

2023 Annual Report

Fingal Head Public School



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Introduction

The Annual Report for 2023 is provided to the community of Fingal Head 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 Fingal Head Public School we nurture engaged global learners who aspire to achieve their full potential, whilst displaying the values of the school:

- Safe
- Respectful
- Active Learners,

enabling them to understand and take ownership of their own futures and pathways to greater success and to shape our diverse community for the better.

School context

Fingal Head Public School is a small coastal, rural school situated on the Tweed Coast. The school has an enrolment of 35 students with 45% identifying as Aboriginal or Torres Strait Islander. The school has a family-orientated atmosphere and a strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners from different cultural and linguistic backgrounds. Students have high levels of access to technology, strong social networks and a range of leadership opportunities.

Based on the outcome of our Situational Analysis, the school will continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for students to promote learning and wellbeing growth as well as self-directed learning.

Clear processes will be developed to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices. The wellbeing and engagement of our students remains a priority. Surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement.

Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for. Planning, programming, assessment and data use for teaching and learning are areas of ongoing improvement.

The school will develop systems to monitor and review its curriculum provision to meet the changing requirements of students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy, to meet system negotiated targets, through the delivery of balanced literacy and numeracy sessions across the school.

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.

- Effective classroom practice - Numeracy
- Effective classroom practice - Reading

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction

Summary of progress

All teachers showed their continued commitment to identifying, understanding and implementing the most effective explicit teaching methods to refine their Literacy and Numeracy practices. Using quality assessments and the data that comes with those assessments, student achievements and progress were regularly monitored to reflect on the effectiveness of teaching practices, to inform future teaching ensuring student learning goals were being met and targeted interventions are successful.

Work is continuing to develop and finalise the tool kits for teaching Literacy and Numeracy at Fingal Head Public School taking into consideration the new curriculum requirements.

The next steps in this Strategic Direction will be to:

- work closely and collaboratively with our Assistant Principal Curriculum and Instruction, teachers and SLSOs to finalise tool kits for teaching Literacy and Numeracy at Fingal Head Public School.
- continue to use the Learning Progressions and quality assessments to track growth and improvement and to inform targeted intervention.
- continue to promote engagement and challenges for every student including High Potential and Gifted Education.

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 questions in the Check-in Assessment will be at or above the average of Year 3 and 5, 2022 data.	A proportion of Year 4 and 6 students demonstrated growth in numeracy, by correctly answering questions in the Check-in Assessment at or above the average of Year 3 and 5, 2022 data. Data cannot be shared due to the small cohort size.
The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5, 2022 data.	A proportion of Year 4 and 6 students demonstrated growth in reading, by correctly answering questions in the Check-in Assessment at or above the average of Year 3 and 5, 2022 data. Data cannot be shared due to the small cohort size.

At least 65% of kindergarten students will achieve within the expected end of year progression for Understanding Texts in literacy and Quantifying Numbers and Additive Strategies in Numeracy.	2023 progression data shows the kindergarten students achieving the expected end of year progression for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy. Data cannot be shared due to the small cohort size.
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Strategic Direction 2: Quality teaching - Student engagement and wellbeing

Purpose

In order to maximise the learning outcomes for every student, all staff will use assessments and data to understand the learning needs of individual students and inform differentiated teaching 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.

- Data skills and use
- Assessments
- Positive attendance strategy

Resources allocated to this strategic direction

Professional learning AP Curriculum & Instruction

Summary of progress

Staff followed the whole school assessment schedule which included numeracy and literacy assessments throughout each term. The assessments included formative and summative assessment of student learning. Student progress was tracked using the literacy and numeracy progressions. Staff continued to update the learning progressions on a regular basis to monitor student learning progress and inform future teaching.

This year we continued to send out individual letters reporting on student attendance from the previous term. We will continue to strengthen attendance processes and engage closely with families to support individual student attendance.

The next steps in this Strategic Direction will be to:

- continue to develop the whole school assessment schedule to match with the 3-6 syllabus and include new DoE assessments as they become available.
- continue to track and monitor student learning against the learning progressions to inform future teaching ensuring student learning goals are being met.
- continue to assess student attendance data on a regular basis, analyse the data and inform parents and carers and engage closely with them to support individual student attendance.

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 1 to 6 students attending school at least 90% of the time will be at or above the Network-negotiated lower bound target of 70%.	The proportion of Year 1 to 6 students attending school at least 90% of the time increased in 2023 from 2022. FHPS is working towards achieving the Network-negotiated lower bound target.
The percentage of themes in the SEF element Data Skills and Use at sustaining and growing will be at or above 25%.	The percentage of themes in the SEF element Data Skills and Use at sustaining and growing is at 25%.
All teachers will engage in professional learning to build on their skills in the analysis, interpretation and use of student data. Students are supported when setting learning goals using their individual learning data.	Teachers continued to build on their skills of analysing, interpreting and using student data. Students continue to be supported to set learning goals using their individual learning data.

