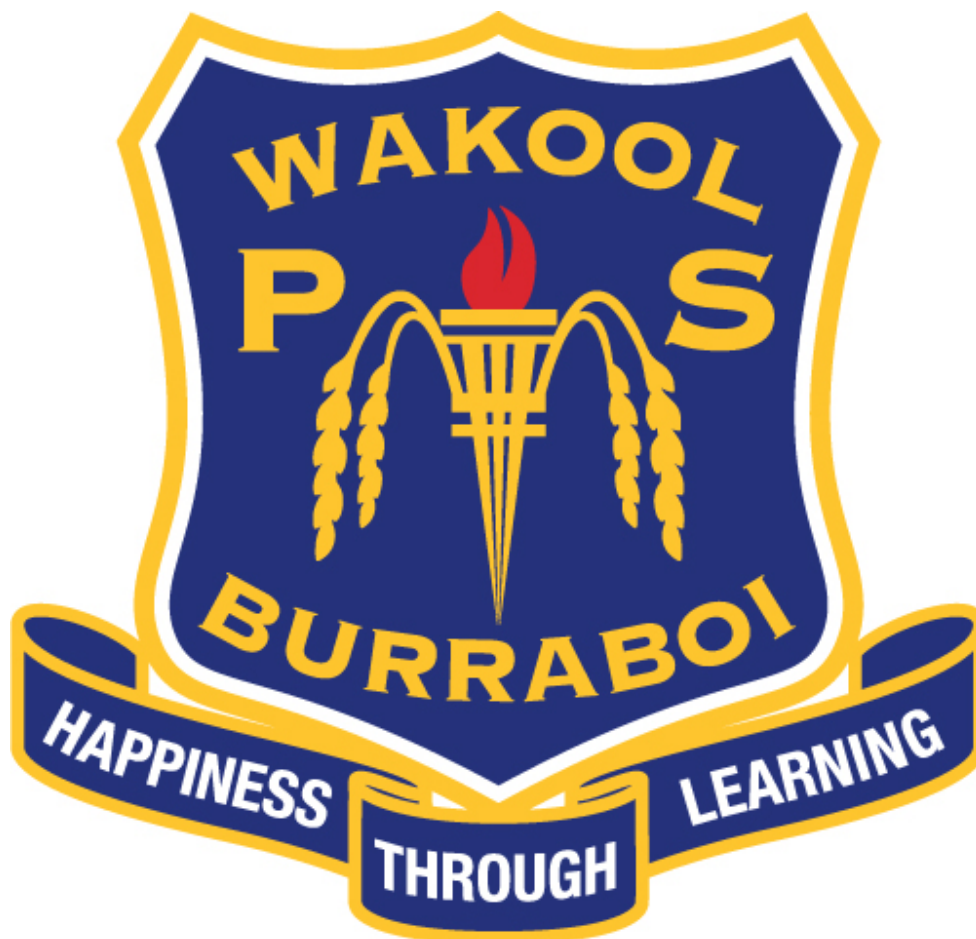


2022 Annual Report

Wakool Burraboi Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wakool Burraboi 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 Wakool Burraboi Public School every student is known, valued and cared for. We have three core values; respect, safety and learning. Wakool Burraboi Public School is focused on embedding explicit systems for the collection, analysis and use of data to inform planning and teaching to ensure that all students achieve their potential. The school is focused on using evidence based practices to ensure the explicit and differentiated teaching of all students.

School context

Wakool Burraboi Public School is a small rural school with an enrolment of 14 students, located in the south western Riverina, approximately 70km west of Deniliquin. School enrolment numbers have remained relatively stable over the past five years. In 2021 43% of students identify as Aboriginal. Embracing Aboriginal culture will be a future focus of the school.

The school provides a dynamic, positive and inclusive learning environment where all students have a sense of belonging. The school has a strong sense of community and high levels of community engagement. The learning programs are personalised, ensuring differentiation across all learning areas. We strive to ensure that all students are included and given opportunities to reach their potential.

As a result of our Situational Analysis, we have identified the need for explicit, evidence based practices to support the differentiation of classroom practice. Using targeted professional learning opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through teacher collaboration, evaluation and reflection of current teaching practices.

