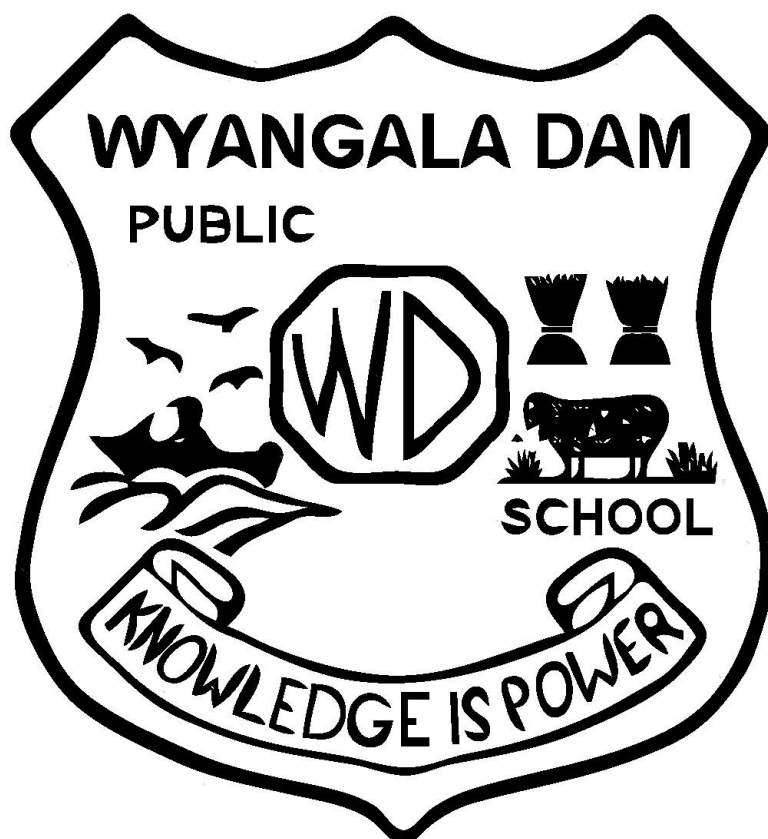


2022 Annual Report

Wyangala Dam Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wyangala Dam 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

Wyangala Dam Public School

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WYANGALA, 2808

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School vision

Wyangala Dam Public School aims to provide students with opportunities to be responsible, problem solving, self directed learners who continually strive for growth and improvement. We aim to maximise learning potential through strong collaboration within and beyond the school, connection with the community and quality teaching.

School context

Wyangala Dam Public School, with a current enrolment of 4 students, is a small school located in the Central East of New South Wales, 42 kilometres from Cowra. School numbers have remained fairly steady over the past ten years, with an average enrolment of 7 students per year. We anticipate that this trend will continue in the future. Wyangala Dam Public School currently has one full time teaching principal, a part time teacher, a part time School Administrative Managers, a part time General Assistant and 2 part time School Learning Support Officers. All members of the staff value the learning and wellbeing of the students which is highly important and beneficial with a small cohort.

Through our situational analysis, we have identified the need for a more consistent collection of quality data that will enable the accurate identification of gaps and strengths in student learning. This will allow teaching to be targeted to individual student needs and ensure that they experience success. In order for students to grow and achieve, explicit teaching of key concepts across the areas of literacy and numeracy will be a strong focus.

Quality teaching practices in literacy and numeracy was also recognised as key driver for improvement. The use of high impact teaching strategies will improve teacher practice and ensure students achieve expected growth in their learning. This will be achieved through collaborative professional development practices within the school, across the Cowra Network and with the wider community, including Aboriginal parents. Collaborative feedback strategies to deeply reflect on the success of teaching and learning strategies will be implemented. Reflective practice will involve all staff striving for their own growth to become experts in a range of areas.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning opportunities in reading and numeracy to create a culture of growth and improvement. We will develop our skills of collecting and analysing data to drive teaching practices for individual needs. This will be achieved through explicit teaching and quality and consistent assessment.

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 to inform practice
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$3,510.00

Aboriginal background: \$8,475.00

AP Curriculum & Instruction: \$23,528.00

Low level adjustment for disability: \$10,548.00

Per capita: \$1,000.00

Summary of progress

Focus was on participating in high impact professional learning in unpacking the Numeracy Guide 3-8, Improving Reading Comprehension, tracking students on the literacy and numeracy progressions and the English syllabus.

