

2023 Annual Report

Yerong Creek Public School



Always Trying

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Introduction

The Annual Report for 2023 is provided to the community of Yerong Creek Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Yerong Creek Public School equips students with the skills and knowledge they need to set and achieve aspirational goals in learning and life. Our dedicated staff draws on evidence-based educational best practice to pursue excellence in teaching and deliver the highest quality education to our students. Our strong and enduring school community provides a focal point for building social capital in the community of Yerong Creek.

School context

Yerong Creek Public School is a small school with a long and proud history. The school provides education for students drawn from the semi-rural and surrounding rural areas of the Yerong Creek village on Wiradjuri country and has a current enrolment of 13. Yerong Creek is located 40 kilometres south of Wagga Wagga and is part of the Lockhart Shire. Economic activity in our school catchment is primarily based around local farming enterprises and businesses in the surrounding larger townships. The socio-economic backgrounds of our students vary widely. Student enrolments over the preceding 10 years have fluctuated, with an overall downward trend.

The school plays a critical role as a social hub in Yerong Creek, where community-based organisations and local businesses have decreased over recent decades. As a result of the findings of our situational analysis, we recognise the need to engage a broader cross-section of our families in new and flexible ways. The school is committed to supporting initiatives that provide social, cultural and recreational opportunities that strengthen connections between the school and our community.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning achievement of each student, staff will use data effectively to plan high-quality, responsive teaching programs and target explicit instruction at point-of-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.

- Collaborative Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction

Socio-economic background

Low level adjustment for disability

Aboriginal background

Location

QTSS release

Per capita

Integration funding support

Summary of progress

In 2023 the school had two areas of focus to improve student growth. The first focus was to improve our collaborative practice in reviewing and analysing student data and progressing and evaluating the impact of teaching of student outcomes in writing. The second focus was to develop and improve our differentiated small group literacy and numeracy instruction based on assessment data. Through focusing on High Impact Professional Learning, the school team was guided through the process of identifying a literacy and numeracy area of focus through analysing student data.

In order for students to demonstrate growth in writing achievement, professional development, led by the school's Virtual Assistant Principal Curriculum Instruction (vAPCI) was implemented to enhance staff capability to explicitly target students at their point of need. As a result, teachers used student data to plan and embed quality practice into their everyday teaching programs. Student learning goals were identified from analysis of writing samples at the end of each term. Staff survey results indicated that their confidence and ability to teach writing improved over the year. Student writing samples analysed and data entered into PLAN 2 showed an improvement in student writing outcomes.

Literacy and numeracy groups were formed after initial data was collected and analysed, enabling learning to be focused on point of need. The use of Learning Intentions and Success Criteria allowed students to know why and what they were learning resulting in increased learning engagement.

In 2024 our focus will shift from writing to reading in order to build a strong reciprocity between the two. This will support further improvement in student achievement in literacy.

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
An increased proportion of students are able to demonstrate growth and achievement in understanding text over the year, using the learning progressions.	Most students have demonstrated growth in understanding text, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
An increased proportion of students are able to demonstrate growth and achievement in number and place value over the year, using the learning	Most students have demonstrated growth in number and place value, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

progressions.

Strategic Direction 2: Culture and Wellbeing

Purpose

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Wellbeing
- Positive Relationships

Resources allocated to this strategic direction

Professional learning
Integration funding support

Summary of progress

The focus for 2023 was to continue a whole school approach to creating a safe environment ensuring connectedness: engaging students in their learning and promoting social and emotional skills whilst establishing opportunities for the development of student voice.

The school introduced and implemented the Berry Street Education Model strategies to promote a stronger sense of belonging and wellbeing in our student population. Ensuring students were present, centred and grounded and ready to learn resulted in an increased sense of belonging at school and recognition that there is always someone to help at the time of need. As a way of analysing and tracking areas of need, School Bytes software platform was introduced which supported the monitoring of attendance and wellbeing across the school.

The student leadership team were actively involved in the GRIP leadership program supporting them to have a voice in their education and wellbeing as they engage as active learners. Students were seen as partners as teachers and student discussed their progress and any areas of need.

The impact of these initiatives is evident in staff and students having a heightened awareness of maintaining a learning environment where there is a sense of belonging and an eagerness to learn. School Bytes has provided a streamline platform for monitoring and tracking student attendance, wellbeing and progress with all staff utilising the program.

In 2024 the school will continue to have a focus on inclusive practices that enhance wellbeing and positive relationships. There will be a continuation of the Berry Street Educational Model as well as a focus on whole school engagement in learning.

