

Coogee Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Coogee 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

At Coogee Public School we aim to develop the individual as a resilient, confident and flexible learner. Through strong partnerships with our school community, students will engage in a wide variety of experiences to become literate and numerate while demonstrating the abilities to respond independently, collaboratively, reflectively, critically and creatively. In addition, students will be self-motivated, well rounded and possess a love of learning. With these positive attributes, our students will become respectful, compassionate and happy future citizens.

School context

Coogee Public School is a large primary school in the Eastern Suburbs of Sydney with an enrolment of 610 students across 24 classes. The school has a strong reputation within the community for providing a quality and well rounded education. The school's academic performance in literacy and numeracy is strong and is supported by a broad educational offering with particular interests in sport and active lifestyles, visual and performing arts and environmental sustainability. The parent community has high expectations of the school and are actively involved in their children's schooling. The school also has many dual working families with the after school care providing for up to 260 students daily. Whilst parents are not always available to support daily activities within the school they contribute through a range of other endeavours. An active and supportive P&C association works collaboratively with the school to improve learning outcomes for students.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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 performance measures	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

Expert Learners

Purpose

To provide enriching and engaging learning experiences for students that require them to respond independently, collaboratively, reflectively, critically and creatively to a future focused curriculum, which is rigorous and supports high expectations. The learning environment cultivates positive attributes such as curiosity, confidence, independence and resilience. Students will develop a growth mindset and become respectful, compassionate and happy expert learners.

Improvement Measures

To consistently achieve or exceed, a year of growth for a year of learning.

Data indicates improved levels of student engagement.

Analysis of growth data from yearly School Capability Audit.

Overall summary of progress

2019 Tell Them From Me student data:

- 96% do their best at school.
- 94% try to improve their work.
- 93% of students are engaged in sport, 10% above NSW Government Norm.
- 89% like to be challenged.
- 89% value schooling.
- 86% have positive relationships at school.
- 86% feel their teachers explicitly tell them what they are learning.

The Visible Learning School Capability Assessment Report has shown growth across all areas in every domain. The four areas of Visible Learning are The Visible Learner, Inspired and Passionate Teachers, Know Thy Impact and Effective Feedback, where 2019 data suggests that practices are now existent but not yet systematic schoolwide. The strongest areas of growth are:

- Aspiration with the visible learner.
- Use of strategic tools and actions, and professional practices with inspired and passionate teachers.
- Aspiration with know thy impact.
- Strategic tools and actions with effective feedback.

Progress towards achieving improvement measures

Process 1: School Excellence Framework – Learning Culture

What Works Best – High Expectations

A culture of high expectations where students are continually challenged to learn new things with systems that ensure students reach their full potential.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The school commenced embedding a shared language of learning through the introduction of learner dispositions. The intention is to create a shared language of desired learner characteristics 'Be Gritty, Be Curious, Be Collaborative, Be Creative, Be Brave.'• Learner characteristics are clearly communicated to students in a variety of ways. These include the design and implementation across the school of a series of visual resources communicating the school's unique Learning Powers, cycles of explicit teaching to embed language and meaning with lesson plans incorporating specific resources and the utilisation of dispositional language in merit awards, introductory videos, rubric	<ul style="list-style-type: none">• Student Learning Support Officers to assist students.• Learning Support Teachers Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$218310.00)• Low level adjustment for disability (\$132000.00)• Resourcing (\$5000.00)

Progress towards achieving improvement measures

development, reporting and school newsletters. When students were asked, "What makes a good learner?" some students described behavioural characteristics, however, some student responses included, "You jump in the pit and use powers to get out," "They make mistakes. Mistakes are proof you are trying to learn," and "In Math I have to be pretty gritty, cause I'm always in the pit."

