

Ballina Public School

2019 Annual Report



1112

Introduction

The Annual Report for 2019 is provided to the community of Ballina Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Ballina Public School

48 Crane St

Ballina, 2478

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

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

6686 2205

School background

School vision statement

At Ballina Public School we develop in our students a love for learning. As life-long learners, they strive to become successful, confident, creative and active individuals. To this end, the school provides high quality, innovative teaching practices, as well as visible and instructional leadership.

Our school is a key part of the Ballina community and it enjoys quality partnerships with its families and the wider community.

School context

Ballina Public School is situated in the large regional community of Ballina, on the Richmond River in northern New South Wales. Ballina stands on Bundjalung land and continues to have a thriving Aboriginal community. It has a long history as being a regional centre, servicing the rural, tourism, fishing and agricultural industries of the district. Ballina Public School was first established in 1861.

There are currently 289 students enrolled at the school in 12 mainstream classes, and 2017 saw the establishment of a multi-categorical support class at the school. Of the student body, over 40% identify as being Aboriginal or Torres Strait Islander. Students come from diverse cultural and family backgrounds including some in care through support Services. The school is staffed by a dedicated team of teachers which is supported by a thorough Learning and Support Team, School Learning Support Officers, an Aboriginal Education Officer and highly organised and professional administrative staff. The school has strong links with the Ballina-Cabbage Tree Island Aboriginal Education Consultative Group.

Ballina Public School provides a wide range of educational opportunities across the Key Learning Areas as well as many additional extra-curricular activities. The staff and students strive to maintain a positive learning and social environment reflective of the Wellbeing Framework.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

A Culture of Learning

Purpose

To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need and a future focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting.

Improvement Measures

100% classes and teacher programs reflect How2Learn pedagogy and grow student capacity to discuss learning

Consistent data collection shows student growth– informs planning, shows evidence against Syllabus outcomes.

Students demonstrate 1 year of growth for 1 year of learning.

AEC meetings discuss Aboriginal student data: Students know PLP targets and achievement is acknowledged.

100% of PLPs K–6 are current, and clearly build on data and observations gathered during the preceding period.

Aboriginal Education Action Plan develop to drive Aboriginal Education targets.

Overall summary of progress

Our Learning Culture continued to be enriched throughout 2019 with a clear focus on Numeracy with 'number talks' embedded across K–6 classrooms. Data collection continued to inform teaching and learning with 5 weekly meetings to set and reflect upon learning goals for students in each class. These practices are now embedded across all classrooms in the school.

Progress towards achieving improvement measures

Process 1: Teachers become more familiar with the literacy and Numeracy progressions and mapping them against the Syllabus, and be able to develop learning processes that enable students to progress along them.

Evaluation	Funds Expended (Resources)
All staff participated in the meetings to assess student progress. Staff developed considerable skill in understanding where their students were against the progressions, and how to assist students in getting where they need to go next.	Additional staffing to cover 14 hours of additional release time to meet with Instructional Leader. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$65000.00)

Process 2: Teachers are confident in being able to deliver Aboriginal and Torres Strait Islander-focused content. Detailed curriculum plan references to ATSI Australia are evident across all year levels and across a wide range of learning areas.

All students will learn about Aboriginal and Torres Strait Islander Australia as part of their experience at Ballina Public School in class, co-curricular and extra-curricular.

Evaluation	Funds Expended (Resources)
K–6 staff developed a heightened awareness of key links to culture for students here at Ballina Public School and were able to consider these when programming and communicating with families. Staff learned valuable insights from our AEO on local landmarks and seasonal events to incorporate meaningfully in class.	Healthy Culture Healthy Country Course and casual replacements. AEO staff member. Funding Sources:

Progress towards achieving improvement measures

K-6 staff developed a heightened awareness of key links to culture for students here at Ballina Public School and were able to consider these when programming and communicating with families.

Staff learned valuable insights from our AEO on local landmarks and seasonal events to incorporate meaningfully in class.

