Forster Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Forster 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.

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School background

School vision statement

Forster Public School provides a quality teaching and learning environment. We engage with our community to develop the academic, social, emotional, physical and spiritual needs of each child. We promote equity, excellence and opportunities for all in an environment where all students are known, valued and cared for. High impact teaching strategies ensure measurable, observable progress is achieved for all students.

School context

Forster Public School is situated on the coast only metres from the beach drawing students from a wide range of socio–economic backgrounds.

At Forster Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- have a Support Unit staffed with highly experienced special education teachers and learning support officers catering for students with intellectual and physical disabilities, autism and mental health issues;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- implement Early Action for Success to improve student Literacy and Numeracy skills through a targeted approach in the early years of schooling;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of 'Respect, Safety and Personal Best' and explicitly teach expectations of behaviour in all classrooms
- embrace the use of technology to enhance the learning programs of students;
- develop, in partnership with the Stephanie Alexander Kitchen Garden Foundation, practical understandings of nutrition through our state of art kitchen / garden program;
- actively engage our community in the decision making processes of the school;
- are strongly supported by a hard working P&C Association; and
- work closely with our Great Lakes Learning Community of Schools to provide enhance learning opportunities for students.

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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Evidence Based Quality Teaching

Purpose

To provide equal opportunities for all students to thrive and maximise impact on student learning outcomes. Forster Public School is committed to providing a quality teaching and learning environment where teachers are reflective practitioners and there is consistent, evidence–based pedagogy. This enables students to become active, engaged learners who strive to challenge and stretch their personal best.

Improvement Measures

8% increase of students in top two NAPLAN bands in reading, writing and mathematics

90% of students at or above minimum standard in NAPLAN in reading, writing and mathematics

2020 –2023 targets
• Reading– 34.1% to 39.1% in top two bands
• Numeracy–24.2% to 29.2% in top 2 NAPLAN bands

Visible Learning school capability assessments and Evidence in Action plan indicate significant growth from baseline

Progress towards achieving improvement measures

Process 1:   Professional Learning
 • Sessions led by Executive Staff
 • Focused professional learning to develop deep understanding of explicit teaching in English and Mathematics
 • Collaborative learning to enhance knowledge of the syllabus and links with Literacy and Numeracy Progressions
 • Capacity building in data use and analysis
 • Collaborative planning informed by work samples, assessments and student data

Evaluation	Funds Expended (Resources)
Staff engaged in whole school professional learning to develop evidence based practices reflective if student data. A learn, do, reflect cycle was adopted, enabling staff to reflect on their teaching and embed evidence based teaching practices. The focus for this learning was multiplicative strategies. Students were assessed and plotted against PLAN2. Differentiated lessons were developed, taught and students reassessed to show impact of the targeted teaching. The cycle of inquiry process was implemented within stage based professional learning with a focus on improving student writing. Consistent teacher judgement was developed where teachers collaboratively analysed student data, identified the student's level of attainment and accurately plotted findings on the learning progressions. Student work samples and progression data indicated an improvement for students al all levels of development. QTSS funding was utilised to support mentoring and professional learning sessions throughout the year.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($139051.00)

Process 2:   Visible Learning Impact Program
 • Professional learning for all staff addressing John Hattie's Visible Learning
 • Learning Intentions and Success Criteria
 • Explicit feedback for students and staff

Evaluation	Funds Expended (Resources)
Visible learning (VL) was a focus in whole school and stage meetings and	Inside Series Workshop: Feedback –

Progress towards achieving improvement measures	
individual teacher mentoring sessions. 69% of staff had VL as an identified goal in their Performance and Development Plan in 2019 compared to 6% in 2018. All staff were required to undertake professional learning to promote consistent and effective teaching methods to help improve student performance. Professional learning was delivered to staff by utilising the expertise within the school and by staff from the Corwin company. The leadership team also participated in additional learning to further support their teams. Professional learning has focused on the use of learning intentions, success criteria and identified the learning dispositions the school will focus on. Student focus groups were conducted at specific times throughout the year. Analysis of the focus group data indicated further development of effective feedback was necessary. Effective feedback is a focus area for 2020.	$10,169.50 Impact Coach Day 2 – $1,700.00 Evidence into Action Day 3 – $4,080.00 School Capability Assessment visit 2 – $4,000.00 Mindframes Survey – $1,000.00 **Funding Sources:** • Socio–economic background ($20949.50)

Process 3:   Learning Walks
- Observations of student learning to guide teacher professional learning and planning
- Structured and focused classroom visits aligned to learning walk protocol
- Team includes an executive member and a classroom teacher

Evaluation	Funds Expended (Resources)
Learning walks were conducted weekly across K–6 classes. A team of three people (varied weekly with one constant person leading) observed learning intentions and success criteria and how these teaching strategies were embedded into the daily Mathematics lessons. By the end of the year, it was evident every class visited was using learning intentions and success criteria. Whilst majority of students could explain the learning intention they were not equally able to engage with the success criteria. Utilising the success criteria to give explicit feedback to students is the next focus the school will have.	NA

Next Steps

- Literacy and Numeracy will continue to be a focus in 2020 with executive staff training in close reads to bring the professional learning back to their stages with the support of the Instructional Leaders and Deputy Principals.
- Teachers will continue to monitor student learning through the use of PLAN 2,
- Establish an assessment schedule across the school and a means of recording the data in a central spot.
- Visible learning will continue to be a whole school initiative with a strong focus on effective feedback.
- Learning walks will continue with a focus on visible learning strategies within numeracy and literacy,

Strategic Direction 2

Growing a Performance Development Culture

Purpose

To develop a collective efficacy focused on continuous improvement. Staff are empowered to develop a shared responsibility for improving student outcomes through quality teaching practice. A balance of collaborative and personalised professional learning builds staff capacity.

