

2020 Annual Report

Nyngan High School



8353

Introduction

The Annual Report for 2020 is provided to the community of Nyngan High 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.

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Message from the principal

Nyngan High School maintains a dynamic approach to the education of our young people, with a strong focus on developing students who will be productive and valuable community members. We respectfully acknowledge that our school site is on the land of the Wongaibon nation; this is, was and always will be Aboriginal land. We acknowledge the elders past, present and emerging and are grateful to use this land for the education of our young people.

During 2020 our school concluded the phases under the 2018-2020 School Plan. Refinements to our strategic directions has seen the school develop two major areas of focus: excelling teacher practice and quality learning opportunities. These focus areas incorporate the continued development of teaching and learning which drives improvement in school results, whilst maintaining the strong community engagement and holistic educational approach on which Nyngan High prides itself.

In 2020 we enjoyed great collaboration with the Nyngan High School Parents & Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Both associations shared in the development of school initiatives, equity funds management, financial planning and opportunities for students to represent Nyngan High School. Similarly, both associations alike, are committed to ensuring equity exists for our students and the school provides quality opportunities for student learning and development.

Our school continued to provide a well-rounded education for our students in 2020. The blend of academia, culture, sport, creative and employment opportunities provided to our students is exceptional. Nyngan High School will continue to develop and deliver sustainable, quality educational opportunities for all students. I thank all staff whom relieved and supported the seamless running of the school during 2019 and am proud of where we are coming from and where we are going in the future.

Benn Wright

Principal

Message from the school community

AECG President Report 2020

I would to acknowledge the traditional custodians of this land, the Wongaibon peoples. I would like to pay respect to the Elders past, present and future and extend this to our future leaders.

What a year it's been, Thank you to all the educators and parents who have taken on a role at home due to COVID 19. It's been a very interesting year for us all.

The Nyngan Local AECG have met Week 4 and Week 8 of each term, with the use technology our AECG continued to host meetings via Zoom. This allowed all schools the opportunity to present reports to the AECG committee and members to keep us informed of the each schools events and also keeping parents and caregivers informed of any educational change.

We have total of 40 Members. 9 Full members and 31 Associate members

We have encouraged schools to adhere to the Partnership agreement, our core business is to see our booris succeed and ensure schools are providing every opportunity to learn and keep them engaged.

I have participated on merit selection panels, cultural activities within the community, C2C and attended community interagency meetings.

Raylene Weldon (vice president) Veneta Dutton (secretary) and I represented Nyngan Local AECG at State AECG conference via Zoom. The State AECG provide our local AECG with home resource packages for our families, to help assist with completing alternate learning from home due to COVID.

The AECG play a enormous role in our local NAIDOC celebrations and provide assistance and knowledge to our local community.

On behalf of the Nyngan local AECG Committee, I wish to thank everyone who has given their time and happily assisted the AECG.

I extend my gratitude to the AECG committee for their support and encouragement to ensure our AECG is active and welcoming. The committee for 2020 was myself as President. Vice president Raylene Weldon. Secretary Veneta Dutton and Melissa Selfe as treasurer.

Marea Johnson President

P and C report

Being involved with the Nyngan High School P and C is very rewarding and I am thankful to have the opportunity to contribute in the role of President.

Thank you to the executive committee for your support and hard work.

Our Principal, Mr Wright and Deputy, Mrs Bush are to be commended for their dedication to our school and the support they give the P and C. I'd also like to sincerely thank them and our other dedicated teachers and staff for the time and effort they spend on and with our children. They go above and beyond to support our children in their academic, sporting, cultural and extracurricular activities and wellbeing.

Nyngan High School P and C Association always commits to a few fundraising activities throughout the year. I wish to thank the Nyngan Show, Nyngan Senior Rugby League and Nyngan RSL Club committees for continually giving us fundraising opportunities. Through the efforts of our parents and carers who volunteer their time these shifts are filled and tickets sold, a big thank you to all involved. Each year the P and C donate \$1,500 towards scholarships for those leaving Year 12 and moving on to either University or TAFE. We also donate \$150 for three prizes for 'All Rounder' awards. During the school year we provide rewards for the students such as ice blocks and drinks.