- Support for beginning teachers (\$1000.00)
- Aboriginal background loading (\$1000.00)

Process 3: Teachers develop quality learning programs that marry syllabus requirements with student needs and interests. Teachers work collaboratively with colleagues and parents to identify the specific needs of their students and to find solutions that move students along the learning continuum. Teachers utilise effective assessment data to generate key literacy and numeracy targets.

Evaluation

By identifying interests of students, teachers were able to provide relevant learning materials for students to engage with in reading and numeracy.

Funds Expended (Resources)

Funding to host PLP/Welcome barbeques at school and at the Aboriginal Family Centre.

Relevant resources for teaching and learning (including library books).

Funding Sources:

- Aboriginal background loading (\$4000.00)



Strategic Direction 2

Quality teaching

Purpose

For teaching at Ballina Public School to be dynamic and thorough with strong strategic, financial and resource planning with staff delivering engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through a multi faceted approach to reflective practice.

Improvement Measures

NUMERACY

100% teacher programs to reflect a pedagogical shift in the teaching of numeracy.

K–2 show a growth of 20% of students at stage expectation in multiplication and division

Increase of 20% K students at stage expectations in backwards number

K–2 show a growth of 10% of students at stage expectation in patterns

READING: to increase student growth from K to end of Yr 2 by at least 30%

WRITING

Improve student growth from K–2 into a positive growth of at least 10% of students by the end of year 2 (baseline data shows decline in achievement from end of year Kindergarten to end of year 2; 54% of students achieving stage expectations end of K to yr 2)

Progress towards achieving improvement measures

Process 1: How 2 Learn professional learning, rigorous and ongoing, for all staff. All classrooms to reflect How to Learn practices and procedures to support student learning.

Evaluation	Funds Expended (Resources)
The majority of staff are familiar with and comfortable with the processes and practices in How 2 Learn. As new staff join the school, training will have to be completed to ensure fluidity for students.	After hours training, with afternoon tea provided. Photocopying of relevant booklets for staff. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$500.00)

Process 2: Staff supported in the implementation of Seven Steps Writing across the school; supporting students to build writing skills to improve the standard of writing K–6

Evaluation	Funds Expended (Resources)
Seven Steps to Writing Success has been well received by staff and students at BPS. Students are comfortable with the processes and there have been improvements in aspects of writing for all students. Continued reinforcement of the steps will hopefully see further improvements in learning outcomes.	Professional Learning attendance and casual staff costs. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$1200.00)• Socio-economic background (\$1200.00)

Progress towards achieving improvement measures

Process 3: Teaching programs reflecting effective curriculum and differentiation responding to data and student need at point in time.

Evaluation	Funds Expended (Resources)
The regular meetings and evaluation of goals set and met, allowed for teachers to identify specific needs of students at a point in time and work to address those areas in a timely manner.	Additional release from face to face teaching. Funding Sources: • Socio-economic background (\$65000.00)

Process 4: Building Numeracy Leaders Project BNL will extend participants' knowledge and capabilities to enhance the numeracy outcomes of students in *Early Action for Success* schools. The professional learning of BNL is designed around evidence from research, school and state-wide data and identified needs of participants. It strives to build the pedagogical and mathematical knowledge of teachers, enhancing their knowledge and practices

Evaluation	Funds Expended (Resources)
Number Talks are embedded by the majority of staff. Staff learned that students knew more about numbers than originally thought, providing greater insight into student knowledge and understanding in numeracy.	Staff Development Day, staff meetings, use of iPads as recording devices

Process 5: Intervention programs with professional and trained personnel will be implemented to address individual student need. Multilit will be coordinated with volunteers

Evaluation	Funds Expended (Resources)
There is now a large bank of available, suitably trained volunteers who work with set students in the morning session each day of the week. This has boosted student learning outcomes, and increased student confidence in approaching class work each day.	

Process 6: SLSOs will be used to provide quality, targeted support for students with additional needs in line with whole class programs.

Evaluation	Funds Expended (Resources)
SLSO staff have worked with identified students to improve their learning outcomes both in and out of the classroom. They have worked with students one-on-one and in groups. Students and staff report increased confidence in attempting new tasks.	Casual relief to cover training days. Funding Sources: • Aboriginal background loading (\$2000.00)

Process 7: Learning Support Teachers will support teachers to develop their skills for identifying and supporting students with additional academic and wellbeing needs.