Implementing language and literacy vocabulary into numeracy sessions was a primary focus to ensure transference of knowledge and skills across multiple key learning areas. Students were accurately tracked on PLAN2 with growth observed for all students. Students were able to complete word problems with an increased understanding of vocabulary enabling greater success. Building on the language that was in the syllabus was unpacked with students to increase depth of understanding of language used in mathematical concepts.

Increased teacher capacity and consistency of implementation saw an improvement in numeracy outcomes were observed in internal and external assessments.

The Universal Resource Hub was explored to source evidence-based teaching practices to support the explicit teaching of language and vocabulary in reading. Literal and inferential comprehension inclusive of professional learning in the use of Scarborough's Reading Rope supported teacher understanding of the skills required to be an effective and successful reader.

The school was placed in recess in Semester 2.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading - Increase the percentage of students achieving in the top two NAPLAN bands by 8.3% to reach or exceed the Cowra Small Schools Network target.	Wyangala Dam Public School had no students participating in NAPLAN in 2022. 2022 Cowra small school NAPLAN data indicates 52% of students achieved in the top 2 skill bands for reading exceeding the system negotiated target.
Numeracy - Increase the percentage of students achieving in the top two NAPLAN bands by 8% to reach or exceed the Cowra Small Schools Network target.	Wyangala Dam Public School had no students participating in NAPLAN in 2022. An increased number of students achieved in the top 2 skills bands for numeracy, however the Network did not meet the system negotiated target.

<p>All students have learning goals based on determined 'expected growth' data using 'Understanding Texts' progressions which are tracked and monitored using PLAN2.</p>	<ul style="list-style-type: none"> • No comparable data is available for this progress measure in 2022 due to the cancellation of NAPLAN in 2020
<p>All students have learning goals based on determined 'expected growth' data using 'Quantifying Numbers' and 'Additive Strategies', 'Positioning and Locating' and 'Understanding Units of Measurement' progressions which are tracked and monitored using PLAN2.</p>	<ul style="list-style-type: none"> • No comparable data is available for this progress measure in 2022 due to the cancellation of NAPLAN in 2020
<p>SEF</p> <p>Data Skills and Use - Sustaining and Growing</p> <p>Effective Classroom Practice - Sustaining and Growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: Quality Practice

Purpose

Students are able to achieve when high quality teaching practice is embedded within the school. We will create a culture of improvement of all staff through collaborative partnerships and developing educational leadership through goal setting, sharing pedagogy and high performance to lead to improved outcomes for all students.

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.

- Collaborative partnerships
- Developing educational leaders

Resources allocated to this strategic direction

Location: \$4,500.00

Professional learning: \$5,000.00

QTSS release: \$900.00

Low level adjustment for disability: \$3,830.00

AP Curriculum & Instruction: \$3,764.00

Summary of progress

Focus was on reviewing and implementing procedures to support increased school attendance. Supporting families and communication with parents inclusive of recognition of increased attendance was a priority.

Building partnerships and connections with the Aboriginal Education Consultative Group through the assistance of Department resources inclusive of positive transition programs was implemented.

Including all staff across the school regardless of role in identified professional learning helped build a culture of collective responsibility whilst also developing leadership skills of individual staff.

It was planned to implement quality teaching rounds but the school was placed in recess in Semester 2.

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
All staff have participated in the Quality Teaching Rounds process within the school and with another school. Teachers who participated in Quality Teaching Round in 2021 collaboratively develop teaching and learning programs incorporating the Quality Teaching Framework.	<ul style="list-style-type: none">• This work was planned to take place in Semester Two and was unable to be undertaken as the school as placed into recess.
Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 70%	<ul style="list-style-type: none">• The number of students attending school 90% of the time or more has increased over the first two terms however an annual target cannot be reported on as the school was placed into recess.
SEF Learning and Development - Sustaining and Growing	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,510.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyangala Dam Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice • Explicit Teaching <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 mathematics PD in relational mathematics to support student learning • employment of additional staff to support Toe By Toe and Centre for Effective Reading program implementation. <p>The allocation of this funding has resulted in the following impact: Improvement in fluency and accuracy in reading where students have progressed to developing in other areas such as comprehension and vocabulary Improvement in phonological awareness to develop fluency and accuracy Improvement for all Stage 3 students in Check in assessment in Term 1</p> <p>After evaluation, the next steps to support our students will be: Due to the school recess, this initiative was not fully completed and no data from Term 3 Check in means the full impact can not be measured.</p>
<p>Aboriginal background</p> <p>\$8,475.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyangala Dam 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"> • Data to inform practice • Explicit Teaching <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • Worked with high school AEO to develop connections with the community <p>The allocation of this funding has resulted in the following impact: Students engage with their Aboriginal culture Improvement in reading and numeracy check in and internal assessment Deeper knowledge of first nations past and present</p> <p>After evaluation, the next steps to support our students will be: The school went into recess at the start of Semester 2.</p>
<p>Low level adjustment for disability</p> <p>\$14,378.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyangala Dam Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment</p>

