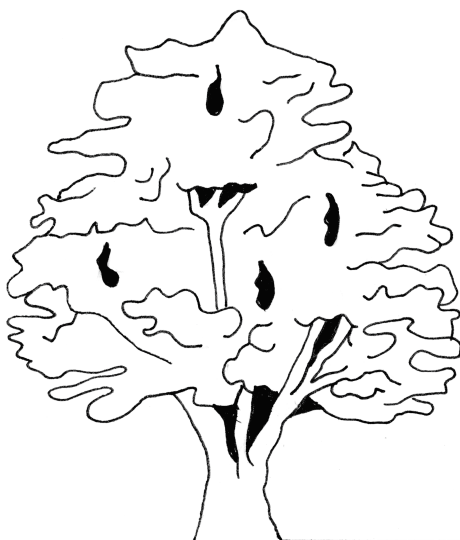# 2023 Annual Report

Chillingham Public School

Success through teamwork

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Introduction

The Annual Report for 2023 is provided to the community of Chillingham 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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Chillingham, 2484
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School vision

Our vision at Chillingham Public School is to create an inclusive learning community with shared high expectations, supporting our students, teachers and parents on their learning journeys. We deliver quality programs designed to meet the individual learning goals and wellbeing needs of each student. Working collaboratively towards continual improvement in a safe, respectful, engaging environment, empowers each student, each teacher and each parent to build self-direction, achieving personal growth leading to success.

School context

Chillingham Public School is a small rural school, located in the picturesque Numinbah Valley just 10 kilometres from the Queensland border, with an enrolment of 34 students. Our students are nurtured in a safe and supportive learning environment, epitomising our school motto: 'Success through Teamwork'. Central to the local community over successive generations, the school has a strong family-orientated culture and engagement with the community.

School enrolments have been consistent in recent years; currently 34 students divided into two classes, a K/1/2 class (12 students) and a 3/4/5/6 class (22 students). The Family Occupation and Education Index (FOEI) and the Index of Community Socio-Economic Advantage (ICSEA) identifies us as a low socio-economic rural school demographic.

An experienced and dedicated staff ensures that our students' individual needs are supported and their diverse talents afforded an opportunity to thrive. Additional teachers specialising in Science, Creative Arts, including Music, lead innovative programs for all students.

Through a situational analysis the main areas for focus were identified, utilising the majority of the school's equity funding. Firstly, Student Growth and Attainment, in particular improved attendance rates. Secondly, continued development of 'A culture of collaboration' between all stakeholders. Teachers will maintain ongoing professional development to continue embedding high impact teaching practices, while implementing the new English and Mathematics syllabi introduced during the current planning cycle.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for each student in reading and numeracy and to build a strong foundation for academic success across all key learning areas, we will deepen students' ownership of their learning. This will be supported by data driven teaching practices responding to individual student need.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction

Summary of progress

Teachers using personalised learning intentions, linked to success criteria have become embedded in learning sequences across the school in all programs. Attending APC&I Network Days, teachers have been guided in the processes for developing evidence-informed practices. Professional Learning surrounding the plethora of formative & summative assessments have provided appropriate differentiation towards outcomes. The Check in data for Year 4 & 6 shows growth from Semester 1 to 2 in the most aspects of Reading and Numeracy, also identified areas of focus for next year.

New assessment processes and practices trialled and tracked this year are being compared with the established assessment practices to ascertain the most informative processes for future data collection to inform planning. Analysing the data from all sources, through collegial analysis, will support improved teaching and learning programs and identify students for further targeted learning support. Next year, when formulating initiatives teachers will continue the class structure with additional initiatives on improved attendance.

The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading and numeracy across assessed areas, with areas of focus for 2024 noted below. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering the questions in the Check-in Assessment will be at or above the average of Year 3 and 5 students, 2022 data.	In 2023 Check In Assessment Results for numeracy indicate that the proportion of students correctly answering questions has increased by 7.1% points.
The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering the questions in the Check-in Assessment will be at or above the average of Year 3 and 5 students, 2022 data.	In 2023 Check In Assessment Results for reading indicate that the proportion of students correctly answering questions has increased by 5.4% points.

Strategic Direction 2: Collaboration

Purpose

Wellbeing underpins all aspects of growth and attainment. Student growth and attainment is the primary purpose of education and is at the core of everything we do. We have a strategic and planned approach for whole school wellbeing practices, supporting all stakeholders, through a safe and nurturing environment.