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 proportion of students attending 90% of the time.	The number of students attending school 90% of the time or more has decreased.
An increased proportion of students reporting high expectations for success and a stronger sense of belonging at school.	An increased proportion of students reporting high expectations for success and a stronger sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$7,536.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yerong Creek 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"> • Collaborative Practices • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,550.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yerong Creek 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Needs based funding sources were combined to provide a full-time classroom teacher. Classroom teacher allocation 0.35 topped up by 0.65 = 1.0 <p>The allocation of this funding has resulted in the following impact: All students demonstrated an improvement in learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a full-time classroom teacher to support small group literacy and numeracy groups and explicit instruction. Classroom teacher allocation will be topped up to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$1,539.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yerong Creek 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"> • Collaborative Practices

<p>Aboriginal background</p> <p>\$1,539.87</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Needs based funding sources were combined to provide a full-time classroom teacher. Classroom teacher allocation 0.35 topped up by 0.65 = 1.0 <p>The allocation of this funding has resulted in the following impact: All students demonstrated an improvement in learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a full-time classroom teacher to support small group literacy and numeracy groups and explicit instruction. Classroom teacher allocation will be topped up to support our trajectory towards achieving targets.</p>
<p>Low level adjustment for disability</p> <p>\$18,560.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Yerong Creek 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"> Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Needs based funding sources were combined to provide a full-time classroom teacher. Classroom teacher allocation 0.35 topped up by 0.65 = 1.0 <p>The allocation of this funding has resulted in the following impact: All students demonstrated an improvement in learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a full-time classroom teacher to support small group literacy and numeracy groups and explicit instruction. Classroom teacher allocation will be topped up to support our trajectory towards achieving targets.</p>
<p>Location</p> <p>\$9,624.39</p>	<p>The location funding allocation is provided to Yerong Creek 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 Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> Needs based funding sources were combined to provide a full-time classroom teacher. Classroom teacher allocation 0.35 topped up by 0.65 = 1.0 <p>The allocation of this funding has resulted in the following impact: All students demonstrated an improvement in learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a full-time classroom teacher to support small group literacy and numeracy groups and explicit instruction. Classroom teacher allocation will be topped up to support our trajectory towards achieving targets.</p>
<p>Professional learning</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</p>

<p>\$4,826.66</p>	<p>Professional Learning for Teachers and School Staff Policy at Yerong Creek 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"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff development activities to support student wellbeing through the Berry Street Education Model. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices to promote creating a safe environment ensuring connectedness: engaging students in their learning and promoting social and emotional skills.</p> <p>After evaluation, the next steps to support our students will be: To continue to participate in ongoing professional development with further units of the Berry Street Educational Model.</p>
<p>QTSS release</p> <p>\$3,314.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yerong Creek 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 Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Needs based funding sources were combined to provide a full-time classroom teacher. Classroom teacher allocation 0.35 topped up by 0.65 = 1.0 <p>The allocation of this funding has resulted in the following impact: All students demonstrated an improvement in learning across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide a full-time classroom teacher to support small group literacy and numeracy groups and explicit instruction. Classroom teacher allocation will be topped up to support our trajectory towards achieving targets.</p>
<p>COVID ILSP</p> <p>\$12,389.99</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 educators (SLSO) to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	10	12	9	7
Girls	12	10	9	6

Student attendance profile

School				
Year	2020	2021	2022	2023
K	81.7	85.5	89.1	87.9
1	92.9	90.1	76.7	86.1
2	90.5	93.4	83.0	
3	80.1	83.9	77.9	91.3
4	94.9	94.8	89.5	89.5
5	85.4	76.9	85.6	85.1
6	39.8	91.8	88.0	87.6
All Years	83.9	89.7	84.7	87.4
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	
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	90.5

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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.73

*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	35,096.06
Revenue	458,208.31
Appropriation	445,692.02
Sale of Goods and Services	69.91
Grants and contributions	11,489.26
Investment income	957.12
Expenses	-449,134.69
Employee related	-398,836.30
Operating expenses	-50,298.39
Surplus / deficit for the year	9,073.62
Closing Balance	44,169.68

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	0
Equity Total	37,651
Equity - Aboriginal	1,540
Equity - Socio-economic	17,551
Equity - Language	0
Equity - Disability	18,560
Base Total	334,181
Base - Per Capita	4,685
Base - Location	9,624
Base - Other	319,872
Other Total	43,870
Grand Total	415,702

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, parents were invited to participate in a paper-based satisfaction survey. This survey was completed by 50% of parents. 100% of parents returning the survey indicated they 'strongly agreed' with: The school is friendly, tolerant and accepting of all students; Yerong Creek Public School has good communication; Parents find it easy to contact the school to discuss concerns relating to their child.

Parents attending P&C meetings during 2023 have indicated that they are happy with the educational opportunities that their children receive at Yerong Creek Public School. During 2023, all students had a parent attend our scheduled 3 Way Conferences. All students attending these 3 Way Conferences were happy with the academic progress of their child.

Student wellbeing surveys during 2023 indicated 100% of students agreed that: There is someone at school who helps me improve. 84% of students agreed that: There is someone at school who cares about me. Greater Kengal schools (Yerong Creek PS, Pleasant Hills PS and Boree Creek PS) completed all sporting carnivals, Harmony Day, Life Education Van, and Cultural Awareness Day. The students from Years 3 to 6 from Greater Kengal attended a 3-day, 2-night excursion to Melbourne. Greater Kengal students from K-2 attended a day excursion to the Junee Licorice Factory.

During 2023 staff completed a paper-based survey. 100% of staff indicated they strongly agreed that: The culture of Yerong Creek PS is based on learning and the core values of respect, responsibility and resilience; They feel valued at Yerong Creek PS; They feel they have a voice at Yerong Creek PS; They have enough freedom to decide how to do their work; The Principal cares about their wellbeing; They are appropriately involved in the decisions that affect their work; They collaborate well with peers;

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.