We have a very good relationship with the Nyngan AECG. We work together to ensure the students have a positive and rewarding education at Nyngan High School.

The P and C needs new members to continue to grow and support our school and students. The P and C is not just about fund raising, it is about having a say in our child's education and ensuring the school is heading in the direction we want it to be. Our input is always respected and valued and the more people we get involved the better. P and C has always been strong at Nyngan High School and I would like to see it continue that way. When we do raise funds we aim for projects that benefit every child in our school.

By attending our meetings, you keep up with what is happening in the school. The P and C also helps you to build relationships in the school community. It is extremely rewarding.

Our P and C is a vital part of the school community and I am very proud to be a part of it.

Thank you

Neralie Quarmby - President

School vision

Nyngan High School fosters safe, respectful learners in a culture of integrity. The school provides a holistic education for all students, focusing on equity and the development of individuals whilst promoting wellbeing, inclusivity and excellence. Our students enjoy quality experiences and successes in academic, sporting and cultural endeavours.

School context

Nyngan High School (NHS) is a comprehensive high school in remote/ rural NSW. We respectfully acknowledge the traditional custodians of the land on which we provide education, the Wongaibon nation. The school has an enrolment of approximately 180 students each year, approximately 37% of whom identify as Aboriginal or Torres Strait Islander.

The school receives equity funding to support the education and developmental opportunities for students from a variety of backgrounds and learning needs. Outstanding facilities are available to the school community in all learning spaces.

Positive partnerships exist between the school and its five partner schools - Nyngan, Hermidale, Girilambone and Marra Creek Public Schools and St Joseph's Primary School. A highly effective Transition Program assists Year 6 students in their progression to high school.

The school works in close partnership with its community and is actively supported by both the Nyngan High School Parents and Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Strong connections also exist with business and interagency partners of the school.

The school is committed to producing well-rounded students. Students are offered a broad curriculum choice in Stage 6 promoting academic, industry, creative, technological and interest based pathways. This includes: VET courses, TAFE, STEM, GATS and Aurora College. A Multicategorical Student Support Unit integrates students within a broad culture of learning across the school. LOTE classes deliver traditional Ngiyampaa language to all Stage 4 students.

A committed Learning Support and SLSO Team provides effective strategies and adjustments, integrated across the whole school learning environment.

The teaching staff have a range of experience, supported by a cohesive Executive staff and highly experienced Student Administrative Support team. Aboriginal Education is enhanced by specialist guidance from an Aboriginal Education Officer. Teacher and Leadership quality is a focus for the school, supported by identified professional learning and a school wide focus on evidence based classroom practices.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excelling Educational Practice

Purpose

To develop all staff at Nyngan High School to have a positive impact on student learning through: reflective and collaborative practices, evidence based learning and leadership development in a cohesive team environment.

Improvement Measures

% Increase the percentage of students demonstrating expected growth in literacy and numeracy.

% Increase in the proportion of staff engaged in professional learning activities within allocated PL time

Progress towards achieving improvement measures

Process 1: Reflective and Collaborative practices

Evaluation	Funds Expended (Resources)
All staff were presented with professional learning in staff and faculty meetings to improve targeted areas of numeracy. The approach was initiated in a whole class setting and consisted of pre-testing, intense teaching of deficit skills and then post-testing. The two deficit skills taught were perimeter and decimals: 23% of students did not demonstrate an improvement in identified skills, 58% of students had a similar or slight improvement of skills and 19% of students improved dramatically in their understanding of perimeter and decimals.	Additional teacher employed to create space in timetable to give staff a period allowance to work on professional learning.

