

# 2020 Annual Report

## Yeoval Central School



3555

# Introduction

The Annual Report for 2020 is provided to the community of Yeoval Central 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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Yeoval Central School

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6846 4004

## School vision

At Yeoval Central School, we inspire all to be responsible, respectful learners. Working together to achieve and grow.

- Together we INSPIRE
- Together we LEARN
- Together we ACHIEVE

## School context

Yeoval Central School is a comprehensive school with 111 enrolments from K-12, 20% identify as Aboriginal. Our values of respect, responsibility and cooperation permeate throughout our school. Yeoval Central School's vision is to inspire all to be responsible, respectful learners, working together to achieve and grow.

Our students bring with them a respect and understanding of their diverse backgrounds. They demonstrate high expectations of themselves and their peers both academically and socially. Tolerance, resilience and an appreciation of their opportunities underpins student behaviour and achievements.

We have a diverse, committed and stable staffing mix who are dedicated to all students. They give their personal best to ensure all students learn and are committed to their own learning.

We collaborate with other schools to enhance our curriculum offerings, sharing students and expert teachers in Stage 6 with Peak Hill, Tottenham, Trundle and Tullamore Central Schools as part of the Western Access Program. School-based apprenticeships and traineeships have had proven success with students completing Year 12. Languages such as Wiradjuri and Stage 5 electives are extensive for a small school, providing our rural students with a diverse curriculum. Our expectations of learning and behaviour are high, ensuring all students achieve. Students will each have an individualised learning map developed collaboratively with their families and support staff. These include the year advisor, transition advisor, youth worker, learning and support teacher and school counsellor. Teachers are supported by instructional leaders in technology, literacy, numeracy and evidenced-based practices.

Being a K-12 school, students experience a nurturing yet future-focused learning environment where emphasis is placed on literacy, numeracy and mastering employability skills. Our transition program is supported by our transition advisor who works individually with students from pre2post school. Transition points occur at preschool into Kindergarten, Year 6 into Year 7, Year 10 into Year 11 and Year 12 to post-school. We provide social and emotional support through our Wellbeing Model encompassing resilience training and positive behaviour for learning (PBL).

Our varied extra-curricular activities give students breadth of exposure to sport, fitness, music, agriculture, community service performing arts, hospitality, public speaking and leadership.

We have strong community partnerships creating dynamic opportunities for engaging with our preschool, aged care facility, local farmers and business owners. Our school is a satellite host for a martial arts centre and a dance school providing opportunities for students and community members to engage in sport.

Our excellent facilities include an upgraded administration area, large primary classrooms, trade training centre for metal and engineering, commercial kitchen bay, gym, agricultural farm and large playgrounds with fixed play equipment. Our learning centre encompasses a flexible learning space adapted to meet the needs of creative and critical thinkers. We have a robust wireless network and students support the BYOD (bring your own device) program, using collaborative learning tools to complement their learning.

We are proud of all learning occurring within and outside of the classroom for all staff and students at Yeoval Central School, working together to inspire, learn and achieve.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Learning for the future

### Purpose

To provide a holistic approach to the delivery of quality learning experiences that are focused and differentiated to develop confident, creative, collaborative and self-directed learners for a complex and dynamic future.

### Improvement Measures

All teachers are using evidence-based teaching strategies and analyse their students' assessment data to inform and improve practice.

Every student has a working Learning Map linked to their goals that have been developed collaboratively with key staff and their families.

Every student achieves at least a year's worth of growth for a year's worth of learning.

### Progress towards achieving improvement measures

**Process 1:** Staff use evidence-based strategies to increase the literacy and numeracy skills base in students that enable enrichment and improvement.

Evaluation	Funds Expended (Resources)
Primary continue to implement 7 steps within K-6. Staff have increased confidence in the implementation of program to adjust and cater for the needs of their cohorts. Staff have begun process to collaboratively moderate writing samples.  Secondary have undertaken further Professional Learning in ALARM, increasing their knowledge of how to implement in the classroom. It is yet to be implemented in 100% of Secondary classes.	Professional learning for teachers on literacy strategies.

