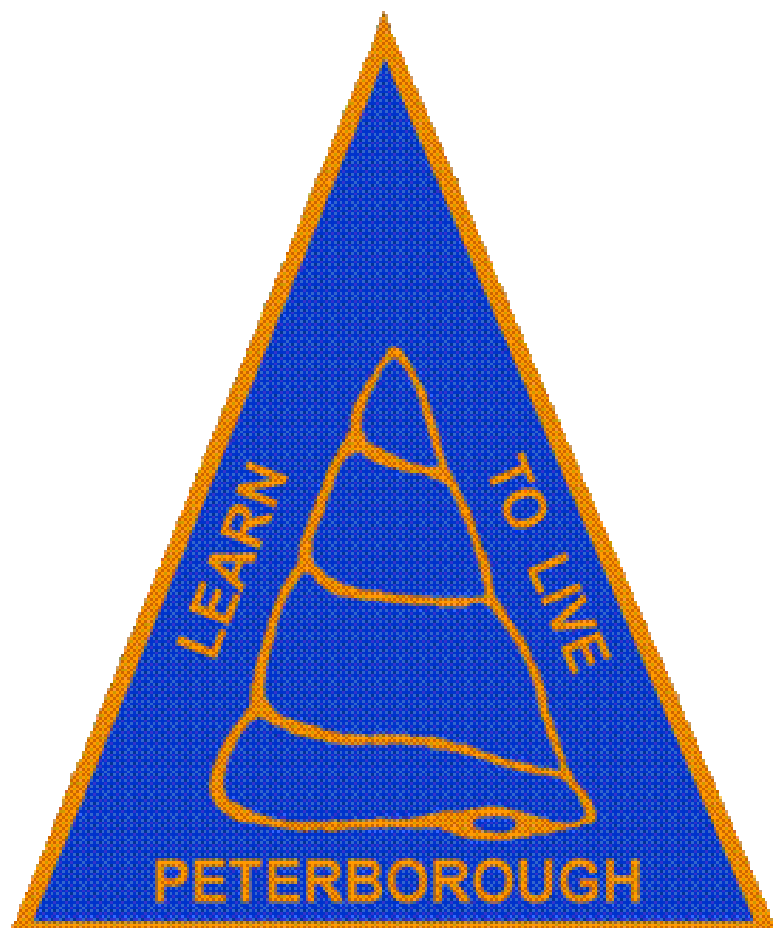# 2023 Annual Report

Peterborough School

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Introduction

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

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

School contact details

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WARILLA, 2528
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School vision

At Peterborough school we believe that all students can learn.

Our vision is to:

* Provide each student with a safe, positive, inclusive and innovative learning environment

* Develop and immerse students in school programs that are individualised and meaningful

* Empower each student to reach their potential

* Provide students with the tools to make a successful transition from school to future pathways

School context

Peterborough School caters for students with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders. Currently, the school has 14 IO/IS classes and 2 MC classes. Students attend from a range of socio-economic backgrounds and cultures and travel to Peterborough from areas within the Illawarra region with 67% of students accessing Assisted School Travel. 11% of students have an Aboriginal background and Peterborough has a strong connection to the local Aboriginal Education Consultative Group (AECG). The school is supported by an active Parents and Citizens Association and links to the community.

In consultation with parents, carers and support personnel, staff develop individualised plans for each student working toward a minimum of 3 SMART Goals with communication a specific focus. School staff assess students using the Developmental Assessment and Reporting for Students with Additional Needs (SWANs) and the Communication MATRIX. Student achievement is recorded using a school developed communication and literacy continuum.

Teaching and learning in all Key Learning Areas (KLAs) focuses on individual student learning with adjustments to support equal access by all students. Early Stage 1, Stage 1, Stage 2 and Stage 3 students work toward achieving success in K-6 curriculum areas. Students in Stages 4, 5 and 6 work toward Life Skills outcomes.

