2023 Annual Report

Kotara School

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Introduction

The Annual Report for 2023 is provided to the community of Kotara 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Leading innovative practices through high quality relationships, excelling in academic and wellbeing outcomes that are culturally safe and foster inclusion and positive transitions.

School context

Kotara School is a school for specific purposes across two sites situated in the Glenrock network. The school has a total enrolment of 42 students across the two sites. Our student body is drawn from a wide area including Newcastle, Lake Macquarie and Port Stephens area. We provide the opportunity for every student to achieve success. To provide an environment that supports students to find the 'Courage to learn, courage to change'.

The Kotara Campus has 28 places and caters to students between years 2 and 6. Students are offered a place by the district placement panel, made up of staff from Educational Services, psychologists, principals and consultants. Approximately 50% of students at Kotara Campus identify as Aboriginal or Torres Strait Islander. Each class is staffed with a classroom teacher and School Learning Support Officer.

Nexus Education is a satellite faculty, located at the Nexus Child and Adolescent In-patient unit at The John Hunter Hospital. Nexus Education facilitates learning for up to 14 students from years 6 to year 12. We work alongside NSW Health and the Child and Adolescent Mental Health Service, to support over 300 young people each year, who are admitted to access support for their mental health needs.

The length of each student's enrolment at Kotara School is individualised to their need. Academic and wellbeing programs are taught to ensure our students return successfully to their census schools. Our behavioural interventions are based on the work of Dr Bruce Perry and his Neurosequential Model for Education and our pedagogy is based upon the Quality Teaching Framework through the implementation of Quality Teaching Rounds.

The consultation process with stakeholders including students, families, carers, communities, census schools and Muloobinbah Aboriginal Education Consultative Group informed our situational analysis and the development of the strategic improvement plan. As a result of this process, high-level areas for improvement were identified such as the embedding of evidenced based pedagogical practices into curriculum, the implementation of assessment and the analysis of data. This process also highlighted the importance of key systems in effectively supporting all stakeholders.

Kotara School is staffed with a school Principal, three Assistant Principals, Aboriginal Education Officer, Classroom Teachers, Student Learning and Support Officers, Chaplain, Student Support Officer and school administrative staff.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure high quality teaching programs and practices are embedded across the school through quality professional learning and curriculum differentiation so that all students can excel in academic and wellbeing outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Implementing Research Based Practices
- Data Driven Processes

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Professional learning
QTSS release
SSP supplementary funding

Summary of progress

KSC: 2023 has been a successful year for SD1 at KSC. The school has successfully implemented Quality Teaching Rounds for all staff members and begun the process of generating an SLSO version of QTR in consultation with the university.

Academic programs have been collaboratively created and reviewed each term, with engaging topics to promote the successful implementation of explicit teaching opportunities. 2024 will see Kotara School moving to the use of the Digital Resource Hub and Curriculum Reform units of work, which will be coded against the Quality Teaching Model to assess which elements can be improved to best support the students.

Internal data has been consistently collected, but opportunities to analyse reliable external data has been impacted by the lack of results provided from NAPLAN and the difficulty of differentiation for the students in the Check-in Assessments.

NE:

Nexus Education has been successfully implementing and refining core curriculum within the inpatient unit. The opportunity of quality teaching rounds at Nexus has ensured that teaching staff have had the opportunity for collaboration and lesson feedback. Evidence based curriculum is being delivered and lessons have now been coded with the quality teaching framework elements and 8 Aboriginal Ways of Learning. Aboriginal Education has been embedded into curriculum practice at Nexus. Data has been continually collected however it is now apparent that the focus for 2024 will be to analyse the impact of this data. A focus on the collection and projection of data will be key to drive impactful and invidualised curriculuum in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By 2023, the school will be Sustaining and Growing in the School Excellence Framework theme of Collaborative Practice and Feedback.	**Kotara School Campus:** Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback. **Nexus Education:** Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Collaborative Practice and Feedback.
At the completion of 2023, the school	• Self-assessment against the School Excellence Framework shows the

will be Sustaining and Growing in the School Excellence Framework theme of Internal and External Measures Against Syllabus Standards.	theme of Internal and External Measures to be delivering. • Self-assessment against the School Excellence Framework shows the theme of Feedback to be sustaining and growing.
In 2023, the school will be Sustaining and Growing in the School Excellence Framework theme of Teaching and learning programs.	• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing. • Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.