**Process 2:** Ensure that all learning experiences are flexible, conducive to collaborative learning and inviting.

Evaluation	Funds Expended (Resources)
During 2020 planning has been undertaken in improving the front entrance and outdoor areas of the school, this will continue in 2021. Reviews were undertaken through surveys of staff, students and parents into Creative Curriculum and Future Yeoval Innovators. From this evaluation the current models of the programs will continue, however, further awareness will need to be raised amongst parents and community on their benefits.	Professional learning for teachers on project-based learning.

**Process 3:** Students engage in ongoing self-reflection with their parents and teachers to build learning goals tailored to meet their individual needs.

Evaluation	Funds Expended (Resources)
After consultation and research in Sentral, learning maps will be embedded into the profiles section of Sentral. Students in years 6,7,10 and 11 completed surveys to create their learning map profile.	Time release for wellbeing coordinator to create.

## Strategic Direction 2

Inspirational leaders

### Purpose

Inspirational leaders utilise current educational research to create a challenging and holistic learning environment. They meaningfully engage with the school community establishing strong and productive relationships, which impacts positively upon student outcomes.

### Improvement Measures

All teachers are maintaining their accreditation. Their PDPs reflect the standards and areas for development and continual improvement.

Professional learning is contemporary and relevant and has a measurable impact on changed practice.

Increase the number of staff and students involved in leadership opportunities.

### Progress towards achieving improvement measures

**Process 1:** 1. Build the wellbeing capacity of students that allows all students to connect, thrive and succeed.

Evaluation	Funds Expended (Resources)
Current wellbeing practices are supporting students in developing capacity to connect, thrive and succeed. In school evaluation of student wellbeing indicates a need to adjust current practice. School to create Head Teacher Wellbeing to refine practice and support whole school wellbeing needs in a consistent and systematic way.	Wellbeing period for year advisors to support student wellbeing.

**Process 2:** 2. Build the professional capacity of all staff to achieve the strategic directions.

Evaluation	Funds Expended (Resources)
<p>PL has been completed after mapping in early 2020. Staff drafted PDP goals and these were aligned to the What Works Best document. Instead of linking to NESA teaching standards, the ILs used the What Works Best to ensure consistency.</p> <p>The PDP process timeline needed to be adjusted due to time complications related to COVID-19 and Learning From Home priorities.</p> <p>Future PL and PDP's to be aligned with SEF. Our future direction is to build an authentic culture and system for reflective best practice for all staff.</p> <p>As a school we identified and developed aspiring leaders through opportunities to relieve in higher duties and undertake external leadership training, ie HAT and HISL.</p>	Instructional leader positions created to support literacy, numeracy, learning from home and What Works Best.

### Strategic Direction 3

Innovative connections

#### Purpose

To build real world connections that develop future citizens with meaningful relationships, which are culturally and socially sustainable. Through positive risk taking these relationships will foster resilience, employability skills and personal values.

#### Improvement Measures

All students have a post-school transition plan.

Positive feedback from community about our practices and improved parent/caregiver involvement.

#### Progress towards achieving improvement measures

**Process 1:** 1. Track students post-school in order to build ongoing connections with industry, business and the tertiary sector and to gather evidence about our current programs.

Evaluation	Funds Expended (Resources)
Students accessed our transition program virtually during the learning from home period.  Our work experience and work placement programs continued and our seniors were mentored to complete early entry for university with 100% of applicants receiving offers.	Transition Advisor position created at 0.4 FTE.

**Process 2:** 2. Institute regular meaningful community consultation and engage in diverse snapshots of school life.

Evaluation	Funds Expended (Resources)
Continue to engage the community with engagement strategies. Utilising wellbeing leader to make wellbeing of community a focus strength the promotion of the school.  Parent volunteer program survey conducted to gauge parent interest. 3 parents responded. This was postponed due to COVID-19.  The youth worker worked on budgeting skills with families.  We continued to connect with parents in virtual forms eg. Technology, satisfaction.  Student Led Learning Tours- Parents were able to see what was happening in the primary classrooms. Students had a sense of pride in their learning.  SMS trial- Simple, immediate recognition to parents in easy accessible form. All parents who responded to survey wanted it to continue.  Grand-friends day virtual response received from UPA recognised publicly, hundreds of views in the community.  Youth Worker- High level of engagement from the community, external agencies networking.  Our Learning From Home journey was showcased in CESE.	Youth Worker employed for an additional day per week.  0.2 publicity officer to support promotion of school activities and successes.