Process 2: Evidence Based Learning

Evaluation	Funds Expended (Resources)
All year 7 student have a data package on file at Nyngan High School. This has not been done for all students and it is not available on Sentral. This milestone has been taken in to consideration in the 2021 and beyond planning.	Staffing used to begin creating these milestones. Minimal additional funding required as Covid restricted plans

Process 3: Leadership Development

Evaluation	Funds Expended (Resources)
Building opportunities for staff to increase capacity is evidenced in staff and LST meetings where we have seen an increase in teachers presenting valuable PL on literacy, numeracy, Aboriginal Education and gender.	Executive team Staff and faculty meetings. Summative total of funds used to implement data implementation:

Strategic Direction 2

Quality Learning Opportunities

Purpose

To provide effective and inclusive learning environments for students, with a holistic focus on: personalised learning, learning for life and understanding of culture and identity.

Improvement Measures

- % Reduction in negative incidents and suspensions
- % Increase overall engagement of students as evident in the 'Tell Them From Me' data

Progress towards achieving improvement measures

Process 1: Personalised Learning

Evaluation	Funds Expended (Resources)
Delayed due to COVID-19. Started with the CIN focus on differentiation in Staff and Faculty meetings. A understanding of what differentiation is has been developed but not yet implemented. Implimentation to beginning in 2021.	

Process 2: Learning for Life

Evaluation	Funds Expended (Resources)
Covid restrictions dramatically hindered the capacity to complete planned activities. Focus on blended learning and developing systems to insure students do not fall behind were created during restrictions and plan to be maintained into the future.	Funds were redirected to fund learning from home and also facilitated working from home Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 3: Understanding of Culture and Identity

Evaluation	Funds Expended (Resources)
Students are yet to complete C2C due to Covid-19 setbacks, push the facilitation during 2021 AECG meetings were cancelled due to Covid-19. Then were held online. AECg input was stil sought for decisions on Aboriginal Education. No visitors have been allowed due to Covid-19 to discuss garden.	Held funding back to 2021 for C2C and also garden upgrades Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$111 000.00) 	<p>In 2020, \$90,270.00 was invested from Aboriginal equity funding to employ a full-time Aboriginal Education Officer and Aboriginal SLSO. These staff support the development and implementation of Aboriginal Education programs such as : Ngiyampaa Language classes, dance, art groups, Bra-speak, Sista-speak and staff professional learning, in particular Cultural Competency.</p> <p>\$20,000 was invested in student assistance to ensure that Aboriginal students had equity of access to all school activities, educationally and extra-curricular.</p> <p>NAPLAN results can not be compared to 2019 as Covid 19 restrictions led to the cancelling of the testing and data package.</p>
Low level adjustment for disability		<p>The incorporation of a full-time LaST in 2018 was a high priority for Nyngan High School, following the reduction of this position 0.9 by the Department of Education. This position assumes \$93,702.00 from the overall funding source, which our school then topped up with \$10,805.00 to retain the position at full-time employment. This position leads staff in adjustment development for student learning across the school, coordinates student assessments, individual education planning for our MC Support Unit and review meetings with parents and families.</p> <p>The addition of 0.5 of an SLSO in the MC Support Unit and to work additionally with identified students requires the investment of \$33,632.00. This position is transferable and equity based for student learning needs.</p>
Socio-economic background		<p>\$76,682.00 is invested from this funding source to supply 1.5 SLSO staff to support student learning needs across classrooms at Nyngan High School. These staff work closely with identified students, supporting teaching staff to improve learning outcomes.</p> <p>\$52,057.00 was invested to employ an additional teaching staff member at Nyngan High school. This teacher became a multi-faculty teacher and provided equity across the school, allowing for all teaching staff to receive 1.0 hour per fortnight as specific individual learning time. This professional learning time was driven to improve reflective and collaborative practice and can be demonstrated by all teaching staff coordinating professional learning logs which list the activities they undertook.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	92	99	85	89
Girls	82	83	79	81

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.4	90	89.5	87.3
8	92.2	88.9	86	89.7
9	90.5	90.8	84.9	85.7
10	85.9	89.1	81.7	86.1
11	90.3	85.4	86.4	90.6
12	85.6	89.8	83.8	86.6
All Years	89.6	89	85.5	87.5
State DoE				
Year	2017	2018	2019	2020
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	89.6	88.4	88	89.6

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	9	N/A	10
Employment	18	14	35
TAFE entry	73	86	35
University Entry	N/A	N/A	10
Other	N/A	N/A	N/A
Unknown	N/A	N/A	10

All Post school Tafe is being completed by students as part of their Traineeship or Apprenticeship.