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.

- A Culture of Self-Directed Learning
- A Culture of Collaboration

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
QTSS release
AP Curriculum & Instruction
Professional learning

Summary of progress

Teachers have continued to work collaboratively with all students to develop a goal-setting mindset responding to formative and summative assessments. Working with the new syllabi teachers gained an understanding of the shift in pedagogy adopting the 3-6 syllabi. The flexible staffing initiative has supported student achievement, particularly in reading, evidenced previously in this report. Likewise, students with additional learning needs have benefited from the LaST focus group explicit instruction. Analysis of summative assessment indicates that 75% of these targeted students have maintained grade appropriate progress. Students thriving and achieving consistently good progress is the impact of funding this initiative.

In 2024 the flexible staffing initiative provides the opportunity to adjust the class and focus group structures to further support the needs of all stakeholders. Based on the data shared in the Term 4 School Development Days, teachers have collaboratively planned classes and new focus groups to improve teaching and learning experiences for each student.

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 attending more than 90% of the time to achieve a minimum of the system-negotiated lower bound target.	The percentage of students attending more than 90% of the time was 56.2%. This is an increase of 6.2% from the previous reporting period.
Increase student wellbeing and engagement above 2022 data.	The level of student engagement has remained a focus for 2023. The survey results attached above indicate student overall engagement has improved from the last report period: 20% of students indicated their engagement with school, which remains the same as Semester 1. 60% of students indicated an increased engagement with school since Semester 1.
Further increase parent engagement according to 2022 data	Parent engagement has increased minimally in 2023. This will still be a focus in 2024

Funding sources	Impact achieved this year
Integration funding support $74,052.00	Integration funding support (IFS) allocations support eligible students at Chillingham Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** students are enabled to develop personalising learning goals as a learning strategy identifying their next step based on assessment processes and feedback. **After evaluation, the next steps to support our students will be:** to retain a similar format for this initiative; small focus groups and individual learning support, based on students' personal learning goals.
Aboriginal background $2,249.65	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chillingham Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways **The allocation of this funding has resulted in the following impact:** has helped meet the specific learning needs of Aboriginal students at Chillingham Public School, and ensured that the performance of these students match or better those of the broader student population, while maintaining cultural identity. **After evaluation, the next steps to support our students will be:** to continue to maximise learning opportunities for students from Aboriginal and Torres Strait Islander backgrounds, through utilising knowledge of departmental policies and educational action plans.
Low level adjustment for disability $33,446.82	Low level adjustment for disability equity loading provides support for students at Chillingham Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing - attendance **Overview of activities partially or fully funded with this equity loading include:** • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

Low level adjustment for disability $33,446.82	meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** the provision of additional support for students in mainstream classes who have a disability by making adjustments to their learning when appropriate. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will maintain this structured support for identified students.
Location $1,795.12	The location funding allocation is provided to Chillingham Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • a diversity of excursions to the Science Centre in Brisbane and Circus Arts offered engaging opportunities catering to students' many talents **The allocation of this funding has resulted in the following impact:** it has increased learning opportunities, resulting in the further development of confidence and resilience, inclusive of all students. **After evaluation, the next steps to support our students will be:** to plan further excursion/incursion experiences to support our teaching and learning programs. This integration of these authentic learning experiences will inspire and engage students from our remote location.
Professional learning $6,685.04	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 Chillingham Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data guided Numeracy and Literacy Practices • Wellbeing - attendance • Engagement **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning continuing to support the implementation of the English and Mathematics syllabi 3-6. **The allocation of this funding has resulted in the following impact:** increasing the capacity of all teachers to embed effective practices in the explicit teaching of the new syllabi in Years 3-6 and further refining the K-2 procedures particularly assessment practices. **After evaluation, the next steps to support our students will be:** teachers will trial the Personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release $6,628.61	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chillingham Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing - attendance