There is a whole school assessment schedule in place which is used by all teachers to capture information about student learning.	There is a whole school assessment schedule in place that is used by teachers to capture information about student learning.
The percentage of themes in the SEF element assessment at sustaining and growing will be at or above 75%.	The percentage of themes in the SEF element Assessment at sustaining and growing is 75%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$103,794.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fingal Head Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Improve student learning both academic and social, support for small groups and individual students in classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise this funding to support student learning outcomes in the classrooms and in the playground</p>
<p>Socio-economic background</p> <p>\$22,536.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fingal Head 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"> • Other funded activities <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 running of 2 classes 5 days a week <p>The allocation of this funding has resulted in the following impact: Fingal Head Public School was able to split the students into 2 classes 5 days a week ensuring individualised targeted learning support can continue.</p> <p>After evaluation, the next steps to support our students will be: The school will continue with this model in 2024 to split the students into 2 classes, 5 days a week to support ongoing individualised targeted learning support.</p>
<p>Aboriginal background</p> <p>\$34,494.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fingal Head 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"> • Other funded activities <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 • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their

<p>Aboriginal background</p> <p>\$34,494.63</p>	<p>families with the personalised learning pathway (PLP) process</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved engagement with families in the PLP process. • additional support in the classrooms for Aboriginal students. • increased engagement in the community through the Yuli events. • continuous administration support throughout the year. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to develop and foster a positive relationship with community. • to continue to provide opportunities to develop cultural competency, through the schools' Booning cultural program. This is a school written program that was developed with local Aboriginal support and endorsed by the local AECG.
<p>Low level adjustment for disability</p> <p>\$38,647.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Fingal Head 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"> • Other funded activities <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 running of 2 classes 5 days a week <p>The allocation of this funding has resulted in the following impact:</p> <p>Fingal Head PS was able to split the students into 2 classes, 5 days a week, ensuring individualised targeted learning support could continue to be provided..</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to split the students into 2 classes, 5 days a week to support ongoing individualised targeted learning support.</p>
<p>Professional learning</p> <p>\$6,681.06</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 Fingal Head 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"> • Effective classroom practice - Numeracy • Effective classroom practice - Reading • Data skills and use • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased capacity and confidence of all teachers to embed effective teaching practices around new curriculum • increased capacity in all teachers to deliver new syllabus. <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to source personalised and targeted professional learning for all classroom teachers.</p>

<p>QTSS release</p> <p>\$6,273.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fingal Head 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: The employment of an extra teacher enabling the students to be split into 2 classes, 5 days a week, which supports improvement in student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue to fund this position to ensure we are able to maintain the support this provides to students to improve learning outcomes.</p>
<p>COVID ILSP</p> <p>\$13,928.68</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 2023.</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 School Learning Support Officer (SLSO) to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the employment of an SLSO to work across both classes to support small group learning in literacy and numeracy <p>After evaluation, the next steps to support our students will be: As there will not be COVID ILSP funds in 2024, the school has received a small amount of small group tuition funding. We will use this funding to employ an SLSO to continue to provide small group support across the school during literacy and numeracy sessions. This will be in a reduced capacity due to less funds.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	15	13	10	15
Girls	14	17	18	18

Student attendance profile

School				
Year	2020	2021	2022	2023
K	82.7	87.8	79.5	93.6
1	89.8	87.8	88.8	92.1
2	87.6	85.6	86.5	91.9
3	91.9	90.4	66.3	89.7
4	95.2	86.0	85.4	89.5
5	85.9	95.5	83.7	91.6
6	87.5	91.4	94.7	90.7
All Years	88.7	90.0	86.1	91.4
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	70,131.92
Revenue	993,672.19
Appropriation	935,214.08
Sale of Goods and Services	5,608.91
Grants and contributions	49,860.85
Investment income	2,988.35
Expenses	-944,533.03
Employee related	-828,997.71
Operating expenses	-115,535.32
Surplus / deficit for the year	49,139.16
Closing Balance	119,271.08

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	94,737
Equity Total	95,679
Equity - Aboriginal	34,495
Equity - Socio-economic	22,537
Equity - Language	0
Equity - Disability	38,647
Base Total	516,011
Base - Per Capita	7,287
Base - Location	0
Base - Other	508,724
Other Total	54,616
Grand Total	761,042

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

Parent/Caregiver feedback

Through both formal and informal discussions with parents/caregivers, and the school community, the feedback we have received overwhelmingly reinforces:

- * Our school is a friendly and welcoming environment for all.
- * Parents/caregivers feel welcomed at the school.
- * The staff at Fingal Head Public School care about all the students with a focus on the learning of each individual student.
- * A wide range of experiences are provided for students at Fingal Head Public School.
- * The school maintains high expectations and continuous improvement..

Student feedback

Fingal Head Public School is the best because:

- * the teachers are nice and help us learn.
- * of sport, reading and my teachers. I like everything about my school.
- * it is a special place for all of us. The teachers love us and care for us.
- * there is always someone there to help you.
- * our teachers are the best teachers in the world.
- * I love the extension maths we get to do. It's fun.

Staff feedback

All staff agreed that Fingal Head Public School is a rewarding place to work.

They all strongly agreed:

- * the principal demonstrates integrity by keeping their word, not ignoring difficult problems, resolving difficult conflict in a principled way
- * the principal listens carefully to other people's ideas and perspectives
- * the principal demonstrates personal competence - knowledge and skill needed to undertake the role of a leader effectively and efficiently and is a willing and active learner
- * the principal demonstrates a caring attitude towards staff, students and parents.

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.