**Process 3:** 3. Create real-world connections for students and teachers that are new, challenging and sustainable.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Students were exposed to lessons focused on making innovative connections in regards to employment opportunities. Our plans were modified, due to restrictions with the hope that they could be fulfilled in the future when permitted.	0.4 Transition Advisor position

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$31,603	<p>Yeoval Central School received Aboriginal background loading in 2020. We:</p> <ul style="list-style-type: none"> <li>• assisted the North/West Wiradjuri Language and Culture Nest with the creation of NESA aligned LOTE programs</li> <li>• continued Wiradjuri Language in LOTE with an Aboriginal languages tutor who worked with students and teachers in weekly lessons</li> <li>• ensured the Acknowledgement of Country was spoken in local dialect at weekly assemblies and formal occasions</li> <li>• were committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students by ensuring they participated in the corrective reading program</li> <li>• were committed to increasing knowledge and understanding of histories, cultures and experiences</li> <li>• coordinated a whole school celebration of Aboriginal and Torres Strait Islander history, culture and achievements</li> </ul>
<b>Low level adjustment for disability</b>	\$64,465	<p>This funding supported the employment of a 0.4 Learning and Support Teacher. This position enabled support to be provided to teaching staff of students with special needs, as well as complete funding support documentation, assess individual students, liaise with external agencies, and coordinate the Learning Support Team to support students on caseload. Additional SLSO employment to support the remedial Corrective Reading Program for primary students and SPELD Program for secondary students. Resources were also purchased to support students with disabilities to facilitate their access to the curriculum.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$9298	<p>These finances released the Assistant Principal to support the primary teachers in curriculum, pedagogy and assessment.</p>
<b>Socio-economic background</b>	\$171,274	<p>This funding was used to support our students by:</p> <ul style="list-style-type: none"> <li>• subsidise student travel to excursions</li> <li>• casual relief to support teachers in the implementation of their professional learning</li> <li>• ensuring students commence school with school hats, shirts, school bags and writing instruments</li> <li>• 0.4 Transition Advisor: to support student transition from pre2post school</li> </ul>
<b>Western Access Program</b>	\$67,494	<p>As a core partner of the Western Access Program, our school is involved in innovative and collaborative learning experiences, which support Year 11 and Year 12 students to study for the Higher School Certificate. The Western Access Program, supported by Rural and Distance Education, ensures all students are provided with quality curriculum and that our staff are supported in developing their skills and practices. The funding received has subsidised the following events to enable students to participate in:</p>

<p><b>Western Access Program</b></p>	<p>\$67,494</p>	<ul style="list-style-type: none"> <li>• The annual camp held at Lake Burrendong Sport and Recreation Centre for all Years 11 and 12 students to support social and cognitive skills, develop positive relationships and engage in face-to-face lessons with their Course Coordinators</li> <li>• Assessment and practical days for all courses has enabled students to develop and demonstrate their understanding of the course during face-to-face lessons</li> <li>• Completing VETiS mandatory Work Placement in Dubbo and in local settings. Opportunities to undertake Work Placement were held in Week 6 of Terms 2, 3 and 4. The Dubbo excursions allowed for a greater range of employer opportunities and students are able to complete 35 hours of industry experience</li> <li>• Year 10 Transition and VETiS Induction day held at Peak Hill Central School to reinforce the expectations of students and prepare them for Stage 6. This day ensures our program is compliant to the RTO regulations. The funding received assisted development of teacher and school executive skills enabling support for: <ul style="list-style-type: none"> <li>• New Course Coordinators through an induction process</li> <li>• HSIE and TAS teachers participation in the School Improvement and Curriculum Monitoring Review</li> <li>• Staff to attend professional learning across the state in their specialised KLA areas</li> <li>• Executive management through the State Access Management and Western Access Principal Management teams The impact of staff engaging in professional learning has resulted in personal growth for individual staff members and has ensured a collaborative approach to supporting the delivery of the Stage 6 curriculum.</li> </ul> </li> </ul> <p>The funding received has enabled the Western Access Program Principal Management to purchase:</p> <ul style="list-style-type: none"> <li>• The employment of a School Administration Officer for three days per week</li> <li>• A lease for a car to enable the Head Teacher Access and staff to travel to schools; to transport students to various events</li> <li>• The purchasing of Sentral</li> </ul> <p>The impact from these purchases has enabled greater communication and support for each school, a stronger and thorough collection of data and a consistent voice across the multiple sites.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	57	64	61	56
Girls	63	58	49	46