QTSS release $6,628.61	**Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staff release to align professional learning to the Strategic Improvement Plan and develop staff capacity **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice utilising student survey feedback on their engagement with each KLA . This has resulted in teachers adjusting their programs and teaching strategies within their classroom practice in response to student needs.. **After evaluation, the next steps to support our students will be:** • to provide release for staff to participate in our Small Schools Network to lead improvement in an area where teachers need support, by collaboratively sharing resources and assessment strategies. • in the next cycle, partial, particularly late, attendance will be a focus area.
COVID ILSP $14,749.88	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of a teacher (familiar with the students, staff and their programs) once a week to implement one to one and small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy in the focus area to provide focused, targeted lessons on phonemic awareness, phonic knowledge/word recognition and reading fluency. **The allocation of this funding has resulted in the following impact:** • many students achieving significant progress towards their personal learning goals • PLAN2 shows growth/progress of students receiving small group tuition. • weekly spelling assessment and administering the South Australian spelling assessment showed growth. All students showed growth from Semester 1 assessment to Semester 2 assessment. • as a direct result of the consistent and targeted intervention, students and teachers reported increasing engagement both in small group tuition and return to class. • student engagement with returning spelling homework also increased from Semester 1 to Semester 2 which resulted in growth and progress in their weekly spelling assessments. **After evaluation, the next steps to support our students will be:** • to continue the implementation of literacy small group intuition using data sources to identify specific need. • providing extra support in the classroom for some students to continue to meet their personal learning goals. • regular monitoring of students.
Socio-economic background $18,358.01	Socio-economic background equity loading is used to meet the additional learning needs of students at Chillingham Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Socio-economic background	• Wellbeing - attendance
$18,358.01	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support the implementation of a Music program. **The allocation of this funding has resulted in the following impact:** students' enjoyment and growth, personal and skills, beyond all stakeholders expectations! Parents had requested a specialty Music program, which became possible through this funding and the availability of staff. It eventuated in a Small Schools Band being formed with students from 3 schools performing together in a school tour. Several students performed solo songs exploring previously untapped talents. **After evaluation, the next steps to support our students will be:** to continue, then expand the Music program. Student feedback also affirmed that the class/small group structure was ideal for learning as they had time with the teacher when needed and still had a range of activities with the whole cohort. Student wellbeing remains a focus in the next planning cycle as it underpins success in both learning and attendance.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	15	17	18	15
Girls	16	19	17	20

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	88.4	95.9	81.6	87.1
1	91.1	90.8	89.3	85.5
2	90.6	91.5	88.5	90.9
3	95.8	94.2	84.0	89.9
4	82.9	87.9	93.5	90.5
5	91.1	88.6	77.6	87.0
6	85.8	89.9	79.2	82.2
All Years	89.3	91.7	85.3	88.5
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	70,643.46
Revenue	783,758.99
Appropriation	758,988.07
Sale of Goods and Services	-64.05
Grants and contributions	21,950.58
Investment income	518.65
Other revenue	2,365.74
Expenses	-735,574.96
Employee related	-695,989.16
Operating expenses	-39,585.80
Surplus / deficit for the year	48,184.03
Closing Balance	118,827.49

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	58,392
Equity Total	54,054
Equity - Aboriginal	2,250
Equity - Socio-economic	18,358
Equity - Language	0
Equity - Disability	33,447
Base Total	520,017
Base - Per Capita	9,109
Base - Location	1,795
Base - Other	509,112
Other Total	55,008
Grand Total	687,471

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

During 2023, feedback from parents, students and staff indicated that the school is a welcoming and positive place to be. This feedback was sought from various formal and informal surveys throughout the year. Overall, a strong sense of belonging and enjoyment of school was expressed. The comments below are a snapshot of these responses:

Student Feedback:

- I love how nice all the students are and how we all play either together or different games at lunch and recess. The playground is nice and sunny which makes me feel happy.
- I really like that we get to have different teachers for different subjects. I love that we get to do different projects throughout the year.
- I love our rewards days, especially the water fun day. I loved going down the slide and going on the obstacle course.

Parent Feedback

- Choosing a small school was the best decision for our family. The school community has made us feel like we belong, and our child is thriving in this supportive environment.
- Chillingham has such a warm, inviting feel the moment you walk in. The teachers at Chillingham go above and beyond, providing individualised support and have really nurtured my child's learning needs and strengths.

Teacher Feedback:

- I love being a part of this teaching team and school. Working collaboratively as a team creates a positive and supportive environment for both students and staff.
- Teaching at this school is a joy, thanks to the warm sense of community. Teachers working together creates a positive atmosphere, and we support each other in our shared goal of helping students succeed.

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.