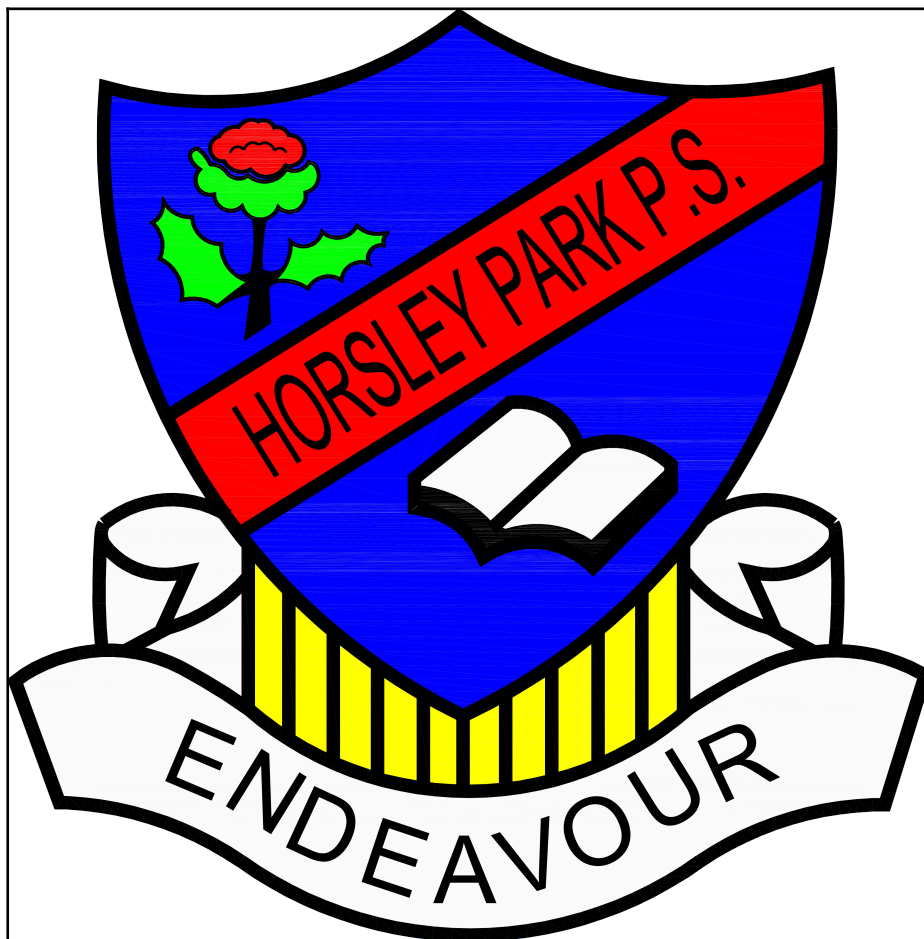


Horsley Park Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Horsley Park 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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Message from the principal

Horsley Park Public School is committed to ensuring all students are at the centre of all our decision making. We are a caring school that ensures every student is known, valued and cared for. As an Early Action for Success School, we continue to build a culture of quality teaching, where teachers regularly collect data and make informed decisions to drive personalised learning. The school also has a strong focus on wellbeing and has a number of excellent strategies that support our students in becoming safe, respectful learners. As the R/Principal of Horsley Park Public School, I am proud to share data and information in this report and highlight the great things that happen at Horsley Park Public School every day.

Kind Regards,

Anica Tanevski

School background

School vision statement

At Horsley Park Public School we are committed to enabling our students to become independent, creative and successful learners. As an inclusive community, we work collaboratively to empower our students to achieve their goals to become reflective, resilient global citizens.

School context

Horsley Park Public School is a small school located in a semi-rural setting in the Cowpasture Network of Schools. Our students and their families come from a wide range of cultural backgrounds. We value the diversity and richness that this contributes to our learning community.

Committed experienced staff, with the support and encouragement of parents, strive to provide a quality education for the 100 students at our school. The school enjoys considerable support from the community and has an active P&C.