Many of our students have Health Care Plans and Behaviour Support Plans, which further support learning to provide the differentiation required to be successful. Staff work collaboratively with families, carers and therapists to deliver individualised and meaningful education in a safe and caring environment. Peterborough supports families, encourages independence and assists students to become valued members of the community now and in the future. In this way, we focus on preparing our students for life.

Features of the school include a hydrotherapy pool, a trampoline park, sensory play spaces, a student kitchen, cafe, digital classroom and four buses which are used to access the community. The school boasts a strong performing arts program including dance and a signing choir.

Peterborough School is committed to innovation and building the capacity of staff, students and families. In responding to the needs outlined in our situational analysis the school will look at ways to strengthen the alignment between assessment (SWANs, MATRIX), individual plans, class programs and reporting. New syllabus implementation with appropriate adjustments will enable students to engage in the curriculum to their full potential. There will be particular focus on Literacy and Numeracy, STEM and Aboriginal Education, as well as specific planning on the development of social skills and competencies to support wellbeing.

At Peterborough we aim to provide high quality, positive education experiences which take into consideration the learning, physical, emotional, health and sensory needs of each and every student.

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

Strategic Direction 1: Student growth and attainment

Purpose

Ensuring improvement in student outcomes through explicit and ability-based teaching and learning, and data informed practice to support growth in literacy and numeracy.

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.

- Literacy and Numeracy Learning

Resources allocated to this strategic direction

Professional learning
SSP supplementary funding
Socio-economic background
English language proficiency

Summary of progress

The focus for 2023 was on improving student outcomes through explicit and ability-based learning and using data to inform practice to support the growth in literacy and numeracy.

This involved using assessment data from the SWANs (communication, literacy, numeracy, and social competencies), The Communication Matrix and Writing with All Tools Continuum, to guide our teaching practice in the assessment, learning and reporting cycle. The Assistant Principal Curriculum Instruction (APCI) provided professional learning opportunities to teachers and support in analysing data to inform individual practice to implement best practice strategies to ensure students worked from their point of need. The Assistant Principal Curriculum and Instruction (APCI) delivered demonstration lessons and ongoing class support to further develop teacher skills in the teaching of writing to all students. The curriculum reform release provided time for teachers to develop their grasp of the concepts provided linking the new syllabus to the teaching and learning programs.

As a result, data collected indicates that most students demonstrated growth along the communication assessment scale. Students' numeracy results indicate that there has been growth.

Next year the focus will be on school personnel reviewing and refining school wide practice in the assessment of student's functional numeracy and literacy skills and how to apply this to the teaching and learning program.

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 achieving improved skills in Literacy, Numeracy and Communication as measured by the Students with Additional Needs (SWANs) assessment tools.	Most students in K-12 cohorts have demonstrated growth in numeracy using the SWANs assessment tool with individual student progress reported directly to parents and carers throughout the year.
School Excellence Framework assessment in the element 'Data Skills and Use' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at working towards Delivering.

Strategic Direction 2: Student Success

Purpose

Student learning and achievement will be supported through individualised and responsive teaching, learning and data based decision making to ensure every student makes measurable learning progress every year.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning

Resources allocated to this strategic direction

Professional learning
Socio-economic background
SSP supplementary funding

Summary of progress

The focus for 2023 was on improving measurable student learning and achievement through data-based decision making and consistent teacher judgement.

This involved providing professional learning for all staff. Teaching staff participated in Program Building Meetings (PBM) to work collaboratively in the design and implementation of student SMART goals. Selected classroom teachers participated in a trial of a SMART goal assessment tool. All teachers were provided with release time to complete annual assessments using the SWANs and Communication Matrix formal assessment tools. A technology team was established with a focus on implementing communication devices across school settings and the team purchased and set up communication devices to be used by staff on playground duty. The leadership team collaborated with staff in adapting a Physical Support Procedure to meet student physical management needs at school.