<p>Low level adjustment for disability</p> <p>\$14,378.00</p>	<p>to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice • Explicit Teaching • Collaborative partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Improvement noted in Check in assessment results across the school in numeracy</p> <p>After evaluation, the next steps to support our students will be: School went into recess</p>
<p>Location</p> <p>\$4,500.00</p>	<p>The location funding allocation is provided to Wyangala Dam 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"> • Collaborative partnerships <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: Students got to experience 'city life' and became more engaged with school. Attendance stayed above the target but was impacted by sickness</p> <p>After evaluation, the next steps to support our students will be: School went into recess</p>
<p>Professional learning</p> <p>\$5,000.00</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 Wyangala Dam 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"> • Collaborative partnerships • Developing educational leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Recess • 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: Not completed as the school went into recess</p> <p>After evaluation, the next steps to support our students will be: School has gone into recess</p>

<p>QTSS release</p> <p>\$900.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyangala Dam 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"> • Collaborative partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Recess • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: High quality SIP collaboratively devised and implemented to meet the learning needs of all students.</p> <p>After evaluation, the next steps to support our students will be: School has gone into recess</p>
<p>COVID ILSP</p> <p>\$13,490.00</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"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Improvement in reading, particularly phonics and numeracy in number and algebra for all students</p> <p>After evaluation, the next steps to support our students will be: School went into recess</p>
<p>Per capita</p> <p>\$1,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wyangala Dam 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 to inform practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Teachers participated in classroom observation with a focus on understanding number and place value <p>The allocation of this funding has resulted in the following impact: There was improvement in progressions in Quantifying Numbers, Additive Strategies and Multiplicative Strategies for all students.</p> <p>After evaluation, the next steps to support our students will be: School has gone into recess</p>

<p>AP Curriculum & Instruction</p> <p>\$27,292.00</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> <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 to inform practice • Explicit Teaching • Developing educational leaders <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • working with teaching staff and SLSO to improve teaching practice for the growth of all students • working with beginning teacher to improve quality teaching practice and working towards accreditation <p>The allocation of this funding has resulted in the following impact: improvement across the school of teaching practice including quality and consistent teaching judgement students improve across all areas of schooling</p> <p>After evaluation, the next steps to support our students will be: Continue to develop teaching staff and SLSO teaching capacity</p>
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Student information

Student enrolment profile

Students	Enrolments		
	2019	2020	2021
Boys	1	2	2
Girls	3	5	3

Student attendance profile

School				
Year	2019	2020	2021	2022
1	87.5			
2		90.4		
3	90.6		88.7	
4		93.8		89.5
5	93.8	100.0	93.9	
6	92.7	75.4	91.4	85.2
All Years	91.1	88.9	92.4	86.6
State DoE				
Year	2019	2020	2021	2022
1	92.7			
2		92.0		
3	93.0		92.7	
4		92.0		87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.7	91.9	92.1	86.8

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)	0.13
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	4,526
Revenue	429,917
Appropriation	424,732
Grants and contributions	5,111
Investment income	74
Expenses	-311,773
Employee related	-284,222
Operating expenses	-27,551
Surplus / deficit for the year	118,143
Closing Balance	122,669

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.

Total amount not spent due to Wyangala Dam Public School going into recess

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	28,011
Equity - Aboriginal	8,469
Equity - Socio-economic	4,381
Equity - Language	0
Equity - Disability	15,161
Base Total	321,700
Base - Per Capita	1,263
Base - Location	7,318
Base - Other	313,119
Other Total	55,149
Grand Total	404,860

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.

Total amount not spent due to Wyangala Dam Public School going into recess

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

Unfortunately due to the small number of families at the school no formal confidential surveys could be obtained.

However, parents were happy with the growth their children had made over the first two terms. They appreciated the work and commitment the teaching staff put into their child to improve their learning and social skills.

The school community was an integral part of the School Consultative Group process when making a decision of the future of Wyangala Dam Public 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.