Evaluation	Funds Expended (Resources)
Learning and Support Staff have upskilled teaching staff and support staff to enable the best support for student academic and wellbeing needs.	Professional Learning Casual Relief Funding Sources: • Low level adjustment for disability (\$5000.00)

Process 8: Students in Out of Home Care will be supported with individualised learning programs and cooperative processes with carers and relevant agencies.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>All students in OOHc have individualised learning programs. Case management teams have been created and meet when any changes occur.</p>	<p>Casual relief, professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$1000.00) • Aboriginal background loading (\$1000.00) • Low level adjustment for disability (\$1000.00)

Process 9: Students with additional needs including those with identified disabilities will be supported with individualised learning programs and cooperative processes with family and relevant agencies.

Evaluation	Funds Expended (Resources)
<p>All students with additional needs have a case management team to support them here at school. This means that the student is surrounded by a network of people who have their best interests at heart for all academic and wellbeing areas. All students have individualised learning plans to support them and are updated as changes occur.</p>	<p>Casual relief and professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$500.00) • Support for beginning teachers (\$800.00) • Low level adjustment for disability (\$1000.00)



Strategic Direction 3

Effective Leadership

Purpose

For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and wellbeing for an ever changing world through future focused communication, innovation and effective curriculum resulting in increased student and staff capability.

Improvement Measures

Technology will be an integral part of all class programs.

PBL will be evident across all settings with data showing decrease in problem behaviour

How2Learn

AEC

L&S

Progress towards achieving improvement measures

Process 1: All class programs will be evidence of effective and innovative curriculum implementation to support student learning with the integration of technology

Evaluation	Funds Expended (Resources)
Students became more confident and familiar with the use of relevant technologies to support their learning. Staff developed confidence in utilising Google Classroom for delivering teaching and learning activities.	eT4L resourcing. Funds for purchase of technology. Donation of funds. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: How2Learn will build staff capacity enabling students to understand themselves as learners who can grow in capability

Evaluation	Funds Expended (Resources)
Students understand the power of 'yet' and that by working hard and putting in effort you can achieve many things.	Professional Learning at staff meetings. Photocopying and laminating of growth mindset posters. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$200.00)

Process 3: PBL team regularly analyse student and teacher data to build on effective implementation of PBL across the school

Evaluation	Funds Expended (Resources)
With regular and specific evaluation of behaviours across the school, staff	Student rewards – certificates,

Progress towards achieving improvement measures

have been able to provide time of need support to enhance positive behaviours at school. More students achieved the end of semester excursions in 2019.

awards, excursions

Signage as required to update and reinforce behaviours in specific areas.

Funding Sources:

- Socio-economic background (\$5000.00)

Process 4: Regular communication with parents and carers to authentically implement PLPs, learning support and wellbeing programs

Evaluation

Funds Expended (Resources)

100% of students requiring PLPs have them in place. Case management team meetings are held in a timely manner, allowing for point in time supports to be put in place.

Learning and Support staff.

Funding for barbeques.

Casual relief for staff to attend case management meetings as required.

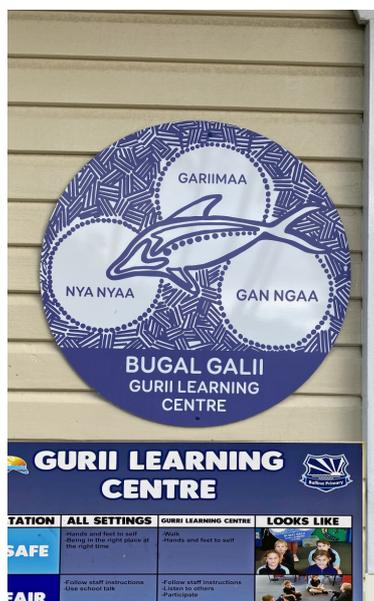
Funding Sources:

- Aboriginal background loading (\$2000.00)
- Low level adjustment for disability (\$800.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$196 770.00) 	<p>A full time Aboriginal School Learning Support Officer (SLSO) was employed to assist with the implementation of personalised learning pathways for Aboriginal students, support parents in their partnership with the school and support teachers to know their Aboriginal students and understand their culture and extended family connections. Funding was also utilised to employ SLSOs to work with targeted students during literacy and numeracy sessions and to support student engagement in the classroom. Excursion costs are also subsidised to support the participation of all students. School–parent engagement increased; student engagement in the classroom also increased.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$8 825.00) 	<p>Funding of part time EAL/D staff who used a variety of approaches to support Phase 1 to Phase 3 English language learners. This continued intensive support enabled students to move along the scale.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$180 421.00) 	<p>Employment of additional Learning and Support Teaching staff to work intensively with targeted students and their families.</p> <p>Employed School Learning Support Officers (SLSOs) to assist students in the classroom with learning and with social interactions in the playground. SLSOs also work with the implementation of individualised social and emotional programs for targeted students.</p> <p>Speech therapist employed at times of need throughout the year to support the Speech and Language School Learning Support Officer in the implementation of the speech and language program.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$47 168.00) 	<p>Release of Assistant Principal to enable them to work in the capacity of an Instructional Leader across Stage 2 and 3.</p> <p>The PDP process was also supported by these funds allowing for coaching and individualised support of teachers to develop their practice and deliver improved student results.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> Socio–economic background (\$441 056.00) 	<p>Funds were utilised to support the improvement of learning spaces across the school, in particular, the Library. As a shared space by all students, the upgrade has allowed for a more modern and comfortable space to learn.</p> <p>The employment of additional classroom teachers above establishment resulted in reduced class sizes. Research shows smaller class sizes in low socioeconomic schools will have an impact on increasing student achievement and the teacher's ability to cater for individual needs (AEU Research July</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$441 056.00) 	<p>2014).</p> <p>Transition from Preschool to Kindergarten and Year 6 to Year 7 programs were also supported by allowing for additional release for staff to facilitate the programs. This resulted in parents and students feeling more confident about transitioning to their new school.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$15 982.00) 	<p>Teacher Professional Learning to build confidence of early career teachers. Additional Release from Face to Face teaching also enabled for coaching and mentoring from more experienced staff members.</p>
<p>EAFs</p>	<p>EAFs funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$130 603.00) 	<p>Employment of an Instructional Leader, Deputy Principal level. K-2 staff continue to be upskilled in literacy and numeracy strategies. Staff continued to work with the Instructional Leader to review goals set for student achievement against the Progressions; learning how to help students move to the next levels.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	125	120	130	145
Girls	121	122	126	135

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.4	90.6	89	88.3
1	93	88.9	89.2	85.8
2	94.8	89.2	91.8	88.8
3	91	91	91.5	85.7
4	94.7	89.3	90.7	88.5
5	92.5	89.7	88.8	93.3
6	91.8	90.5	89.8	88.1
All Years	92.5	89.9	90.1	88.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.79
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	4.72
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	532,243
Revenue	4,453,430
Appropriation	4,352,849
Sale of Goods and Services	3,937
Grants and contributions	93,886
Investment income	2,758
Expenses	-4,732,077
Employee related	-4,262,965
Operating expenses	-469,112
Surplus / deficit for the year	-278,647

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	209,078
Equity Total	827,072
Equity - Aboriginal	196,770
Equity - Socio-economic	441,056
Equity - Language	8,825
Equity - Disability	180,421
Base Total	2,070,743
Base - Per Capita	61,480
Base - Location	2,583
Base - Other	2,006,679
Other Total	1,048,472
Grand Total	4,155,364

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Our school is well supported by the wider school community. Parents and carers show their support by regular attendance at school assemblies, presentation nights and special activity days. 90% of parents/carers agree that Ballina Public School has a positive culture and communicates well with the community; and that the school has a friendly, community feel to it. Over 70% of parents and carers agree that Ballina Public School has strong student supports in place. An open-ended survey completed by families identified that Ballina Public School has highly supportive staff, extensive sporting and activities available and that our transition programs are very good.