As a result, teachers used data analysis to design student SMART goals and learning plans. Coaching and mentoring supported the enhancement of consistent teacher judgement and built the capacity of staff. Student learning outcomes were monitored using Peterborough assessment tools. Teachers used data analysis to plot students on the Peterborough Communication Continuum.

Next year the focus will be to further work towards building staff capacity to use data to design individual learning goals and plans to enhance student achievement.

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 achieving individual SMART goals as outlined in their Individual Education Plan (Years K-6), Individual Transition Plan (Years 7-12) and Personalised Learning Pathways.	Most students have demonstrated growth in individual SMART Goals, outlined in their Individual Education Plans with individual student progress reported directly to parents and carers throughout the year
School Excellence Framework assessment in the element 'Effective Classroom Practice' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Delivering.

Strategic Direction 3: Whole School Wellbeing

Purpose

Improvement in well being, engagement and social skills with inclusion and belonging across the school community, supported by new and innovative programs.

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.

- Inclusive, engaging learning

Resources allocated to this strategic direction

Professional learning
QTSS release
Socio-economic background
Aboriginal background
Location
SSP supplementary funding

Summary of progress

The focus for 2023 was on building staff capacity to better understand evidence-based programs to support wellbeing including how to improve the educational outcomes for Aboriginal and Torres Strait Islander students.

A team of five staff members trained in the Berry Street Model and then delivered a session on Trauma Informed Practice to the whole staff group. The Deputy Principal facilitated whole staff professional learning to enhance communication with our Aboriginal and Torres Strait Islander community.

As a result, the professional learning provided to staff has supported them to have a better knowledge and understanding of evidence-based programs to support student wellbeing.

Next year the focus will continue to be on building the capacity of staff to further work towards delivering improved wellbeing outcomes for 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
School Excellence Framework assessment in the element 'Learning and Development' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of 'Learning and Development' shows the school currently performing at Delivering.
School Excellence Framework assessment in the element of 'Wellbeing' indicates improvement.	Self-assessment against the School Excellence Framework in the element of 'Wellbeing' shows the school currently performing at Delivering.

Funding sources	Impact achieved this year
Socio-economic background $171,702.65	Socio-economic background equity loading is used to meet the additional learning needs of students at Peterborough 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:** • Literacy and Numeracy Learning • Personalised Learning • Inclusive, engaging learning **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Peterborough Communication Continuum and SWANS assessment to support student learning • professional development of staff through Augmentative and Alternative Communication (AAC) including LAMP technology to support student learning • employment of additional staff to support Augmentative and Alternative Communication (AAC) program implementation. **The allocation of this funding has resulted in the following impact:** Additional staff support provided students with opportunities to work towards their Individual Education Plan/Individual Transition Plan personal goals to access curriculum across the school environment. The technology teacher was released from class to maintain, manage and resource technology equipment and facilitate technology programs for students Years 7-10 and teachers received additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. **After evaluation, the next steps to support our students will be:** To continue the allocation of additional staff to further support student achievement with continued release of technology teacher and provide teacher professional learning on the effective analysis and use of student achievement data.
Aboriginal background $16,481.72	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peterborough 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:** • Inclusive, engaging learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways (PLP) **The allocation of this funding has resulted in the following impact:** Personalised Learning Pathways (PLP) were developed with authentic conversations and planning with parents and carers. PLP conversations occurred through individual planning meetings at the beginning and mid year. Professional learning included staff participating in shared learning about culture, traditions and local language. **After evaluation, the next steps to support our students will be:** Whole staff training in cultural awareness to inform teaching and learning, to