Process 2: School Excellence Framework – Wellbeing

What Works Best – Wellbeing

Wellbeing must be integrated into the school learning environment, the curriculum and pedagogy, the policies and procedures at schools, and the partnerships inherent within and outside schools including teachers, students, parents, support staff and community groups.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">All staff participated in Positive Behaviour for Learning re-load training with a subsequent in-service of whole staff to refresh the strategies, processes and procedures.All staff participated in training and implementation of the Got It! mental health wellbeing program. Eleven students were targeted for one on one support in the program which included them working with their parents and health professionals in the program, plus the strategies rolled out across the school for all students K-6.	Funding Sources: <ul style="list-style-type: none">Programs (\$12000.00)

Process 3: School Excellence Framework – Assessment

What Works Best – Effective Feedback

Whole school focus on formative assessment and feedback. Good feedback practice helps students take control of their own learning by becoming self-regulated learners. Self-regulated learning emphasises autonomy and control over the learning process.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">There is evidence of data being collected, collated and analysed at a student, teacher and class level with specific reference to the implementation and documentation of pre and post assessments. There has been a focus on gathering assessment data with the aspiration to critically review processes and refine them for efficiency and meaning.Sharing assessment data with parents and changes to the school reporting structure has promoted more conversation based on where the student is in their learning and what growth has occurred. Students are more open to a focus on progress and willing to acknowledge they are not there yet, and by building students' understanding of progress through explicit teaching has resulted in a growth in the confidence of learners.A shared understanding of what progress looks like across the school continues to emerge. The school assessment schedule has been redeveloped to emphasise learning progressions and ensure consistency across all stages.Leaders and teachers continue to share achievement data with one another and with learners.	Funding Sources: <ul style="list-style-type: none">Teacher Professional Learning (\$33200.00)

Next Steps

- Continue to embed an understanding of the characteristics of an effective learner at Coogee Public School within the whole school community.

Strategic Direction 2

Evidence-Based Teaching

Purpose

To develop quality contemporary pedagogy for staff who will deliver a curriculum which engages students in a wide variety of experiences to become literate and numerate while also becoming self-motivated, well rounded and possessing a love of learning. Teachers will work collaboratively to embed evidence-based quality teaching.

Improvement Measures

Teaching/Learning Programs demonstrate evidence-based strategies and collaboratively planned curriculum.

Evaluation of assessment data e.g. Literacy/Numeracy Progressions, NAPLAN.

Overall summary of progress

Teaching/ Learning Programs:

- All staff have opportunities to plan together as a team each term with planning days. There are also team meetings every fortnight to refine, evaluate and edit teaching/learning programs.
- All staff submit their teaching/learning program to their supervisor for feedback each term. The feedback is inline with the teaching standards.

Tell Them From Me staff survey 2019:

- 84% work with other teachers in developing cross-curricular or common learning opportunities.
- 88% talk with other colleagues about strategies that increase student engagement.
- 84% discuss assessment strategies with other teachers.
- 89% discuss learning problems of particular students with other teachers.
- 90% discuss their learning goals with other teachers.

For NAPLAN, students are reaching and maintaining greater heights in the upper bands.

- Year 3 Writing 2019, 9% more students in the top bands when compared to 2018.
- Year 3 Grammar and Punctuation 2019, maintained the trend of majority in the higher bands.
- Year 3 Numeracy 2019, the results are trending higher in the upper bands.
- Year 5 Writing 2019, maintained the trend of majority in the higher bands.
- Year 5 Spelling 2019, maintained the trend of majority in the higher bands.

Progress towards achieving improvement measures

Process 1: School Excellence Framework – Effective Classroom Practice

What Works Best – Explicit Teaching

Explicit teaching practices are implemented by all staff. There is a focus on learning that is cumulative and systematic, with clear expectations and quality assessment.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Students are, "More open to a focus on progress and acknowledging they are not there yet," and that building students' understanding of progress through explicit teaching has resulted in a growth in the confidence of learners.• There is an increase in students' ability to self-assess following explicit teaching and that students were better able to articulate where they are in their learning• Students developed greater ownership of their learning which included sharing assessments with students to highlight exactly where they are at that point in time are with their learning, plus what their next steps are." Students	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$56520.00)

Progress towards achieving improvement measures

have also been empowered to take greater ownership of their learning. These include increased opportunities for shared conferencing against a success criteria, using differentiated work samples, proformas, rubrics and check lists, the continued use of learning intentions and success criteria (LISC), learning partners and learning language to cultivate a richer environment for effective peer and self–assessment, the sharing of assessment data with parents to encourage more evidence based conversation and collaborative planning of next steps and goals.

