2023 Annual Report

Kapooka Public School

3923

Introduction

The Annual Report for 2023 is provided to the community of Kapooka 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

Kapooka Public School
Sturt Ave
Kapooka, 2661
https://kapooka-p.schools.nsw.gov.au
kapooka-p.school@det.nsw.edu.au
02 6931 2703

School vision

At Kapooka Public School education is a shared responsibility, with staff and parents working in partnership to generate, maintain and promote excellence and equity to equip students to achieve their personal best and be active and informed citizens in the future.

In the context of a mobile school population we are seeking to prepare our students to meet new educational and social challenges and to develop in them greater self-esteem, self-discipline and motivation to learn and succeed.

School context

Kapooka Public School is a small, dynamic, well-resourced school within a unique natural setting. The students are committed and enthusiastic learners who strive to demonstrate our school values of Respect, Resilience and Responsibility. The students are encouraged to be caring and considerate of one another, developing active and thoughtful citizens of the future.

The majority of our students are transient, with families remaining in Kapooka for approximately 2-3 years. A particular focus of our school is the wellbeing of all students, in particular, ensuring a smooth transition for students into our school and for their families into the wider community.

The school works closely with our parents to provide positive learning outcomes for all students. There is a school-wide, collective responsibility for the learning and wellbeing of all students. We are staffed by caring, committed and experienced staff who have high expectations and develop quality learning experiences with the capacity to meet the needs of all students: emotional, cultural, sporting and academic.

As identified in the External Validation process, Kapooka Public School staff, throughout 2022-26, will maintain a particular focus on the effective teaching of literacy and numeracy, whilst striving for excellence in all areas of schooling and consolidating practices within the school that have seen considerable growth in students.

Kapooka Public School belongs to the Wagga Community of Small Schools providing wider opportunities for social extension and cooperative learning for students, as well as professional learning and support for staff with opportunities for the wider community to collaborate and plan for all students in the network.

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	Sustaining and Growing
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 maximise individual student learning outcomes in literacy and numeracy, student assessment data is regularly used school-wide to identify student achievement and progress in order to reflect on teaching effectiveness and inform next steps in teaching, resulting in students that are self-motivated, goal driven learners.

To sustain and grow quality teaching practices, there are explicit systems for collaboration, curriculum planning and feedback to ensure classroom practice is best-practice, meeting the educational needs of 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 Informed Practices
- Research based high impact professional learning model

Resources allocated to this strategic direction

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

Summary of progress

Data Informed Practices

The focus for 2023 was on working with the Collaborative Support Unique Settings (CSUS) project team on vocabulary for comprehension across the school. This involved professional learning to support the collaborative analysis of PLAN2 data to evaluated for the next steps in teaching. Every staff member taught one or two progressions every 5 weeks resulting in an increase in student comprehension of texts and an awareness of using varied and interesting vocabulary in writing and speaking. Teachers undertook professional learning in the Frayer Model, Departmental learning around vocabulary, used the Guttman for data analysis and developed structured, focused observations for improving teaching practice.

As a result, all students achieved progress in the vocabulary progressions.

In 2024 the focus on data analysis and effective teaching practices will be continuing with vocabulary as the focus for reading and expanding it to include multiplicative strategies in mathematics.

Research based high impact professional learning model

In 2023, a teacher was employed one day a week to release teaching staff to participate in targeted professional learning (PL) and meaningful observations for vocabulary. This model was successful in giving time to teachers to participate in learning and reflect and plan for new practices to support student learning. Working with CSUS to source the most relevant high impact PL for vocabulary and PL to structure peer observations to give timely and effective feedback, was another element in developing a high impact professional learning model.

As a result, all teaching staff K-6 have implemented explicit teaching practices for vocabulary and regularly engage in peer observations and professional discussions. Students in all stages have achieved growth in the learning progressions for vocabulary.

In 2024 this model for high impact professional learning will continue with a focus on multiplicative strategies.

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
To increase the achievement in number sense and algebra for students in Year 6 to greater than 36.5% in the Check In Assessment.	The number of students achieving number sense and algebra in the term 3 Check In Assessment was 45.5%, which is growth of 9%.
To increase the number of students in stage 2 achieving vocabulary progressions in PLAN2 data.	All students in Stage 2 achieved growth in the vocabulary progressions in PLAN2 data.