Aboriginal background $16,481.72	meet student PLPs and to build the knowledge and skills of all staff and students. The school will continue to develop stronger connections with the local Aboriginal Education Consultative Group.
English language proficiency $5,426.42	English language proficiency equity loading provides support for students at all four phases of English language learning at Peterborough School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** Increased support for EAL/D students to increase their proficiency with English, improving both receptive and expressive language. **After evaluation, the next steps to support our students will be:** To continue to deploy additional staff across classrooms with an identified need and increase the capacity of all staff to enhance programs to support students.
Location $2,107.00	The location funding allocation is provided to Peterborough 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:** • Inclusive, engaging learning **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Year 10-12 students engaged with life skills to enhance progress towards their transition goals. This also provided a greater connection with families and the wider community. **After evaluation, the next steps to support our students will be:** A continued focus on quality transition programs to support all students across the school.
Professional learning $31,900.53	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 Peterborough School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Learning • Personalised Learning • Inclusive, engaging learning **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. **The allocation of this funding has resulted in the following impact:** Staff have engaged in the Berry Street Education Model to enhance trauma-informed practice. Staff also attended specialist conferences, network meetings and inter-school visits. This has enabled teachers and non-

Professional learning $31,900.53	teaching staff to share practices with colleagues in similar settings. In-school professional learning enhanced classroom management strategies and streamlined curriculum implementation. The Assistant Principal Curriculum and Instruction (APC&I) supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. A continued focus on safe-work practices has supported the school to meet legislative requirements. Staff have increased their knowledge and understanding of Augmentative and Alternative Communication (AAC) including LAMP technology. **After evaluation, the next steps to support our students will be:** To continue to engage staff in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students.
QTSS release $34,800.19	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peterborough School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Inclusive, engaging learning **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 • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Improved staff confidence and quality teaching practice. **After evaluation, the next steps to support our students will be:** Additional time for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.
COVID ILSP $64,837.97	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:** • providing targeted, explicit instruction for student groups in literacy/numeracy - writing • employing/releasing staff to coordinate the program **The allocation of this funding has resulted in the following impact:** Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. **After evaluation, the next steps to support our students will be:** Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy.
SSP supplementary funding $496,376.22	These funds have been used to support improved outcomes and the achievements of staff and students at Peterborough School **Funds have been targeted to provide additional support to students**

SSP supplementary funding $496,376.22	**enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Learning • Personalised Learning • Inclusive, engaging learning **Overview of activities partially or fully funded with this site specific funding include:** • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • additional staffing to improve curriculum implementation **The allocation of this funding has resulted in the following impact:** Enhanced student participation, engagement and learning. **After evaluation, the next steps to support our students will be:** To support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers and teachers; to enhance home/school communication, complex case management and improved monitoring.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	76	78	82	82
Girls	33	31	31	28

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
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	13.72
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	19.78
Other Positions	1.08

*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	611,923.79
Revenue	5,992,645.05
Appropriation	5,919,037.02
Grants and contributions	67,527.48
Investment income	6,080.55
Expenses	-5,857,110.19
Employee related	-5,361,006.89
Operating expenses	-496,103.30
Surplus / deficit for the year	135,534.86
Closing Balance	747,458.65

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	193,611
Equity - Aboriginal	16,482
Equity - Socio-economic	171,703
Equity - Language	5,426
Equity - Disability	0
Base Total	4,622,673
Base - Per Capita	55,716
Base - Location	2,107
Base - Other	4,564,850
Other Total	851,372
Grand Total	5,667,656

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.

Parent/caregiver, student, teacher satisfaction

Parents/Carers

Parents and carers have indicated at community events that they are generally very happy with Peterborough School and recognise it as a supportive environment for their child.

Our focus for 2024 will be to increase community engagement within the school and to further develop parents and carers understanding of the learning opportunities provided to students at Peterborough School.

Staff

Staff indicated in Term 4 catch up meetings that they feel supported by the executive team who supervise and mentor teachers through Performance and Development Plans throughout the year. Ongoing reflection during staff and stage meetings indicated that teachers and non-teaching staff feel valued and support the school's directions and future planning.

Students

The students at Peterborough School value leadership roles and the School Representative Council (SRC) is widely supported with leaders contributing to fundraising, leading assemblies, playground support and providing role models for other students. SRC representation continued to be determined through voting by students and staff.

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.