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.2	97.2	97.9	89.8
1	91.5	96.4	97.1	100
2	94.6	93.5	95.6	98.1
3	93.7	94.1	91.7	95.6
4	92.9	94.6	93.7	96.2
5	90.9	92.9	93.1	95.5
6	94.9	92	93.2	88.8
7	95.2	93	91.8	92
8	95	94.1	90.3	89.2
9	88.1	96.5	93.5	89.6
10	86.6	84.9	92.9	90.7
11	78.2	92.1	88.4	83.6
12	92.4	85	90.6	88.1
All Years	90.6	92.8	92.6	91
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	11	0	60
TAFE entry	0	0	20
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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85.71% of Year 12 students at Yeoval Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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80% of all Year 12 students at Yeoval Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	9.98
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.57
School Administration and Support Staff	5.39
Other Positions	0.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	960,169
<b>Revenue</b>	3,109,219
Appropriation	3,062,428
Sale of Goods and Services	689
Grants and contributions	42,320
Investment income	1,467
Other revenue	2,314
<b>Expenses</b>	-3,062,536
Employee related	-2,632,306
Operating expenses	-430,230
<b>Surplus / deficit for the year</b>	46,683
<b>Closing Balance</b>	1,006,852

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	162,103
<b>Equity Total</b>	267,343
Equity - Aboriginal	31,603
Equity - Socio-economic	171,274
Equity - Language	0
Equity - Disability	64,465
<b>Base Total</b>	2,132,148
Base - Per Capita	26,455
Base - Location	29,672
Base - Other	2,076,020
<b>Other Total</b>	385,249
<b>Grand Total</b>	2,946,842

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

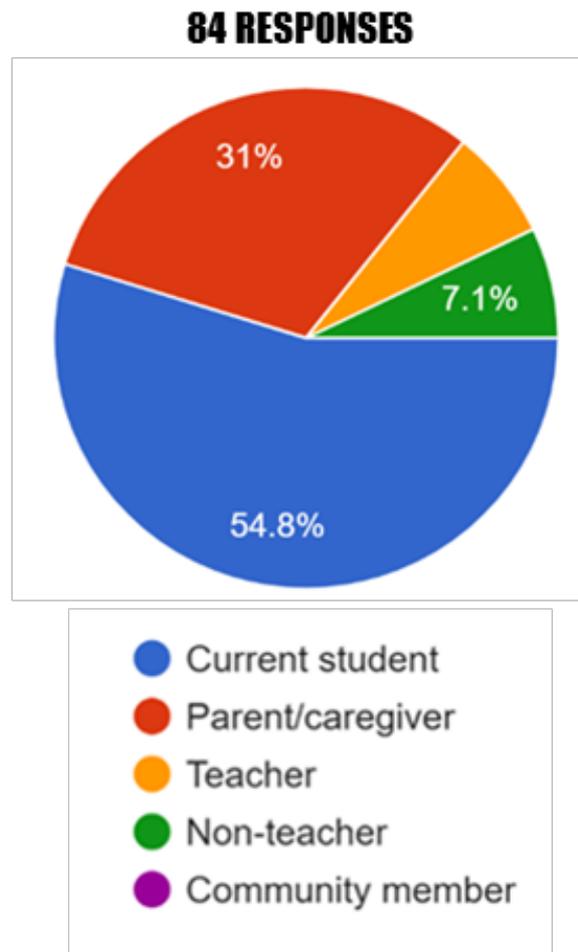
# Parent/caregiver, student, teacher satisfaction

