p>\$1,149.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Urana 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"> • Staff performance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: The implementation of quality lessons into class programs and the delivery to students, resulting in increased learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ an additional teacher to allow teaching staff to collaborate and engage with the curriculum in order to create quality programs and lessons.</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</p>

<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>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 <p>The allocation of this funding has resulted in the following impact: Increased literacy and numeracy outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on the literacy and numeracy needs of individual students</p>
<p>Per capita</p> <p>\$1,011.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Urana Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Well-being and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The purchase of musical instruments and equipment. <p>The allocation of this funding has resulted in the following impact: All students being able to partake in guitar lessons, increasing students' exposure to instruments and appreciation of music.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise the funding to support student well-being and engagement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	6	2	9
Girls	3	1	2	4

Student attendance profile

School				
Year	2019	2020	2021	2022
K		83.1	86.0	94.6
1	85.4			93.5
2		87.4	97.8	
3	88.5		0.0	93.8
4	90.6	85.3	0.0	98.2
5	97.9	93.7	98.9	94.5
6	89.2	95.1	100.0	90.1
All Years	90.7	89.6	89.7	94.2
State DoE				
Year	2019	2020	2021	2022
K		92.4	92.8	87.9
1	92.7			87.4
2		92.0	92.6	
3	93.0		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	92.7	92.0	92.4	87.3

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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	96,315
Revenue	467,595
Appropriation	460,495
Sale of Goods and Services	1,582
Grants and contributions	4,335
Investment income	1,183
Expenses	-448,274
Employee related	-352,715
Operating expenses	-95,560
Surplus / deficit for the year	19,321
Closing Balance	115,636

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	26,211
Equity - Aboriginal	0
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	14,719
Base Total	330,346
Base - Per Capita	1,011
Base - Location	12,341
Base - Other	316,994
Other Total	86,352
Grand Total	442,909

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

Feedback from parents and carers is always positive, they are extremely happy with the school environment and staff in general and also the progress their children are making; academically, socially and emotionally.

Student attendance is high, they are engaged in activities inside and outside the classroom and verbally report their happiness to be attending our school.

All staff reported that they are happy to be working in a friendly and supportive environment. Teachers are extremely happy with the collegiality of the teaching team and have high expectations of student progress.

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.