Year 12 students undertaking vocational or trade training

59.38% of Year 12 students at Nyngan High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Nyngan High 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
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.3
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration and Support Staff	7.38
Other Positions	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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	580,227
Revenue	4,528,500
Appropriation	4,480,895
Sale of Goods and Services	6,982
Grants and contributions	39,742
Investment income	881
Expenses	-4,339,035
Employee related	-3,752,248
Operating expenses	-586,787
Surplus / deficit for the year	189,464
Closing Balance	769,691

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	373,902
Equity - Aboriginal	98,901
Equity - Socio-economic	141,455
Equity - Language	2,728
Equity - Disability	130,818
Base Total	3,515,443
Base - Per Capita	40,891
Base - Location	94,798
Base - Other	3,379,755
Other Total	210,969
Grand Total	4,100,314

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 to access the school data.

2020 NAPLAN

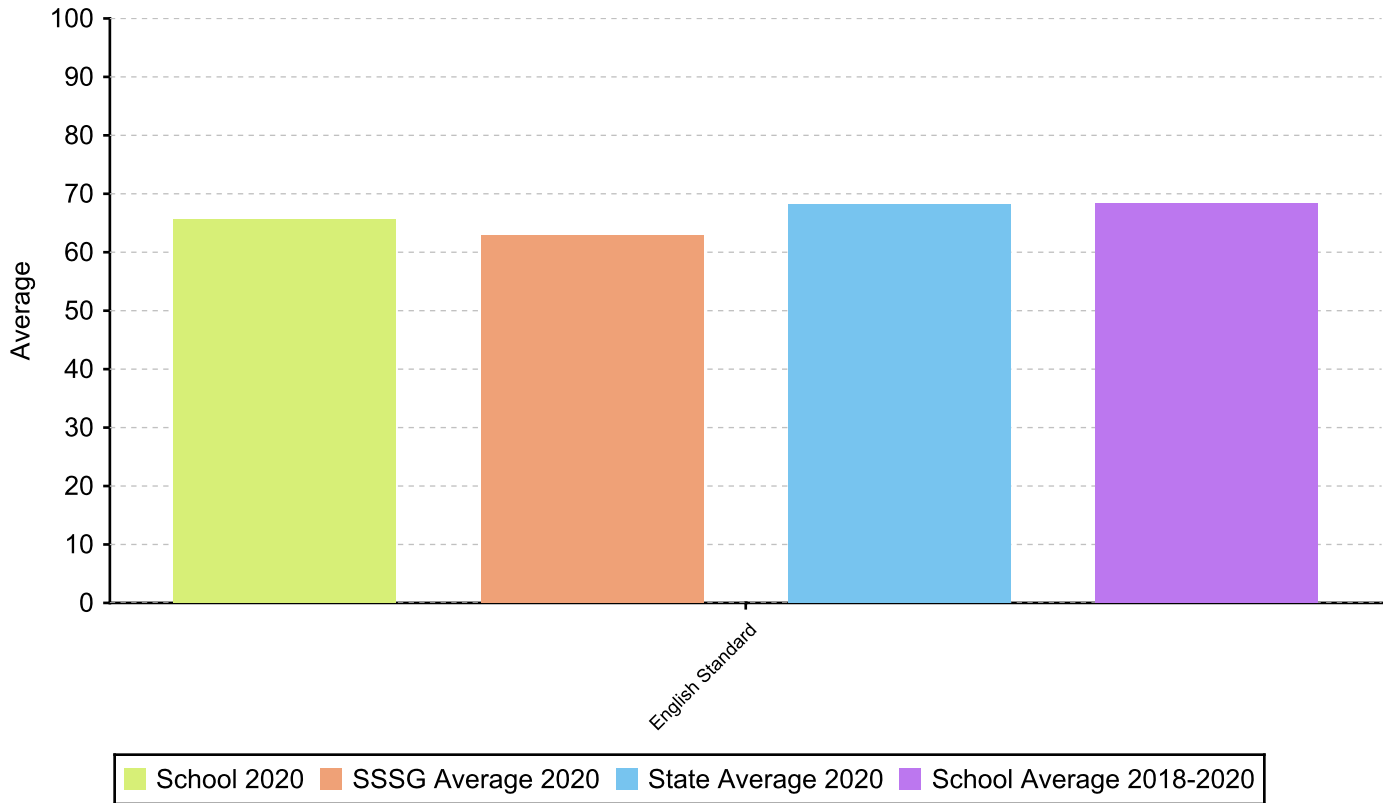
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
English Standard	65.7	62.9	68.1	68.4