Strategic Direction 2: Quality wellbeing

Purpose

To be a centre of excellence in the provision of holistic student wellbeing by supporting the school community in a neurologically respectful manner to ensure all students can access an education in an environment that supports their individual needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance and Engagement
- Transition
- Nexus Education Community Engagement

Resources allocated to this strategic direction

Aboriginal background
Student Support Officer
SSP supplementary funding
Socio-economic background
Location

Summary of progress

KS: Throughout 2023, Kotara School has been working toward sustaining and growing attendance, data analysis, and transition and continuity of learning. This year the school aimed to excel in student care, welfare, and behaviour support.

This year the school has successfully worked with Uncle Perry to implement various successful Aboriginal Education programs that focus on connecting students to culture and country. Aboriginal Education was also successfully implemented at Nexus with Uncle Perry's incursions producing high-quality engagement and learning throughout the year.

The Student Support Officer (SSO) position has continued to be integral to Kotara School in 2023. The position has made it possible to continue the Kotara School Clinic, the dental clinic, and many other health programs within the school. The SSO position has been fundamental in student welfare and allowed Kotara School to function to its highest level of support.

Kotara School has successfully updated Kotara Intelligence Network (KIN) to run continuously through the school account, allowing for increased control of the application and maintenance to be run locally. The updating of the KIN app late 2023 made it more effective and easy to use for staff both at Kotara School and census schools, as well as connection with the students, parents and carers. The attendance flow chart has been implemented and staff follow attendance procedures and roll assignments.

The updated transition process for Kotara School has continued to be successfully implemented throughout 2023. The school has successfully started the transition of six students, with all students succeeding at their census school and transition to high school. It has continued to be a positive process that will be built upon in 2024. The system and process for other areas, such as enrolment, suspension, and PBL have also been implemented throughout the year and are in line with current IER guidelines for 2023.

NE: Nexus Education continues to showcase a high level of expertise in the area of well being. Increases in attendance have continued due to new classroom and staffing structures. Nexus continues to work effectively with the allied health and medical teams to ensure that young people, their families and school receive evidence based well being programs. Nexus Education are providing highly effective transition programs that are meeting the needs of census schools and students. Nexus is collaboratively working at state level with inpatient units and sharing transition processes through involvement in the Co-Location Inpatient Unit Network. Nexus Education ensure continuity of education throughout a young person's hospital admission and work in partnership with key stakeholders to ensure minimal impact to learning outcomes. Nexus Education has effectively supported Aboriginal Education Incursions into the ward program. The school has worked with Hunter New England Health and community partners, to provide regular professional learning to all staff. In 2023 Nexus Education focused on ensuring that our well being curriculum delivery is evidence based and

highly engaging. This has ensured the school is making good progress across attendance, data skills and use, well being, learning culture and educational leadership and the continued focus of these areas this will drive excellence in 2024.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In 2023, the school will be sustaining and growing in the theme *attendance* in the School Excellence Framework.	• Self-assessment against the School Excellence framework shows the element of Attendance to be sustaining and growing. • Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.
In 2023, Kotara School will be sustaining and growing in the School Excellence Framework theme of *data analysis* to support the creation of individualised student learning goals.	• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing. • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing.
By 2023, the school will be excelling in the School Excellence Framework themes of *caring for students* and *behaviour.*	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
In 2023, Kotara School will be sustaining and growing in the School Excellence Framework theme of *transitions and continuity of learning.*	• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing. • Self-assessment against the School Excellence framework shows the element of assessment to be delivering.
By 2023, Kotara School will be sustaining and growing in the theme of *community engagement* in the School Excellence Framework.	• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing. • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use while the element of assessment has remained at sustaining and growing.