In the Tell Them From Me survey in 2019, student responses indicated an increase in several areas including:

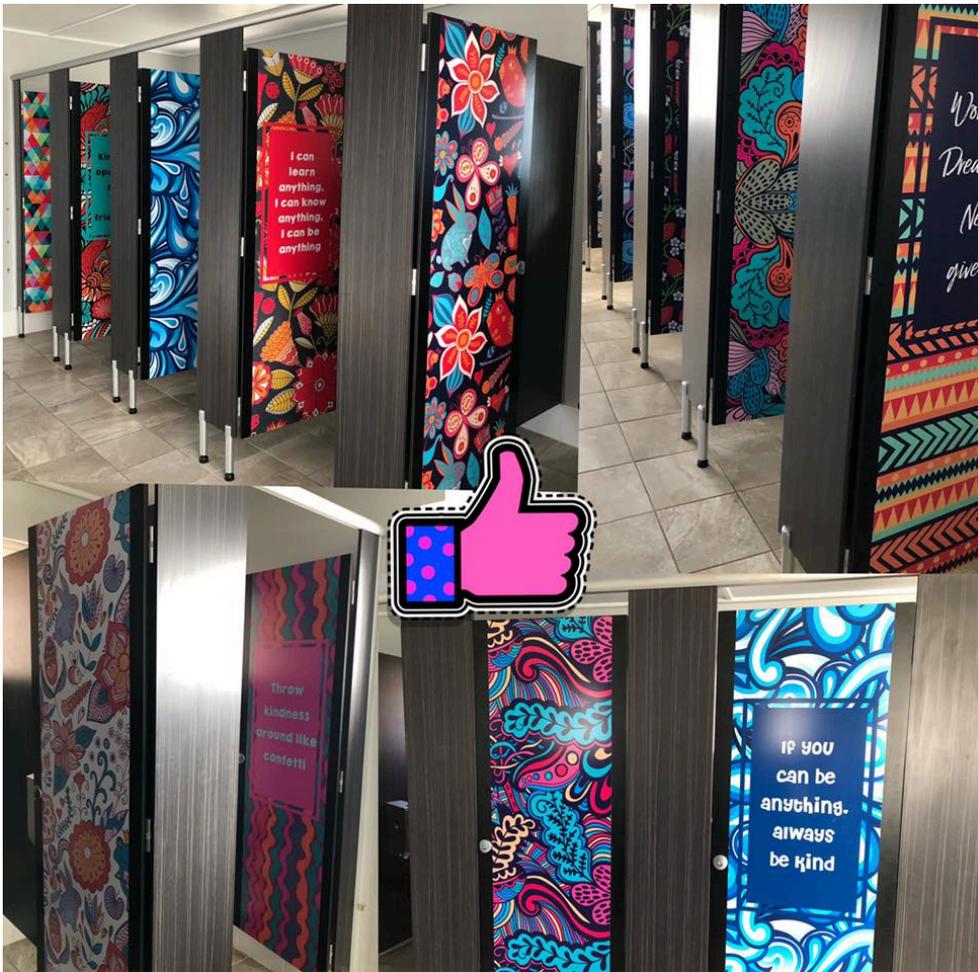
- an increase of 12% in students who participate in extra-curricular activities
- an increase from 7.8 to 8.1 for 'Effective Learning Time'
- an increase from 7.1 to 7.7 for Year 6 students for 'Advocacy at School'

For Aboriginal and Torres Strait Islander students, there was a significant increase in feeling positive about their culture at school:

- 'I feel good about my culture' rose from 75% to 93%
- 'My teachers have a good understanding of my culture' increased from 59% to 79%

Staff provided feedback on the aspects of teaching and learning that Ballina Public School does well. The responses were overwhelmingly positive, while showing some clear areas staff would like us to improve in. All staff recognise that the following areas are strengths: differentiation of student work, data analysis, mentoring of teachers, Positive Behaviour for Learning program, transition to high school programs and student recognition. Areas for improvement noted were: further collaborative work across the school, linking programming more deeply to the Quality Teaching Framework, improvement of the schools physical environment and further work on social and emotional programs for students.







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.