There will be a strong focus on student growth. The school will develop and implement explicit systems for the collection and analysis of data to inform teaching practices across the school. This will be achieved through targeted Professional Learning to ensure teaching staff have extensive knowledge in data skills in planning and data skills in use.

Student attendance and student wellbeing remain a priority. Regular analysis of student attendance data will continue to be conducted to monitor, reflect on and address attendance issues. Student voice and student engagement at the school is consistently focused upon to support every student being known, valued and cared for.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in literacy and numeracy, teachers will undertake targeted professional learning in using explicit systems for the collection and analysis of data to inform their teaching practice.

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 Analysis and Use

Resources allocated to this strategic direction

Integration funding support: \$8,616.00

AP Curriculum & Instruction: \$15,015.00

Location: \$5,055.00

QTSS release: \$1,321.00

Professional learning: \$2,915.00

Summary of progress

The focus for 2022 was on using department assessment tasks to improve teachers' skills in using data to inform the teaching of literacy and numeracy. Focusing on the impact of each assessment, teachers were guided through the process of implementing and analysing assessment data to identify the point of need with student learning. Teachers used student assessment data to inform their planning and embed quality instructional practices into their everyday teaching. This resulted in targeted teaching and learning programs which enabled growth for all students in the focus areas. Student academic learning progress has been tracked through the collection and analysis of assessment data and which has provided a more organised way to track student learning. This has allowed us to measure student growth across English and Mathematics.

Next year in this initiative the focus will be on working collaboratively with students to implement individual learning goals targeted at students' identified point of need.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students in the Deniliquin Network cohort of small schools achieving in the top 2 bands in NAPLAN reading by 12%	2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 35% of students in the top two skill bands for reading indicating they exceeded the upper bound of the system negotiated target.
• Increase the percentage of students in the Deniliquin Network cohort of small schools achieving in the top 2 bands in NAPLAN numeracy by 8%	2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 4.2% of students in the top two skill bands for numeracy indicating progress towards the system negotiated target.
• Increase the percentage of students attending more than 90% of the time by 2%	The number of students attending school 90% of the time or more has decreased.

Strategic Direction 2: Explicit Teaching

Purpose

In order to maximise student learning, there will be a whole school focus on targeted professional learning to embed explicit, evidence based teaching to support the differentiation of classroom practice..

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.

- Evidence Based Practice

Resources allocated to this strategic direction

QTSS release: \$1,322.00

Professional learning: \$2,915.00

Location: \$5,055.00

Low level adjustment for disability: \$14,753.00

Aboriginal background: \$8,450.00

Socio-economic background: \$18,399.00

AP Curriculum & Instruction: \$15,015.00

Integration funding support: \$8,616.00

Summary of progress

The focus for 2022 was on explicit teaching and learning in the classroom, with a focus on numeracy, specifically focused on embedding rich tasks in mathematics. Teachers were guided and supported to assess, plan, program and implement quality, rich maths tasks.

Planning and programming was a focus to ensure teaching practice provided students with quality learning opportunities. Teachers worked collaboratively to engage in professional learning to improve practice. Student assessment and observations have been monitored and indicate improved academic outcomes and engagement in numeracy.

Next year in this initiative staff will be supported to establish a thorough understanding of the new curriculum and continue to develop their ability to implement effective and evidence based teaching and learning strategies in the classroom. This will support further improvement in explicit teaching practices across the 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
Maintain or increase the number of students achieving expected growth in NAPLAN numeracy from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Maintain or increase the number of students achieving expected growth in NAPLAN numeracy from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,232.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wakool Burraboi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis and Use • Evidence Based Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: PSLPS adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's learning needs.</p>
<p>Socio-economic background</p> <p>\$18,399.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wakool Burraboi 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"> • Evidence Based Practice <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 support the InitialLit and Soundwaves program implementation. <p>The allocation of this funding has resulted in the following impact: all students demonstrated growth in their literacy results.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage a teacher to support the ongoing explicit instruction of literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$8,450.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wakool Burraboi 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"> • Evidence Based Practice <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 <p>The allocation of this funding has resulted in the following impact: increase in student's engagement in their learning as a result of differentiated and personalised support for Aboriginal students.</p>

