Liverpool West Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Liverpool West 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

Liverpool West Public School

79-81 Hoxton Park Rd

Liverpool, 2170

www.liverpoolw-p.schools.nsw.edu.au

liverpoolw-p.school@det.nsw.edu.au

9602 8062

School background

School vision statement

Liverpool West Public School as an outstanding educational provider actively contributing to an engaged, informed and connected community.

The school vision statement is underpinned by the following:

Learning

Students are actively involved learners who establish and articulate learning goals and their significance. Students strive to learn and monitor their achievements as they progress through each stage of their academic and social development.

Teaching

Teachers are focused on developing professional knowledge, practice and engagement to effectively support students. Individuals set goals and measure their performance against the National Standards for Teachers.

Leading

The school works in partnership with students, parents and the wider community to lead quality education and welfare programs that support all students in reaching their potential.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 715 students, including 43 Aboriginal students and a diverse population of 43 different nationalities. 24% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low–socio economic backgrounds, Aboriginal backgrounds, students with English as an Additional Language or Dialect and students requiring low level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

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	Excelling
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

Quality Teaching and Learning in Literacy and Numeracy

Purpose

To provide a whole school approach to the delivery of quality learning thereby enabling all students to develop confidence and capacity in literacy and numeracy.

Improvement Measures

• All teachers monitor student progress against the literacy and numeracy progressions.
• Teachers are reaching at least level 4 of the lesson component rubric.
• Students articulate what they are learning, why and how well they are doing.
• Student performance measures in NAPLAN indicate an overall 10% improvement in growth in Reading, Writing and Numeracy.

Overall summary of progress

Based on feedback, the professional learning model from 2018 was refined and improved. Continual improvement of this model has been assured by embedding reflection/feedback sessions at each stage of the model/cycle.

Ongoing professional learning has resulted in an increase in teacher frequency in, and accuracy when, entering data in PLAN2. This has supported teachers to monitor student progress, enabling teams to increase their capacity to respond collectively to student need by collaboratively developing differentiated programs and practices.

Continued professional learning for all staff, P–6, has increased knowledge of the Literacy and Numeracy Progressions. Additionally, stage and staff sessions were held for consistency in teacher judgement and rubrics were created to support staff in knowing where their students are at and where to next.

The re–establishment of the Team Leader Support Day has enabled differentiated support and professional learning for all teachers. This has strengthened consistency and improvement of lesson delivery and highlighted the significance of collegial feedback and trust.

Progress towards achieving improvement measures

Process 1:   1. Deepen teachers' evaluative mindset, knowledge and skill level in navigating, analysing and using internal & external data to drive teaching and learning programs.

Evaluation	Funds Expended (Resources)
Annual Milestone: All teachers respond to data analysis and trends from a variety of sources in order to track students and collaboratively design differentiated programs and practices which meet student needs.	$75000

Process 2:   2. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Literacy.

Evaluation	Funds Expended (Resources)
Annual Milestone: Using a consistent equitable approach P–6 using formative assessment practices to track against the Early Years Framework (Outcomes 4&5)and identify where students are at and how to move their learning forward using the Literacy Progression (Fluency K–2 and all sub–elements of Writing in 3–6).	$85000

Process 3:   3. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Numeracy.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Annual Milestone: Using a consistent equitable approach P–6 using formative assessment practices to track against the Early Years Framework (Outcomes 4&5)and identify where students are at and how to move their learning forward using the Numeracy Progression (Understanding Money, Multiplicative Strategies, and Interpreting Fractions (3–6).	$75000

Next Steps

- Focus on best practice for teaching in writing and establishing an LWPS Writing Cycle to be used across the school.
- Strengthening the quality of differentiation within lessons to support the learning diversity within each class in Literacy and Numeracy.
- Strategic resourcing of support teachers and SLSOs to support targeted students within each stage.
- Use identified exemplars to model best practice aligned to the rubric.

Strategic Direction 2

Future–Focused Pedagogy

Purpose

To ensure a student–centred collaborative learning environment that inspires, engages and challenges all students to become skilled, effective, motivated learners who are confident, empowered, creative problem solvers.

Improvement Measures

• All programs embed General Capabilities and the innovative use of ICT/digital literacy across KLAs.

• All students demonstrating growth in cross curriculum priorities and general capabilities against a school–based rubric.

