

2023 Annual Report

Mallawa Public School



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Introduction

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

At Mallawa Public School we believe that every student should be inspired and challenged to learn, meet high expectations and realise their full potential. Our staff are dedicated to providing a high quality education for our students by creating a nurturing learning environment where students are creative, reflective and independent learners.

School context

Mallawa Public School is a small rural and remote school located 60km west of Moree. Established in 1959, the school has a long and rich tradition of excellence and continues with an enrolment of 9 students. Our school directly caters for the needs of students from Kindergarten to Year 6. Students travel to school on a school bus, with 55% of students living on surrounding farms while 45% of students living in town.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching through evidence-based strategies. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

Students have high levels of access to technology, each having access to their own laptop and iPad.

Staffing allocation at Mallawa is determined by NSW DoE budget and the Online Management of School Entitlements and Enrolments (OMSEE) report which fluctuates with student enrolment. Current staffing includes: Teaching Principal, Part-time Classroom Teacher, Part-time School Administration Manager (SAM), Part time Student Learning Support Officer (SLSO) and a Part-time General Assistant (GA). Allocated Teaching Staff - 1.33 (1.3 teachers). Allocated SASS - 0.946 (SAM -3 days per week and GA 1 day per week). We have a current enrolment of 9 in 2023. Our school Family Occupation and Education Index (FOEI), currently at 118.

Based on the outcome of our Situational Analysis, we have determined that we will strengthen our capacity to deliver quality learning for all students through full implementation of the new curriculum. Formative and summative assessment practices and data analysis for improved student growth and attainment will be prioritised. Personalised Learning Plans/Pathways (PLPs) will continue to be used for each student to promote individualised learning and well-being growth as a school and Barwon Community of Schools focus.

This Plan 2023-2026 is based on rigorous self-assessment leading to two strategic directions. These are student growth and attainment and whole school connection and engagement.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	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

In order to maximise the learning outcomes for every student in literacy and numeracy, we will develop whole school data tracking systems to drive teaching practices and support the individual learning 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.

- Internal and External Assessment
- Personalised Learning
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Beginning teacher support

Aboriginal background

Per capita

Summary of progress

Focus was on teaching and learning cycle to improve student growth in Literacy and Numeracy. Staff improvement in Literacy and Numeracy, specifically spelling, phonics, reading, quantifying numbers and additive strategies allowed staff to develop consistent evidence-informed practices and used assessments to identify point of need with student learning. Reading and mathematical teaching strategies drawn from the evidence-base was a focus to ensure student learning was at the forefront of all practices and targeted individual student need. All staff used data to plan and embed quality practices into teaching and adapted programs as required. Student learning outcomes have been tracked through the collection and analysis of assessment data in PLAN and have shown improvement in both Literacy and Numeracy. Next year in this initiative the school will continue to follow best practice to support student growth. Data suggests that a continued focus of the components of reading through word recognition, phonic knowledge, spelling and understanding texts with comprehension and Numeracy will continue to increase knowledge in additive strategies and Multiplicative thinking.

Focus was on Staff, Parents and Students to set individual learning goals for students in English, Mathematics and a personal goal. All personalised learning plans (PLPs) were completed in Term 1. PLPs were addressed in the classroom and staff provided students with visual aids of personal goals to encourage growth. Follow up PLPs were informal and based around growth and student need. Next year PLPs will continue to occur each semester and allow for partnerships to continue to grow.

Focus was on attendance to continue to encourage a minimum of 70% of students to attend 90% of the time. Due to the farming season of the local community and sicknesses that lingered in 2023 this didn't occur. However the continued implementation of the school mobile as a communication device for all absences has encouraged parents to regularly inform the school of any absences the day of. Staff followed Department policy to contact parents and encourage usage of the mobile phone. Next year staff will continue this process.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading <ul style="list-style-type: none">• All students demonstrate reading growth and achievement from Term 1 to Term 4 using PLAN as a key data point.	100% of students have demonstrated growth in Reading as assessed using the learning progressions.
Numeracy	100% of students have demonstrated growth in Numeracy as assessed

<ul style="list-style-type: none"> • All students demonstrate Numeracy growth and achievement from Term 1 to Term 4 using PLAN as a key data point. 	using the learning progressions.
Attendance <ul style="list-style-type: none"> • A minimum of 70% of students attend >90% of the time. 	44.4% of students attended >90% of the time. Therefore, the school has not met its target.

Strategic Direction 2: Attendance and Wellbeing

Purpose

In schools that excel, the school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community.

In schools that excel, 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.

- High Impact Professional Learning
- Collaboration

Resources allocated to this strategic direction

Professional learning

Location

AP Curriculum & Instruction

QTSS release

Summary of progress

Focus was on the use of high impact professional learning and collaboration to improve student growth. Teacher improvement in Literacy and Numeracy, specifically spelling, phonics, quantifying numbers and additive strategies allowed staff to develop consistent evidence-informed practices and used assessments to identify point of need with student learning. Collaboration with other small schools allowed for staff and students to increase school capacity and support growth.

Spelling and mathematical teaching strategies drawn from the evidence-base was a focus to ensure student learning was at the forefront of all practices and targeted individual student need. VAPCI and staff used data to plan and embed quality practices into teaching and adapted programs as required. Differentiated support in the form of coaching and mentoring has been provided for staff at their point of need through peer teaching and support materials provided to further support staff to implement best practice. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in both Literacy and Numeracy.