Learning programs are offered that cater for a wide range of student abilities, talents and skills, always with the aim of developing the whole child. The school has four mainstream classes and four support classes, supporting students with autism, mild and moderate intellectual disability.

As a member of the Cowpasture Community of Schools, students are provided with access to the benefits of a large school community including; inter-school sport, cultural performances, debating competitions and leadership opportunities.

The school is participating in the Early Action for Success initiative in which a part-time Instructional Leader works directly with our executive and classroom teachers to support the learning and outcomes of our K-3 students in literacy and numeracy.

Positive behaviour, co-operation and a growth mindset are encouraged and supported through a positive wellbeing environment.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	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

High Quality Literacy and Numeracy

Purpose

To develop programs that meet diverse needs, underpinned by high expectations and instructional collaboration, driving improvements to literacy and numeracy.

Improvement Measures

Data meeting or exceeding expected growth for all students K–6 in Numeracy.

Data meeting or exceeding expected growth for all students K–6 in Literacy.

Establish a consistent school wide system for collaboration.

Overall summary of progress

In 2019, the staff at Horsley Park Public School have worked hard towards developing a deeper understanding of pedagogical practices. Classroom programs are demonstrating greater depth of differentiation to cater for the needs of students and staff have shown greater flexibility in how they deliver content to their students. Staff demonstrated in surveys that they felt their ability to plan for quality cycles in English and mathematics had improved since the beginning of the year.

Teachers participate in professional learning and reflection of practice through 'Learning Sprints' held throughout year. Teachers developed a stronger understanding of how data and evidence based research can be used to support the needs of their students. Teachers give explicit feedback during guided reading and the Instructional Leader supports teachers during guided reading sessions. Students are able to self-reflect using a range of strategies including diaries, peer to peer and exit slips.

As a result all teachers prepared individual student folders which included writing samples and familiar text. samples indicated students continual improvement in literacy abilities. Reading levels K–2 indicate 84% of students are on track

The school was supported through the Department of Education school services with professional learning in data driven practices in Number Talks and Number Sense. This provided teachers with support with explicit planning in the area of Number. Teachers evaluated Number talks PL and indicated an improved confidence in teaching flexible strategies and most of the students showed an improvement in learning outcomes.

Progress towards achieving improvement measures

Process 1: Use evidence-based research and strategies to implement differentiated literacy programs to improve student outcomes.

Evaluation	Funds Expended (Resources)
All teachers prepared individual student folders which included writing samples and familiar text. Samples indicated students continual improvement in literacy abilities. Reading levels K–2 indicate 84 % of students are well track. Teaching staff continue to give explicit feedback during guided reading. IL continued to support staff implementing guided reading sessions. Students self-reflect using a range of strategies (diary writing, peer to peer and exit slips).	Staffing Learning Sprints Professional Learning Instructional Leader (EAfS) Funding Sources: • Socio-economic background (\$98127.00)

Process 2: Use evidence-based research and strategies to implement differentiated numeracy programs to improve student outcomes.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All teachers provided Number Talk work samples to pass on to 2020 teaching staff. Samples from mainstream classes indicated upward trend of student improvement in number sense.

Staff evaluated Number Sense PL as useful, researched based and indicated that improved capacity to implement effective number lessons.

Funding Sources:

- English language proficiency (\$30977.00)

Process 3: Establish reflective practice and instructional collaboration to promote successful outcomes across the school.

Evaluation	Funds Expended (Resources)
<p>Team Meeting times were used to refine report writing, collaborate in KLA sections and maintain consistency.</p> <p>Collaborative process through Learning/Teaching Sprints continues to be beneficial. This is so by analysing students samples, using learning progressions and syllabus outcomes.</p>	

Next Steps

In 2020, Horsley Park PS will continue to focus on quality teaching and learning aligning assessment teaching and learning programs with the learning progressions. Further, staff will be supported to program to enhance and deepen understanding in syllabus documents. To facilitate improvements in the number of students in the top two bands of reading and numeracy the school will be re-evaluating the role of the learning and support team to provide enhanced targeted support to those students who are placed in the middle of the cohort groups.