Strategic Direction 2: Attendance and Wellbeing

Purpose

There is a strategic and planned approach to develop whole school processes for monitoring attendance underpinning student engagement to 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.

- Attendance
- A school wide approach to Wellbeing

Resources allocated to this strategic direction

Location

Summary of progress

Attendance

In 2023 attendance was closely monitored through School Bytes. This involved daily contact by teachers for any unexplained absences using Class Dojo and families were contacted by the Principal re attendance if a pattern of absences was established or attendance level was unacceptable.

As a result attendance data improved for targeted families and attendance for the year showed an increase in students attending 90% of the time, being above state, network and SSSG schools as measured by the Attendance and Engagement App in Scout.

In 2024 these practices will be continued.

A school wide approach to Wellbeing

The focus for 2023 was evaluating the Wellbeing practices in the school.

This involved surveys and focus groups of community, staff and students around current practices and our Wellbeing framework.

As a result a school wide Wellbeing strategy using Positive Living Skills and Smiling Minds was developed. Using a common language around a focus skill each fortnight and engaging regularly and strongly with parents about the skill were a focus. Our wellbeing strategy was endorsed by the community.

In 2024 the implementation and effectiveness of the additional Wellbeing practices will continue to be monitored and evaluated.

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 number of students attending 90% of the time as measured by the Roll Check Report.	The number of students attending school 90% of the time or more has increased and is 8.5% above the State and 2.7% above the network.
To increase the number of students experiencing a sense of belonging as measured by the Tell Them From Me Student Survey.	Students reporting positive Wellbeing outcomes has increased across the positive Wellbeing measures with 81.3% of stage 2&3 students feeling they belong to Kapooka Public School.

Funding sources	Impact achieved this year
Socio-economic background $21,608.72	Socio-economic background equity loading is used to meet the additional learning needs of students at Kapooka 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:** • Data Informed Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support program implementation • engagement with CSUS Initiative **The allocation of this funding has resulted in the following impact:** All students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions. All students were supported in their learning. **After evaluation, the next steps to support our students will be:** Continue to use the knowledge gained through engagement with CSUS for data analysis on vocabulary and expand it to multiplicative strategies. Support classroom teachers to engage and develop every learner through the appointment of an SLSO for every class.
Aboriginal background $3,788.93	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kapooka 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:** • Data Informed Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students. **The allocation of this funding has resulted in the following impact:** Aboriginal students are able to demonstrate growth and achievement in literacy and numeracy, using the learning progressions. **After evaluation, the next steps to support our students will be:** Aboriginal students will continue to be supported with 1:1 or small group tuition as needed.
Low level adjustment for disability $33,790.58	Low level adjustment for disability equity loading provides support for students at Kapooka 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:** • Data Informed Practices **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers.

Low level adjustment for disability $33,790.58	**The allocation of this funding has resulted in the following impact:** all students are able to demonstrate growth and achievement in vocabulary over the year, using the learning progressions. **After evaluation, the next steps to support our students will be:** to continue to use the CSUS model for multiplicative strategies.
Location $1,600.58	The location funding allocation is provided to Kapooka 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:** • Attendance and Wellbeing • Data Informed Practices **Overview of activities partially or fully funded with this operational funding include:** • student assistance to support excursions. **The allocation of this funding has resulted in the following impact:** increased opportunities and choices for students. **After evaluation, the next steps to support our students will be:** continuing to provide the opportunity to access to all events and excursions supporting the school to overcome isolation of students.
Professional learning $8,324.71	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 Kapooka Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Research based high impact professional learning model **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning. **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** personalised and targeted professional learning for multiplicative strategies and number talks.
QTSS release $14,204.16	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kapooka Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Research based high impact professional learning model **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact

QTSS release $14,204.16	teaching strategies within their classroom practice for vocabulary. **After evaluation, the next steps to support our students will be:** providing release for all staff to participate in professional learning in the target area of multiplicative strategies.
COVID ILSP $20,245.14	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 teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy - phonemic awareness MiniLit. **The allocation of this funding has resulted in the following impact:** all students have achieved growth on PLAN2 progressions. **After evaluation, the next steps to support our students will be:** provide explicit teaching through small group tuition in and out of the classroom to support literacy and numeracy.
Per capita $17,177.16	These funds have been used to support improved outcomes and the achievements of staff and students at Kapooka Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practices **Overview of activities partially or fully funded with this operational funding include:** • employing a teacher to take Stage 2 students for literacy and numeracy. **The allocation of this funding has resulted in the following impact:** all students across the school achieved growth in literacy and numeracy in PLAN2. **After evaluation, the next steps to support our students will be:** fund a School Learning Support Officer for each class to support learning in literacy and numeracy.
AP Curriculum & Instruction $31,017.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. **The allocation of this funding has resulted in the following impact:** strong evaluative practices for vocabulary evident throughout the school. **After evaluation, the next steps to support our students will be:**

AP Curriculum & Instruction $31,017.60	using these evaluative practices for multiplicative strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	30	38	33	36
Girls	52	37	33	34

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.4	94.5	93.0	94.1
1	93.1	94.6	91.4	92.5
2	93.0	95.4	90.5	94.2
3	96.0	94.8	92.3	93.7
4	95.5	93.7	92.1	90.7
5	93.6	92.2	93.0	91.0
6	95.7	94.5	88.4	94.3
All Years	94.1	94.3	91.6	93.2
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)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.43

*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	80,083.04
Revenue	968,404.85
Appropriation	893,142.08
Sale of Goods and Services	381.78
Grants and contributions	71,311.16
Investment income	3,569.83
Expenses	-907,945.83
Employee related	-803,117.55
Operating expenses	-104,828.28
Surplus / deficit for the year	60,459.02
Closing Balance	140,542.06

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	59,188
Equity - Aboriginal	3,789
Equity - Socio-economic	21,609
Equity - Language	0
Equity - Disability	33,791
Base Total	719,677
Base - Per Capita	17,177
Base - Location	1,601
Base - Other	700,899
Other Total	72,199
Grand Total	851,064

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.

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

Each year Kapooka Public School seeks the opinions of parents, students and teachers about aspects of the school. In 2023 the school leadership team analysed the data from the end of year 2022 Tell Them From Me Survey around student Wellbeing and Belonging and found it had decreased across the year (76% falling to 56%). Behaviour data on School Bytes indicated that the number of playground incidents had increased throughout 2022.

In semester 2 of 2023 staff, student and community school based surveys and focus groups were conducted explicitly about about our current wellbeing and behaviour practices.

The results indicated that our current Wellbeing and Behaviour strategy was supported by the community (85%), and over 90% of parents felt their children were known, valued and supported. The survey indicated that communication of our expectations and the Wellbeing and Behaviour strategy needed to improved with only 70% of the community indicating they were familiar with the strategy.

Staff indicated that the recording of all behaviours on School Bytes was inconsistent.

In the student survey 81.3% of students in Stage 2 and 3 indicated that they felt that they belonged to Kapooka Public School, with 93.6% of these students feeling known and valued, which was an unexpected result based on the TTFM 2022 data. Modifications to our Wellbeing and Behaviour strategy will still be implemented to support continued growth.

At the end of 2022, changes to our lunch and recess breaks were trialled. Data indicated that the changes made to our breaks through out the day were supporting student behaviour and learning with a reduction in incidents and was embedded in the school in 2023. Additionally in term 4 2023, a stronger approach to a school wide focus on one value every two weeks by all staff from the Positive Living Skills program has supported a common language when speaking to students and the community about behaviour, supporting a decrease in negative behaviour incidents.

In 2024, behaviour data on School Bytes will be more consistently entered and will continue to be analysed for any trends. Positive Living Skills will be a strong focus throughout the school with a fortnightly emphasis on one skill. Our Wellbeing and Behaviour strategy will be communicated at the beginning of the year at the information nights, parent/teacher interviews and regularly communicated through our communication channels throughout the year. Opportunities for students to feel part of the school through a strong school parliament, leadership in and outside of the school, sport, extra curricula activities and other representative opportunities will be available to all students to continue to support a sense of belonging.

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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.