• All staff and students implementing the design thinking process using the appropriate metalanguage.

• Increased positive responses by staff against the mindset survey.

Overall summary of progress

Professional learning engaged staff in developing deep understanding of future–focused pedagogy and embedding the Design Thinking Process consistently across the school.

To support Information and Communication Technology Capability the school purchased robotic resources. Staff were trained to support implementation in the classroom.

There was a very heavy focus placed on staff and, in particular, student wellbeing, including addressing 'Personal and Social Capability' in 2019. This was possible through the training in and implementation of programs such as Berry Street, Life Skills and ongoing 'Growth Mindset'.

Further, professional learning was given to the General Capability of Critical and Creative Thinking through the Minds Wide Open program – Dispositions. A scope and sequence was created for the implementation of the dispositions which linked to their Critical and Creative Thinking Rubric.

The cross–curriculum priority for Aboriginal and Torres Strait Islander histories and cultures has been addressed in Strategic Direction 3.

Progress towards achieving improvement measures

Process 1: 1. Engage teachers in professional development to build knowledge of cross curriculum priorities and general capabilities with a focus on critical and creative thinking, communication and personal and social capability.

Evaluation	Funds Expended (Resources)
Annual Milestone: All staff are deepening their understanding and implementing the 4Cs within the design thinking process across all KLAs, integrating technology.	Mind Wide Open – $4000

Process 2: 2. Establish collaborative classroom environments to support and respond to the needs of future–focused learners.

Evaluation	Funds Expended (Resources)
Annual Milestone: Deep understanding and implementation of Future Focused Pedagogy within a QLE.	QLE Stage 1 Walkthroughs – $2000 Lego Robotics – $6000 Dash and Sphero Robotics – $6000

Progress towards achieving improvement measures

Annual Milestone: Deep understanding and implementation of Future Focused Pedagogy within a QLE.	Berry Street TPL + teacher release – $4480 Life Skills TPL – $31000 • ScopeIT and K–2 Coding is costed in *Key Initiatives and Other School Focus Areas*

Process 3: 3. Engage teachers in effective professional learning to support positive change and promote the development of self–regulated, motivated learners.

Evaluation	Funds Expended (Resources)
Annual Milestone: All teachers actively access and model a variety of strategies and programs to support student self–regulation and promotes learning.	Music Program – Teacher 2 days per week for one semester – $20000 Art Program – Teacher 3 days per week all year – $66000 Life Skills GO Platform – $3500 • Teacher release for Formative Assessment TPL costed in *Strategic Direction 1*.

Next Steps

- Students taking increased responsibility for their own learning, including being able to identify where they are now, where to next and how to achieve this growth.
- Ensure the innovative use of ICT consistently across the school.
- Teachers to explore and make adjustments for flexible learning environments.
- Measuring student growth in the General Capabilities: Critical and Creative Thinking; Personal and Social Capability; and, Information and Communication Technology Capability.

Strategic Direction 3

Community and Connections

Purpose

To increase community participation in school leadership, and establish connections within and across school networks that support wellbeing and family partnership projects so that our students are successful and grow into resilient global citizens.

Improvement Measures

• All teachers embedding Aboriginal perspectives in programs and lesson delivery.

• Increased participation of Aboriginal and Torres Strait Islander parents and community members within the school.

• Increased number of parents successfully completing PaTCH training and supporting in classrooms.

• Increased number of parents attending Parent Café and school events.

• Increased participation in community of schools partnerships.

Overall summary of progress

To further support the authentic inclusion of Aboriginal perspectives in their programs and lesson delivery LWPS has invested in Crackerjack Education. Crackerjack Education is the channel between Ancient traditional knowledge and the education systems of the world.

The PaTCH Program ran successfully with 10 parents, including one parent who went on to SLSO training. Due to parent interest in assisting informally in the classroom, a modified program also ran to give an additional 20 parents the knowledge and skills to do so.

The Creating Chances and Mosaic Group were introduced to work with targeted students, building their resilience, and therefore their ability to cope with and respond to change. First Foot Program successfully supported Stage 3 with post high school options. The Little Leapers Program continues to ready children for Kindergarten and K–6 Turquoise provides ongoing support to our refugee children into Australian school life and then transitioning into mainstream classes.