Funding sources	Impact achieved this year
Socio-economic background $65,399.18	Socio-economic background equity loading is used to meet the additional learning needs of students at Kotara School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing Research Based Practices • Transition **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through [program] to support student learning • staff release to increase community engagement **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas Literacy and Numeracy as evidenced by internal school measures. **After evaluation, the next steps to support our students will be:** Continue to employ additional staff to facilitate professional learning in curriculum reform.
Aboriginal background $14,745.60	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kotara School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing Research Based Practices • Attendance and Engagement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** Improved outcomes for Aboriginal students in the areas Literacy, Numeracy, engagement and cultural awareness. **After evaluation, the next steps to support our students will be:** Continue to employ additional staff to facilitate Aboriginal Education and improved outcomes for Aboriginal students.
Location $647.00	The location funding allocation is provided to Kotara School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Transition **Overview of activities partially or fully funded with this operational funding include:**

Location $647.00	• Funding for the continued implementation of the KIN behaviour app. • AP Welling being off class to strengthen census school relationships and complete transition tasks. **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas of transition and engagement. **After evaluation, the next steps to support our students will be:** Continue to provide opportunities for students to access enhanced transition.
Professional learning $13,232.78	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kotara School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing Research Based Practices • Data Driven Processes **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** Improved outcomes for teachers and support staff in the area of pedagogy. **After evaluation, the next steps to support our students will be:** Continue to build teacher capacity to deliver engaging and evidence-based practice
QTSS release $16,571.52	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kotara School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing Research Based Practices **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas Literacy and Numeracy as evidenced by internal school measures. **After evaluation, the next steps to support our students will be:** Continue to employ additional staff to facilitate professional learning in curriculum reform.
SSP supplementary funding $210,399.30	These funds have been used to support improved outcomes and the achievements of staff and students at Kotara School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Processes • Attendance and Engagement • Transition

SSP supplementary funding $210,399.30	**Overview of activities partially or fully funded with this site specific funding include:** • employment of staff to improve the communication between the school and external stakeholders • Analysis of TTFM data is shared with staff by AP Wellbeing **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas Literacy and Numeracy as evidenced by internal school measures. Improved outcomes for teachers in curriculum delivery. **After evaluation, the next steps to support our students will be:** Continue to employ additional staff to facilitate professional learning in curriculum reform.
COVID ILSP $24,426.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas Literacy and Numeracy as evidenced by internal school measures **After evaluation, the next steps to support our students will be:** Continue to provide small group tuition for identified students.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Kotara School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance and Engagement **Overview of activities partially or fully funded with this Staffing - Other include:** • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • working collaboratively with external and other government agencies in their support of students and their families. **The allocation of this funding has resulted in the following impact:** Improved outcomes for students in the areas of wellbeing and engagement. **After evaluation, the next steps to support our students will be:** Continue to provide community engagement initiatives.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	26	28	27	27
Girls	2	0	1	1

Attendance

NSW student attendance data in 2020 is not comparable to other 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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	4.64
Teacher Librarian	0.2
School Administration and Support Staff	9.02

*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	199,901.18
Revenue	2,495,648.64
Appropriation	2,483,590.74
Sale of Goods and Services	-15.00
Grants and contributions	6,579.75
Investment income	5,493.15
Expenses	-2,525,622.90
Employee related	-2,221,172.73
Operating expenses	-304,450.17
Surplus / deficit for the year	-29,974.26
Closing Balance	169,926.92

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	80,145
Equity - Aboriginal	14,746
Equity - Socio-economic	65,399
Equity - Language	0
Equity - Disability	0
Base Total	1,795,708
Base - Per Capita	20,894
Base - Location	647
Base - Other	1,774,168
Other Total	422,048
Grand Total	2,297,901

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.

Parent/caregiver, student, teacher satisfaction

The school engaged in a range of measures to evaluate student and community satisfaction.

- Feedback from students was collected using the Tell Them From Me survey. Students indicate a sense of belonging within the school, relationships between students and teachers as a particular strength. In 2024 the school will continue to invest in the upgrading of the school playground.
- Through feedback surveys, staff indicated strong job satisfaction and work/life balance. In 2024 the school will prioritise Explicit Instruction within the professional learning schedule.
- Parents and caregivers were invited to participate in the Anti-Anxiety program, providing them with the opportunity to discuss home and school relations. The community indicated a positive connection with the school. In 2024, communication between the school, census schools, carers and wrap around services will be strengthened with the roll out of KIN communication app.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.