The school will continue to receive operational support from school services. A comprehensive review of school scope and sequences will be implemented across the school.

Strategic Direction 2

Effective Connections For Wellbeing

Purpose

To create a culture of effective communication that promotes wellbeing to enable our learning community to grow into confident, creative and resilient global citizens.

Improvement Measures

Increased student engagement through the implementation of wellbeing initiatives.

Increased parental engagement in student learning.

Whole school student wellbeing practices formalised in policy and embedded consistently.

Overall summary of progress

As a result of continued implementation of Positive Behaviour for Learning (PBL), the school has enhanced structures to support learning and wellbeing at school. This year the PBL team focused on playground as area for improved student teacher and parent practices. Changes have been made to PBL. Rewards and token systems refined to suit school wide PBL implementation. PBL lessons have been developed and implemented. A short video was filmed to outline behaviours and expectations around the school environment. This video was presented to the school community. Each week students have the opportunity to receive classroom PBL awards.

Staff continue to keep accurate data of c classroom and playground student behaviour on the school data platform system 'Sentral'. The school has a PBL mascot called 'Horsley the Lizard'. Horsley was launched in 2019 Term 1. who is used to share school student and community celebrations and successes and is proudly promotes PBL on newsletters, tokens, awards, presentations, playground and classroom signage.

Progress towards achieving improvement measures

Process 1: Implementation of Mindfulness lessons in all classes, with explicit focus on resilience building and positive psychology.

Evaluation	Funds Expended (Resources)
<p>The tell them from me survey showed an increase in the students sense of belonging, moving from 79% to 83% in the second half of the year.</p> <p>Staff and students indicated through inform means, that they feel the strategies implemented in the classroom through the mindfulness program have been effective in calming students during times of high stress or anxiety.</p> <p>Parent afternoon tea was held, 425 of parents of students in the support unit attended.</p>	<p>Surveys, photos, videos</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2500.00)

Process 2: Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support their learning.

Evaluation	Funds Expended (Resources)
<p>The end of term 4 Support Afternoon tea was held on Thursday week 9. 5 parents attended and completed parent survey. 100% of parents through that the afternoon teas were either somewhat helpful or very helpful. 100% of</p>	<p>IEP/PLP, Documentation of Evidence</p> <p>Special Education – Parent Survey</p>

Progress towards achieving improvement measures

parents agreed that the afternoon teas assisted in building relationships with other families and staff.

Five parents completed the tell them from me survey. The survey was widely advertised on social media and through the school newsletter. Parents indicated a raw score of 7.5 of student engagement of student learning at home. 100% of the parents indicated that they had spoken to their child's teacher 2 or more times throughout the year, with 60% indicating more than 3 times.

All students who hold a IEP, Review meetings were completed by teaching staff by the end of term 4.

Funding Sources:

- RAM Equity Funding (\$2500.00)

Process 3: Refine whole school implementation of PBL with commitment to high expectations of student behaviour.

Evaluation	Funds Expended (Resources)
<p>PBL team has updated the PBL action plan with Kellie Wood. looking at 2020 a goal is to be set around community involvement and student representative at meetings. The welfare policy has been updated to reflect the changes to the PBL system.</p> <p>Emily Lewer presented Professional learning on reflection of PBL in 2019. Looking at strategies and engaging staff in planning for areas of improvement and goals for 2020.</p> <p>End of term 4 celebration was held. Gold level students attended a morning session at Lizard Log. Gold and Silver had a sausage roll lunch. Principal award student s had a morning tea.</p> <p>All PBL packs for staff as prepared and read for term 1 2020. TFI is to be completed in March 2020 by Kellie Wood.</p>	

Process 4: Develop a range of formal, informal and digital communication strategies with parents to ensure there is a collective responsibility for student learning and success, which include school initiatives and programs.