Progress towards achieving improvement measures

Process 1: 1. Engage staff in professional learning to increase their knowledge and understanding of histories, cultures and experiences of Aboriginal and Torres Strait Islander to support student and families wellbeing.

Evaluation	Funds Expended (Resources)
Annual Milestone: Explicitly teach history of Aboriginal and Torres Strait Islander peoples to all students.	Crackerjack – whole school 12 month subscription $499

Process 2: 2. Engage parents and community members from AECG and diverse cultural groups in opportunities to provide feedback and planning at a whole–school and student level.

Evaluation	Funds Expended (Resources)
Annual Milestone: Access avenues already in place to gain feedback from parents/carers on whole school improvement and performance.	Kinderloop – for Preschool – $324

Process 3: 3. Provide school community stakeholders with contextual and high–quality professional learning to support community engagement and a shared responsibility for student outcomes.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Annual Milestone: To increase professional learning opportunities for parents/carers so they support student learning at home and in the classroom.	Running PaTCH Program – $5000

Process 4: 4. Strengthen transitions and the collaborative culture within and across school communities.

Evaluation	Funds Expended (Resources)
Annual Milestone: Streamline transition processes for students and develop a collaborative culture within our local community of schools for staff.	A OneNote was created for staff to support them in using Sentral more efficiently to effectively support transition of students. • Continuation of Refugee Class and the Little Leapers Program are costed in *Key Initiatives and Other School Focus Areas*

Next Steps

- Committee to align Crackerjack Education themes to the HSIE (History/Geography) scope and sequences followed by whole staff PL. Teams will then embed these themes, and accompanying resources, to units of work.
- Continue with the PaTCH Program.
- Improve parent/carer understanding of student learning to strengthen student outcomes.
- Build professional relationships with other schools where staff demonstrate and share their expertise within their school and with other schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Costs included: Aboriginal Education Officer $68575. Resources for cultural activities $8600. • Additional funds were allocated to Aboriginal initiatives from Socio–Economic Background funds to cover the additional SLSO costs. **Funding Sources:** • Aboriginal background loading ($77 175.00)	All students had individualised Aboriginal Learning Pathway plans developed and were able to engage in cultural activities each week in the Gulyangarri group. Our Aboriginal girls also were able to participate in SistaSpeak. Opportunities were provided for Aboriginal students to participate in and perform at various events across our Community of Schools.
English language proficiency	Costs include: Professional learning (EAL/D progressions and data analysis) Additional EAL/D teacher SLSO support EAL/D teaching resources **Funding Sources:** • English language proficiency ($385 216.00)	All EAL/D students were assessed and tracked against the EAL/D Learning Progression across the four modes: speaking, listening, reading/viewing and writing. This tracking, alongside examining PLAN data, contributed to determining the level of support required for EAL/D students. Students were supported both in class and in small–targeted groups.
Low level adjustment for disability	Employ additional LaST (1): $102806 Employ additional SLSOs (6): 330000 Resources: $21590 **Funding Sources:** • Low level adjustment for disability ($454 396.00)	Employment of additional LaST and SLSOs resulted in students receiving targeted support which improved their educational outcomes as evidenced through our school–wide tracking systems. Transitions provided extra support and opportunities for identified students to experience new learning environments which supported their wellbeing and capacity to settle into new classes. Accessing of the APL to work with class teachers ensured PLPs and Behaviour Management Plans successfully addressed student needs, in class, leading to a reduction in escalation of behaviours, more time on task and, therefore, increasing student progress. Identified students are supported by SLSOs in the playground to assist with self–regulation and social development.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($133 608.00)	Instructional Leaders had the following impact: • Professional learning for all teachers in relation to quality teaching in English, with a focus on phonics, phonemic awareness and writing. • Built the collective capacity of all teachers to analyse stage–based student assessment data and plan differentiated teaching and

Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($133 608.00)	learning activities to meet the needs of all students. • Modelled quality lessons provided feedback to teachers in relation to teaching Numeracy with a focus on Understanding Money, Multiplicative Strategies, and Interpreting Fractions (3–6).
Socio–economic background	Includes: 2 x Speech Therapist: $92600 1 x Assistant Principal: $139825 0.8 x additional IL: $130603 0.4 x CT (Little Leapers): $41122 0.3 x additional LaST: $39842 6.5 x SLSOs: $357500 2 x CLOs: $136000 IT support: $24000 Additional Online Computer Programs: $14000 Coding program: K–6: $135180 **Funding Sources:** • Socio–economic background ($1 300 000.00)	Students in Preschool to Year 2 were all assessed and targeted students received support from both speech therapists and trained SLSOs which improved student expressive and receptive language skills. Speech therapists also engaged in team teaching and presented demonstration lessons as required. A Stage 3 social group was established. Additional executive allowed for targeted support and differentiated professional learning for all staff, developing their skill and accuracy in entering and analysing PLAN2 data to drive differentiated teaching and learning programs. The employment of Community Liaison Officers has improved communication and partnerships with parents, carers and external agencies. Some examples of impact include: the development of English language classes, improved student enrolment and transition processes, increased parental involvement in school fundraisers, cultural activities and Toddler Time (prior to school play group regularly attended by 1–3 year–olds and their parents). Little Leapers (prior to school transition program) implementation provides a service and support to families, particularly new arrivals, by offering part–time, new learning experiences and wellbeing support for 4–year–olds. Entry to kindergarten data demonstrates that this program better prepares these children for transition to kindergarten. External support in the area of technology has ensured all platforms are maintained and in sync to support teachers and students with engagement in their learning. All students have access to iPads/laptops, appropriate apps and online programs which have supported their literacy and numeracy learning. Staff and students have been up–skilled in coding which has developed capabilities in problem–solving and creative and critical thinking.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($60 789.00)	Beginning teachers received weekly mentoring from identified staff with expertise within their stage/field, for support through the induction process and teaching and learning areas of planning, programming, lesson delivery and meeting NESA requirements/accreditation. This resulted in all beginning teachers having a smooth transition into the teaching profession and

Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($60 789.00)	gathering appropriate evidence to support the accreditation process.
Targeted student support for refugees and new arrivals	1 x CT **Funding Sources:** • Targeted student support for refugees and new arrivals ($49 655.00) • Socio–economic background ($53 151.00)	Our Refugee Transition Class, with a full–time SLSO, continued to provide a supportive and individualised transition into life in an Australian school. Newly arrived students benefited from a tailored transition program, including survival English, resilience, school rules and child protection lessons.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	328	336	359	341
Girls	296	321	326	341

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	92.4	90.2	89.1
1	91.6	91.9	92.2	90.8
2	92.5	90.7	93.5	91.4
3	92.2	92.5	92.4	91.6
4	91.1	93	92.9	92
5	91.9	91.9	91.7	91.6
6	92	92.8	92	88.9
All Years	92.1	92.1	92.1	90.8
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)	2
Assistant Principal(s)	5
Classroom Teacher(s)	28.85
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.9
Teacher Librarian	1.2
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	9.46

*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	1,359,027
Revenue	9,171,902
Appropriation	8,986,112
Sale of Goods and Services	45,312
Grants and contributions	132,723
Investment income	7,055
Other revenue	700
Expenses	-8,845,294
Employee related	-7,900,983
Operating expenses	-944,312
Surplus / deficit for the year	326,608

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	900,085
Equity Total	2,223,452
Equity - Aboriginal	77,175
Equity - Socio-economic	1,300,000
Equity - Language	385,216
Equity - Disability	461,061
Base Total	4,432,349
Base - Per Capita	171,347
Base - Location	0
Base - Other	4,261,002
Other Total	986,579
Grand Total	8,542,465

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 website.

Parent/caregiver, student, teacher satisfaction

Parents and carers completed the online Tell Them From Me – Partners in Learning Survey in 2019. Our Community Liaison Officers and School Learning Support Officers provided support and interpreting where required to assist parents in completing the survey at school. This resulted in a 100% increase of respondents.

Some key positive responses included:

- 81% felt comfortable talking to their child's teacher
- 65% felt that their opinions were sought in regards to school planning
- 76% stated that staff take an active role in making sure all students are included in school activities
- 89% took an interest in their child's school assignments
- 79% felt that their child was encouraged to do their best work
- 86% stated that their child is clear about the rules for school behaviour
- 100% stated that the Newsletter was a useful form of communication
- 70% expect their child to go to university.

The respondents indicated that the following areas could be improved:

- 71% indicated that their child feels safe at school
- 69% felt the teacher showed an interest in their child's learning
- 69% felt the school prevented bullying
- 66% felt staff create opportunities for students who are learning at a slower pace.

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.