## Learning from Home

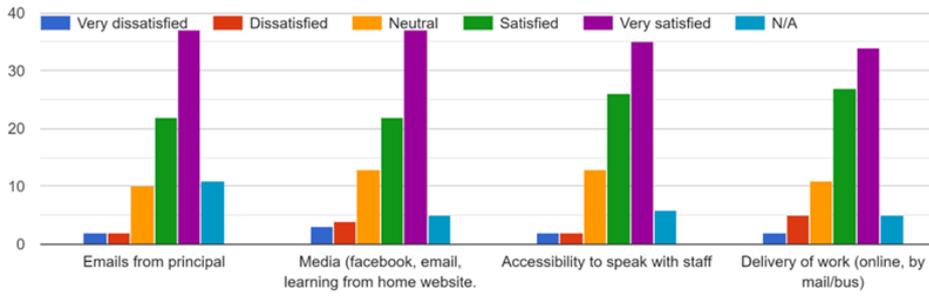
During Term 3 2020, we conducted a survey of the school community to obtain feedback on the learning from home model that we implemented at YCS. It was fantastic to have 84 responses to gauge the level of satisfaction during our Learning from Home phase. We made the necessary adjustments based on the feedback should we ever have to implement this in the future:

1. Workbook option for K-6 - feedback from parents/caregivers and students
2. Communication was of a high standard however more communication with the students would support them
3. Limit to one Zoom per day for primary. Follow up with a 'touch base' Zoom option with their teacher during allocated times during the day
4. Continue with our Google Site as this was valued by the parents/caregivers and students commenting on its ease of use and ideal having the information all in one place.

We were proud to be one of seven NSW Public Schools showcased for our learning from home journey: Learning From Home showcase



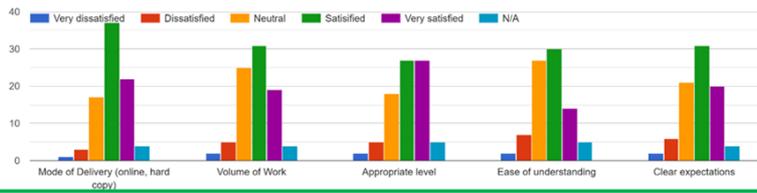
Communication (Please indicate your level of satisfaction of YCS during Learning from Home).



70% satisfaction with emails Principal      70% satisfaction with media communication

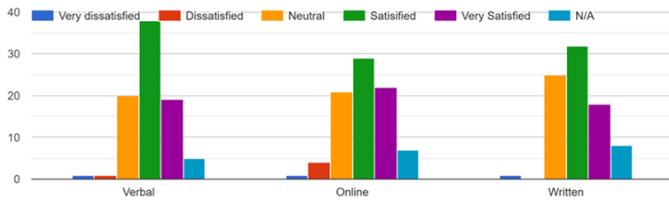
72% satisfaction accessibility to speak with staff    72% satisfaction delivery of work

Learning (Please indicate your level of satisfaction of YCS during Learning from Home).



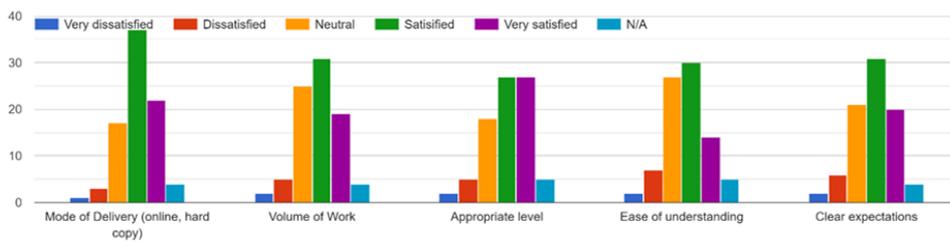
70% satisfied with modes of delivery  
60% satisfied with volume of work  
65% satisfied with appropriate level  
61% satisfied with clear expectations

Effective feedback of student learning (Please indicate your level of satisfaction of YCS during Learning from Home).



68% satisfied with verbal feedback  
61% satisfied with online feedback  
60% satisfied with written feedback

Learning (Please indicate your level of satisfaction of YCS during Learning from Home).



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.