Evaluation	Funds Expended (Resources)
<p>Team teaching across most classes has continued in 2020 with a focus on STEM</p> <p>The school has launched a new school app call schoolzine and newsletters are released weekly to ensure clear communication to the school community</p> <p>All classes are using Seesaw as a digital learning journal and portfolio</p>	<p>Seesaw app, Class dojo, School Official Facebook page</p> <p>School website</p> <p>new digital platform school app</p> <p>STEM resources, T4L technology</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School Operational Funding (\$3100.00)

Next Steps

In 2020, the school wellbeing policy will be revised and communicated to all stakeholders of the school community. Mindfulness will continue to be implemented and improved to be better aligned to syllabus outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$7 383.00) 	<p>In 2019, Horsley Park PS, continued to be a proud and active member of the Cowpasture Community of Schools (CCOS) Aboriginal Education Committee which drives implementation of the CCOS Reconciliation Plan (RAP). A significant part of the RAP implementation was the establishment of CCOS Junior AECG who played an active part in highlighting cultural events that staff would acknowledge and embed in their teaching and learning programs.</p> <p>Our Aboriginal and Torres Strait Islander students, along with a friend participated in the annual CCOS NAIDOC Day celebration. The event was held at Bringelly PS with experiences ranging from dancing to Indigenous games, cooking and learning about Bush Tucker plants from the Bringelly PS garden. This was followed by an additional learning experience for all Aboriginal and Torres Strait Islander students across the CCOS with an excursions to the Casula Powerhouse where they participated in art lessons and learnt about the cultural and historical heritage of the Aboriginal people.</p> <p>Teachers were released to meet with parents and students to develop Personalised Learning Pathway (PLP) plans for all Aboriginal and Torres Strait Islander students. The PLPs were successfully implemented monitored and reviewed. 100% of student PLPs were achieved.</p>
English language proficiency	ALAN data plus additional evidence. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$30 977.00) 	<p>The school utilised allocated Learning and Support the Low Level Adjustment for Disability allocation to employ a teacher 0.400 FTE to support as additional support in classrooms to work with teachers and to identify and support the needs of English as an Additional Language/Dialect (EAL/D) students. Professional learning was provided for staff so they could best meet the needs of EAL/D students.</p> <p>Further, school LST review meeting data, including (PLAN data in comparison EAL/D students) showed a marked improvement in student learning outcomes.</p> <p>Year 3 and 5 NAPLAN data indicates EAL/D student performance is concentrated in the middle bands across literacy areas.</p>
Low level adjustment for disability	(0.4 FTE) – Learning and Support Teacher staffing allocation. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$16 240.00) 	<p>In 2019, a 0.4FTE Learning and Support teacher (LAST) was employed using the staffing allocation. The flexible funding allocation was utilised to employ five School Learning and Support Officers employed on a part-time and full-time basis across the year. to support the needs of students in the mainstream requiring low level adjustments for disability.</p>

<p>Low level adjustment for disability</p>	<p>(0.4 FTE) – Learning and Support Teacher staffing allocation.</p> <p>.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$16 240.00) 	<p>100% of students requiring adjustment and learning support have personalised learning and support plans collaboratively developed with parents/carers and students. Internal and external data indicates increase in student outcome achievement.</p> <p>Students requiring additional support were highly supported in the classroom with programs and interventions designed collaboratively between teachers/the Instructional leader, LAST and SLSOs. These interventions included whole class adjustments to learning, differentiated group work and personalised learning and support plans.</p> <p>All staff participated in professional learning in the National Consistent Collection Disability (NCCD) guidelines, differentiation and adjustment of teaching programs, personalised plans and Out of Home Care (OoHC). The professional learning was delivered by the Assistant Principal Learning and Support and school services. As a result staff knowledge was enhanced and school practices refined.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Quality Teaching Successful Students (QTSS) funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$22 410.00) 	<p>In 2019, the school received funds for Quality Teaching Successful Students which were utilised to provide strategic ongoing support to teachers, aspiring executive and executive.</p> <p>Staff identified who were identified with expertise in the use of technology mentored and supported teachers in the implementation of innovative programs in the Horsley Park PS setting. Team teaching opportunities enabled teachers to develop capacity in the use of technology and implementation of innovation and 21st century teaching and learning.</p> <p>Student learning outcomes were differentiated more effectively.</p> <p>Teachers were surveyed and feedback indicated a greater understanding of and confidence in the delivery of 21st century learning capabilities.</p>
<p>Socio-economic background</p>	<p>Socio-economic background (\$87, 455.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$87 455.00) 	<p>Funding from socio-economic background was used by the school to employ casuals to release teachers to allow them to negotiate ongoing strategic development sessions throughout the year, working closely with expert teachers, the Instructional leader in the areas of literacy and numeracy. This initiative allowed staff to improve their understanding of how our students learn and to better plan learning pathways for all students helping them to achieve improved success. Internal & External data shows improved performance for students with additional learning needs.</p> <p>A range of learning experiences including programs such as Mindfulness, Author visits,</p>