Process 2: School Excellence Framework – Data Skills and Use

What Works Best – Use of Data to Inform Practice

A whole school focus in the effective use of data, and encouragement of evidence–based teacher practices across the school. This includes promoting discussions about data, supporting use of assessment data to address students' needs, and facilitating opportunities for collaboration within and across schools.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The sharing of assessment data with parents to encourage more evidence based conversation and collaborative planning of next steps and goals. • There is evidence of data being collected, collated and analysed at a student, teacher and class level with specific reference to the implementation and documentation of pre and post assessments. • There is evidence that assessment data is valued as a tool to plan and adapt teaching. Specific examples include: <ul style="list-style-type: none"> – Rewriting Kindergarten Phonics Program to reflect specific student need. – Tracking six students across each year level and analysing data to inform teaching practice. – Redeveloping Year Six Math Program for fractions and decimals based on pre–assessment data and student feedback. – Using assessment data to create flexible ability groupings and inform differentiation. 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and Numeracy (\$27952.00)

Process 3: School Excellence Framework – Professional Standards

What Works Best – Collaboration

Collaborative approaches are integrated and embedded in ongoing professional learning. A culture in which collaborative planning, reflection on instruction and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Leaders and teachers considered relational trust amongst staff to be good. Modelling practice in classrooms has opened a dialogue for feedback to occur between teachers and instructional leaders. The Impact Coaches offer a variety of ways to mentor staff with teachers seeking assistance with best practice. • Feedback was being more happily received and increased opportunities for observation and modelling had boosted teacher confidence. 	<ul style="list-style-type: none"> • Instructional Leadership <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$20000.00)

Next Steps

- Continue to share information gained from assessments with students and use these to set learning goals with students.

Strategic Direction 3

Collaborative Leadership

Purpose

To lead an inclusive community that supports the highest levels of learning. All staff have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. The school leadership team works collaboratively with all stakeholders to ensure student needs are met through educational leadership, strategic planning and resource allocation.

Improvement Measures

The school has high performing teaching staff as measured against the *Australian Professional Standards for Teachers and Principals*.

Evidence of high impact school improvement across all domains of the *School Excellence Framework*.

Overall summary of progress

When staff are measured against the Australian Professional Standards for Teachers, they:

- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
- Develop a culture of high expectations for all students by modelling and setting challenging learning goals.
- Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

When it comes to the School Excellence Framework, the school has ranked itself as 'Sustaining and Growing' areas across the domains. Please refer to page 4 of this document for more information. The school will be externally validated in 2020.

Progress towards achieving improvement measures

Process 1: School Excellence Framework – Educational Leadership

The school has established practices around continued improvement in teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Impact Coaches have been collaborating with teachers to model effective use of learning intentions and success criteria (LISC) and have conducted walkthroughs for the purpose of providing feedback.• There is a shared expectation that all teachers used LISC and pre and post assessments and that the consistent use of a language of learning, including learner dispositions, was expected in classrooms across the school.	<ul style="list-style-type: none">• Instructional Leadership Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$15000.00)

Process 2: School Excellence Framework – School Planning, Implementation and Reporting

Planning is strategic and demonstrates a focus on continuous improvement, a culture of high expectations and student learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers have opportunities to plan together and the introduction of LISC has led to a renewed focus on curriculum and planning teaching and learning.• The school continues to incorporate feedback from students, families and staff in their planning and review in a variety of ways. Including:<ul style="list-style-type: none">– Video Diary to track students' understandings of what makes a good learner	Funding Sources: <ul style="list-style-type: none">• Staffing and resourcing (\$19000.00)

Progress towards achieving improvement measures

- Triangulation of data across all shareholders to select learner dispositions
- Parent survey to inform further planning and implementation of three-way conferencing.
- Implementing use of the Seesaw Application to provide consistent communication about learning.