Parent/caregiver, student, teacher satisfaction

In 2020 Nyngan High School utilised the Tell Them From Me survey platform as the main avenue to ascertain parent, student and teacher feedback on satisfaction with the school. In 2020 responses were received from:

* 146 students

* 100% of teaching staff

* 25% of parents/ caregivers

Responses of satisfaction for the school from students indicated that:

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

* 66% of students in this school had a high sense of belonging. The NSW Government norm for these years is 66%.

* 62% of the girls and 70% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 65% and for boys is 68%.

Intellectual engagement

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

* 52% of students in this school are intellectually engaged. The NSW Government norm for these year levels is 46%.

* 50% of the girls and 49% of the boys in this school were intellectually engaged. The NSW Government norm for girls is 47% and for boys is 47%.

Students with high levels of optimism

Students feel good most of the time.

* 56% of students in this school had high levels of optimism. The NSW Government norm for these years is 43%.

Effective learning time

Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

* In this school, students rated Effective Classroom Learning Time 6.7 out of 10. The NSW Government norm for these years is 6.3.

Relevance

Students find classroom instruction relevant to their everyday lives.

* In this school, students rated Relevance 5.8 out of 10. The NSW Government norm for these years is 5.8.

Positive teacher-student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

* In this school, Positive Teacher-Student Relations were rated 6.4 out of 10. The NSW Government norm for these years is 5.7.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

* In this school, students rated Positive Learning Climate of the Classroom 6.3 out of 10. The NSW Government norm for these years is 5.6.

The staff survey gathers information around eight 'Drivers of Student Learning', being key factors in providing a quality education for students.

Responses of satisfaction for the school from teaching staff indicated that:

- * In this school, staff rated Leadership as 7.9 out of 10. The NSW Government norm for this area is 7.1.
- * In this school, staff rated Collaboration as 7.8 out of 10. The NSW Government norm for this area is 7.8.
- * In this school, staff rated Learning Culture as 7.8 out of 10. The NSW Government norm for this area is 8.
- * In this school, staff rated Data Informing Practice as 7.6 out of 10. The NSW Government norm for this area is 7.8.
- * In this school, staff rated Teaching Strategies as 7.7 out of 10. The NSW Government norm for this area is 7.9.
- * In this school, staff rated Technology as 6.9 out of 10. The NSW Government norm for this area is 6.7.
- * In this school, staff rated An Inclusive School as 8.0 out of 10. The NSW Government norm for this area is 8.2.
- * In this school, staff rated Parent Involvement as 6.4 out of 10. The NSW Government norm for this area is 6.8.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Responses of satisfaction for the school from parents indicated that:

- * In this school, parents rated Parents Feel Welcome as 7.0 out of 10. The NSW Government norm for this area is 7.4.
- * In this school, parents rated Parents are Informed as 6.2 out of 10. The NSW Government norm for this area is 6.6.
- * In this school, parents rated Inclusive School as 6.3 out of 10. The NSW Government norm for this area is 6.7.
- * In this school, parents rated Safety at School as 6.5 out of 10. The NSW Government norm for this area is 7.4.
- * In this school, parents rated Parents support learning at home as 5.9 out of 10. The NSW Government norm for this area is 6.3.

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.