<p>Aboriginal background</p> <p>\$8,450.00</p>	<p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused classroom teacher position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$14,753.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wakool Burraboi 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"> • Evidence Based Practice <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 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: the school achieved a more consistent approach to student support and interventions, increasing the learning growth of all students.</p> <p>After evaluation, the next steps to support our students will be: the school will provide additional support for identified students through the employment of a teacher.</p>
<p>Location</p> <p>\$10,110.00</p>	<p>The location funding allocation is provided to Wakool Burraboi 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"> • Data Analysis and Use • Evidence Based Practice <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 to support classrooms <p>The allocation of this funding has resulted in the following impact: increased opportunities for students with their learning.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,830.00</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 Wakool Burraboi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis and Use • Evidence Based Practice <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 numeracy. • engaging a specialist teacher to unpack evidence-based approaches to teaching spelling and writing. <p>The allocation of this funding has resulted in the following impact:</p>

Professional learning \$5,830.00	<p>increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy, spelling and writing.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning in the Seven Steps of Writing and the implementation of the new curriculum.</p>
QTSS release \$2,643.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wakool Burraboi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis and Use • Evidence Based Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use department assessments and have a strong focus on using this data to inform their practice. 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: focused professional learning to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
COVID ILSP \$8,970.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teachers to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: a majority of the students in the program achieving significant progress towards in their learning.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy small group tuition using data sources to identify specific student needs.</p>
AP Curriculum & Instruction \$30,030.00	<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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis and Use • Evidence Based Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p>

<p>AP Curriculum & Instruction</p> <p>\$30,030.00</p>	<ul style="list-style-type: none"> • participated in the Virtual Virtual Assistant Principal Curriculum and Instruction pilot, providing mentoring and coaching on the explicit instruction of literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: improved teaching practice by upskilling teachers in their understanding of using data to inform their practice. Teachers also were supported to develop their programming in numeracy.</p> <p>After evaluation, the next steps to support our students will be: continued participation in the Virtual Assistant Principal Curriculum and Instruction pilot.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	6	7	9	6
Girls	3	4	3	2

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	86.1	81.3	89.0
1	100.0	87.6	79.3	98.5
2	85.2	99.3	51.7	94.0
3		87.3	100.0	100.0
4	92.6		89.8	94.0
5	95.6	85.2		88.5
6	92.3	86.5	86.5	
All Years	92.9	87.8	82.8	92.1
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		92.1	92.7	87.6
4	92.9		92.5	87.4
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.5	87.5

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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.75

*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	143,643
Revenue	466,714
Appropriation	460,956
Sale of Goods and Services	136
Grants and contributions	4,663
Investment income	959
Expenses	-440,112
Employee related	-316,115
Operating expenses	-123,997
Surplus / deficit for the year	26,602
Closing Balance	170,245

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	17,233
Equity Total	41,604
Equity - Aboriginal	8,450
Equity - Socio-economic	18,400
Equity - Language	0
Equity - Disability	14,753
Base Total	328,640
Base - Per Capita	3,032
Base - Location	10,110
Base - Other	315,497
Other Total	67,795
Grand Total	455,271

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

Every year Wakool Burraboi Public School seeks the opinions of parents, students, and teachers about the school. Their responses are presented below.

Parent/Caregivers

Parents/Carers are satisfied with stage based Literacy and Numeracy sessions providing explicit, differentiated learning for individual students. Parent and community feedback has indicated that information provided by the school in the School Newsletter and on the school website is timely and appropriate. Parent interviews held at the school each semester were an effective communication platform for teachers and parents to discuss student learning and individual learning needs. Parents and Citizen meetings are held at least once per term and this is another opportunity for parents to provide feedback to the school.

Teachers

Teachers appreciate the opportunity to work in the small school setting. Teachers feel that they have access to a variety of current and engaging resources to support their teaching in the classroom. Classroom spaces are engaging and ensure access to up to date technology. Teachers valued the opportunity to participate in a range of evidence based professional learning activities which allowed them to reflect on and refine their current practice to provide quality teaching for all their students.

Students

Students reported that they enjoy targeted small group learning, that is differentiated to meet their individual needs. Students embraced all learning opportunities given to them in 2022, which included sport, excursions, music lessons etc. In 2022 students participated in a small live performance, through work with a local artist and South West Arts. This received extremely positive feedback from both parents, students, and the local community. Technology has been a focus across the school, this provided students with the opportunity to engage in learning opportunities to explore, build and develop their technology skills.

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.