Next year in this initiative the school will continue to follow best practice of implementing high impact professional learning to support staff and in turn support student growth in Literacy and Numeracy. The school will continue to collaborate with the Barwon Small Schools Community to support staff and students.

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
Professional Development supports and enhances student needs, deepens teaching knowledge and aligns teaching staff PDP's to implementation of differentiated curriculum	Staff knowledge has improved and been supported by Professional Development that has aligned to curriculum and PDP's. This in turn has supported student growth in Strategic Direction 1.
An improvement in interschool shared systems will be evident through the Barwon Small Schools Community as a result of agreed professional Learning.	The Interschool collaboration based on student interactions has improved in 2023 with 4 small schools joining together to support social skills and interactions. Staff collaboration has continued with changes to how that occurred in 2023 compared to 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,999.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mallowa 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"> • Reading Growth <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 differentiated program implementation. <p>The allocation of this funding has resulted in the following impact: Collaboration between classroom teacher, APCI, SLSO to build capability in meeting the numeracy needs of students, learning goals being achieved and PLAN 2 being regularly updated.</p> <p>After evaluation, the next steps to support our students will be: Continuing to focus on Numeracy data to identify areas for improvement and explicitly teaching maths concepts. Teachers engaging in maths professional learning focusing on multiplicative strategies.</p>
<p>Aboriginal background</p> <p>\$3,069.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mallowa 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"> • Numeracy Growth <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 literacy and numeracy programs and continuing Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: K-2 and 3-6 specific learning in literacy and numeracy and programs tailored to specific ability levels. Students results in reading show growth and numeracy growth has increased. 100% of Aboriginal and Torres Strait Islander families engaged in the PLP process.</p> <p>After evaluation, the next steps to support our students will be: Focusing on Numeracy and Literacy data to identify areas for improvement. Teachers engaging in professional learning focusing on number sense, additive strategies, reading comprehension and understanding texts.</p>
<p>Low level adjustment for disability</p> <p>\$17,465.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Mallowa 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"> • Reading Growth <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$17,465.48</p>	<ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Supporting the employment of additional teaching staff to support the differentiation of curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of classroom teachers to use differentiated teaching and learning practices.</p>
<p>Location</p> <p>\$11,701.40</p>	<p>The location funding allocation is provided to Mallawa 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Targeted professional with Lead Specialist Numeracy and engaging with the Curriculum Reform. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed data driven, differentiated number sense lessons.</p> <p>After evaluation, the next steps to support our students will be: to personalise and target professional learning to build teacher capacity at lead level.</p>
<p>Professional learning</p> <p>\$5,852.77</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 Mallawa 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed data driven, differentiated spelling, phonics and phonemic awareness lessons.</p> <p>After evaluation, the next steps to support our students will be: to personalise and target professional learning to build teacher capacity at lead level.</p>
<p>QTSS release</p> <p>\$1,775.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mallawa 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$1,775.52</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: additional staff to support the collaboration and delivery of high-quality,differentiated, curriculum delivery.</p> <p>After evaluation, the next steps to support our students will be: the engagement of additional teaching staff to support curriculum implementation.</p>
<p>COVID ILSP</p> <p>\$11,927.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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"> • employing staff to supervise and monitor progress of student groups engaging in online tuition ILSP. <p>The allocation of this funding has resulted in the following impact: Student Literacy PLAN data indicates an increase of 34% of students to 'consolidation' with total growth of 81%. Student Numeracy PLAN data indicates an increase of 50% of students to 'consolidation' with total growth of 86%.</p> <p>After evaluation, the next steps to support our students will be: Further engagement with the COVID ILSP (small group tuition) online delivery team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	3	3	4
Girls	7	5	6	5

Student attendance profile

School				
Year	2020	2021	2022	2023
K	99.4	85.6	86.5	86.6
1	90.0	90.7	81.5	92.2
2	100.0	77.5	91.0	91.4
3		96.9	94.4	92.8
4	95.8	91.3	95.5	87.8
5	97.8	92.5	90.4	97.8
6	100.0	67.5	93.5	97.8
All Years	96.3	85.4	89.8	91.8
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		92.7	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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.85

*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	141,566.90
Revenue	485,579.69
Appropriation	477,170.44
Sale of Goods and Services	-604.09
Grants and contributions	5,622.50
Investment income	3,390.84
Expenses	-391,994.35
Employee related	-312,758.01
Operating expenses	-79,236.34
Surplus / deficit for the year	93,585.34
Closing Balance	235,152.24

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	35,534
Equity - Aboriginal	3,069
Equity - Socio-economic	14,999
Equity - Language	0
Equity - Disability	17,465
Base Total	331,276
Base - Per Capita	2,342
Base - Location	11,701
Base - Other	317,232
Other Total	60,812
Grand Total	427,622

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

Parents/caregivers, students and teachers joined together throughout the year to complete Personalised Learning Pathways (PLP's). The Three way interview allows open communication between all participants. The PLP's occur at least once a semester to ensure updated learning goals. Parent opinions and feedback is collected and addressed as needed. With most parents satisfied with the schools support of their child/ren's needs. As a continuing cycle students needs are addressed and catered to based on all feedback.

Parents Response to: How would you like to see the school support your child in the future?

Nothing, just doing what we are doing.

Keep doing the same.

Keep doing what you're doing.

Working on the supporting student learning goals and classroom things.

The school is already making a huge difference compared to the last school. We are really happy at the moment. He's getting a lot of support here.;

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.