Next Steps

- Document a shared understanding of the characteristics of an effective teacher and continue to build shared understandings of what these characteristics look like in practice with staff.
- Continue to build opportunities for teacher professional learning about the purpose and practices of effective feedback and ensure feedback relates to the success criteria.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$4 733.00)	<ul style="list-style-type: none"> • All Aboriginal students have a Personalised Learning Plan (PLP) developed with parents and teacher. • Continue to build and develop an awareness of Indigenous culture through NAIDOC Week and Sorry Day. • Aboriginal Education perspectives integrated into curriculum.
English language proficiency	Funding Sources: • English language proficiency (\$69 903.00)	<ul style="list-style-type: none"> • Intensive English and Mathematics support for students with English as an Additional Language or Dialect (EAL/D) to support learning and engagement. • Staff provided with professional learning through EAL/D network meetings.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$91 025.00)	<ul style="list-style-type: none"> • Additional staff employed to cater for students that required additional learning support. • Class teachers released from class to develop Individual Learning Plan (ILP) for students receiving disability funding. • School Learning Support Officers supporting students in the classroom and playground • Learning Support Team meet weekly to review and discuss the needs of students and provide support to students with specific needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$107 783.00)	<ul style="list-style-type: none"> • Executive released weekly to develop projects around school plan. • Executive staff also used the time to build consistency in teaching/learning programs across the school and provide explicit feedback to colleagues. • Time was also devoted for staff to develop programs. • Visible Learning Impact Coaches released to support staff in classroom and model best practice.
Socio-economic background	Funding Sources: • Socio-economic background (\$4 590.00)	<ul style="list-style-type: none"> • Funds used to support families so students could attend camps and excursions. • Funds also used to purchase resources to support families experiencing financial difficulties.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$56 520.00)	<ul style="list-style-type: none"> • Beginning teachers were given additional professional learning, had the opportunity to observe colleagues and also have additional time off class to organise teaching/learning programs on a weekly basis.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	301	317	304	307
Girls	305	292	302	308

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96.9	95	95.5
1	96.2	97	94.4	94.8
2	96.7	97.3	95.1	94.6
3	96.3	97.8	96.3	94.4
4	95.5	96.7	95.6	96
5	96.5	97.4	95.9	95.4
6	95.8	97.6	95.6	94.9
All Years	96.2	97.2	95.4	95.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Classroom Teacher(s)	24.24
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	561,458
Revenue	5,478,517
Appropriation	5,082,188
Sale of Goods and Services	17,234
Grants and contributions	371,665
Investment income	6,731
Other revenue	700
Expenses	-5,347,547
Employee related	-4,686,911
Operating expenses	-660,636
Surplus / deficit for the year	130,971

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.

	2019 Approved SBA (\$)
Targeted Total	218,310
Equity Total	170,370
Equity - Aboriginal	4,853
Equity - Socio-economic	4,590
Equity - Language	69,903
Equity - Disability	91,025
Base Total	4,254,818
Base - Per Capita	142,191
Base - Location	0
Base - Other	4,112,627
Other Total	297,936
Grand Total	4,941,434

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 we sought feedback from the parent community around three–way conferences.

We trialled three–way conferences in Stage 3, with the view of expanding to Stage 2 in 2020 if they were successful. All Stage 3 staff were very positive about the new form of reporting and parents were also surveyed.

- 83% of parents found the process beneficial.
- 86% felt the three–way conference opened up further conversations at home around things such as goal setting and their child's learning.
- 98% thought it was beneficial to receive their child's assessments.

As a result of this feedback form parents, three–way conferences will be expanded to Stage 2 in 2020.

Staff were surveyed about their success at implementing facets of Visible Learning.

- 89% use learning partners across most key learning areas and change them regularly.
- 80% of staff are confident at using learning intentions and success criteria in their lessons.
- 95% of staff use learning intentions and success criteria in their lessons.
- Student to teacher verbal feedback was the most regularly used form of feedback.

In 2020, staff would like further support with developing learning intentions and success criteria individually and as a team.

Student feedback was sought through the Tell Them From Me surveys twice per year. The results are included earlier in this report.

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.