<p>Socio-economic background</p>	<p>Socio-economic background (\$87, 455.00)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$87 455.00) 	<p>Swim School.</p> <p>Student assistance was provided to families in the community to support the costs associated with educational programs, excursions and uniforms to ensure the participation and inclusion of all students.</p>
<p>Early Action for Success</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • EAfS (\$65 302.00) 	<p>In 2019 Horsley Park PS has continued on with Early Action for Success (EAfS). The program focuses on learning in literacy and numeracy. in the early years of schooling.</p> <p>2019, staff K-6 entered PLAN2 data and submitted reading levels. The continued support with the National Learning Progressions with the opportunity to build Individual interventions and SLSO support were reviewed and showed consistent improvement for all student (e.g. guided reading and Multi Lit). Support staff continued to assist during literacy rotations providing explicit feedback during writing tasks.</p> <p>Language Literacy and Learning (L3) ongoing professional learning was completed by ES1 teacher. 2019 has been a year of growth and development in the area of English and mathematics. Stage 1 focused on reading assessment and quality literature reading modelled (L3) procedure 1 and 2.</p> <p>K-2 entered PLAN2 data every 5 weeks. Data Analysis (PLAN2 and NAPLAN) shows the need to support students development of the use of flexible strategies and review effective spelling programs. Individual interventions were put in place to support targeted students through Individualised Education Plans and implemented by SLSOs. Explicit student feedback was provided through addition la staff in classrooms.</p> <p>K-6 teachers participated in Learning Sprints with a focus on writing, and grammar and including number sense in numeracy. Staff demonstrated a positive shift in best practice across K-6 through continued professional learning and mentoring throughout the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	63	57	56	58
Girls	44	43	42	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	94.1	94.6	94.4
1	92.7	95	92.8	93.5
2	95	94.3	94.5	94.7
3	94.7	95.1	94.7	93.4
4	93.7	92.5	95.7	92.8
5	91.8	95.6	94.6	92.8
6	96.2	95.8	93.6	91.3
All Years	94.3	94.6	94.3	93.2
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
Assistant Principal(s)	1
Classroom Teacher(s)	7
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	5.71
Other Positions	0.2

*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	275,386
Revenue	1,985,456
Appropriation	1,943,718
Sale of Goods and Services	5,778
Grants and contributions	34,620
Investment income	1,340
Expenses	-1,943,385
Employee related	-1,796,730
Operating expenses	-146,655
Surplus / deficit for the year	42,071

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	759,558
Equity Total	195,414
Equity - Aboriginal	7,383
Equity - Socio-economic	98,127
Equity - Language	30,977
Equity - Disability	58,926
Base Total	786,511
Base - Per Capita	26,627
Base - Location	0
Base - Other	759,885
Other Total	184,570
Grand Total	1,926,053

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, the Tell Them From Me survey, along with formal and informal consultation was used to collect information from the students, parents and staff about the school's progress in regards to school life and wellbeing.

Parents and staff indicated that the school has a strong focus on wellbeing and supporting students.

The tell them from me survey showed an increase in the students sense of belonging, moving from 79% to 83% .

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.