Improvement Measures

All teachers effectively use the Australian Professional Standards for Teachers to demonstrate professional growth.

All teachers engage with the mentoring process to show professional growth.

Progress towards achieving improvement measures

Process 1:   Performance and development framework
   • Enhancing the effectiveness of the performance and development framework , focusing on the Australian Professional Standards for Teachers
   • Performance and development plans (PDPs) documentation demonstrate alignment with school plan, including Visible Learning

Evaluation	Funds Expended (Resources)
All teachers completed a Performance and Development Plan (PDP). The majority of teachers linked PDPs to the teaching standards and strategic directions. Non–Teaching staff were upskilled in completing a purposeful PDP. During 2019 the school mapped the PDP process for 2020 to allocate time for whole school professional learning around the purpose of PDPs.	PDPs APSFT School Plan

Process 2:   Mentoring
   • Mentoring Through Collaboration (MTC) program provides a forum for teachers to share expertise and interest areas with colleagues
   • Aspiring leaders are given opportunities to lead professional learning and develop mentoring skills
   • Trained mentors provide support to teachers at all career stages
   • Executive and aspiring executive are mentored by a more senior colleague

Evaluation	Funds Expended (Resources)
Professional learning sessions were held throughout the year to support beginning leaders and aspiring leaders. There sessions were held after school with professional learning targeting areas of need identified by the teachers. Sessions were facilitated by the Deputy Principal and expertise from other staff members and Departmental staff were sought. Beginning Teachers were allocated funds to support their professional growth through the use of a designated mentor. Eight aspiring leaders and five beginning teachers benefited from the after school professional learning sessions whilst beginning teachers benefited from the funding allocation.	**Funding Sources:** • Support for beginning teachers ($0.00)

Next Steps

- Teaching and non teaching staff PDPs will be tracked and supported. Teaching PDPs will reflect the teaching standards and the strategic directions in the school plan.
- Time will be allocated for Assistant Principals to work with the teachers on their stages to discuss and complete PDPs.
- Aspiring leaders and beginning teachers will continue to be supported through professional learning sessions, allocated funds and designated mentors.
- Beginning teachers and aspiring leaders will reflect on their progress using the Australian Professional Standards

for Teaching.

Strategic Direction 3

Connect, Succeed, Thrive and Learn

Purpose

To ensure all students are known, valued and cared for and develop the skills and resources for future success and well being. Positive relationships are strengthened to build a sense of belonging, connecting with students, parents, carers and the wider community.

Improvement Measures

School–wide Evaluation Tool (SET) indicates that 80% of the Positive Behaviour for Learning (PBL) elements are in place.

Effective Behaviour Supports Survey (EBS) indicates growth across targeted settings.

Students report an increasing sense of belonging as measured through KidsMatter and Tell Them From Me student surveys.

Learning and Support Team Matrix indicates movement from Foundation Level to Level 2.

Progress towards achieving improvement measures

Process 1:   Positive Behaviour for Learning
- Expectations of behaviour are explicitly, consistently and supportively applied across the school
- Positive behaviours are explicitly taught across all settings
- The Continuum of Support guides decision making

Evaluation	Funds Expended (Resources)
During 2019 we improved PBL Universal Systems in playground setting through data driven practise to inform explicit weekly PBL lessons to address areas of concern. The whole school met each Monday at a morning assembly to ensure the whole school was getting a consistent message. PBL data throughout the year revealed we are ready to move into Classroom settings with the majority of negative behaviours occurring in classroom settings. We have improved signage in some areas of the school, however, this is an area that still requires an improvement. The Continuum of Support continues to guide teachers in decision making in playground and classroom settings. Key members of the PBL team training in Tier Interventions in preparation for 2020 directions in PBL.	PBL Team 2020 calendar Whole school PL on classroom settings from PBL coaches at staff development day 1.

Process 2:   KidsMatter/Be You
- Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning
- Strong relationships are developed with families and the wider community to enable students to succeed and thrive
- Social skills and resilience are explicitly taught through Bounce Back

Evaluation	Funds Expended (Resources)
There was a systems change between KidsMatter and BeYou frameworks which supported the school's venture to strengthen wellbeing within the school. This led to the need for the school to develop a deep understanding of the differences between KidsMatter and BeYou in order to move forward and have a planned approach to wellbeing within the school. The Wellbeing Team met with executive and the Learning and Support Team to strategically forward plan for the 2020 professional learning within the BeYou space.	BeYou online program access.

Process 3:   Effective Learning and Support Team
- Teachers are skilled in applying adjustments for students with additional needs
- The Learning and Support Team advise on, plan for and coordinate in–class support to maximise

Progress towards achieving improvement measures

Process 3:   student outcomes

Evaluation	Funds Expended (Resources)
A survey was conducted with parents, students and staff about the effectiveness of the learning support team. From here it became evident not all staff were aware of the purpose of the LST, what supports were available or how to access these supports. In response to the survey the LST have started to construct a manual all systems and templates accessible for staff. This year a revised referral system was developed inclusive of new personalised learning support plans. A complex enrolment team was established to ensure support measures were in place for new students to the school.	

Next Steps

- All staff will register with BeYou , enabling access to the modules.
- A summary of BeYou modules will be constructed and utilised by the LST to support class teachers with professional learning.
- The learning and support team will continue to streamline procedures within the school and support students, teachers and families.
- PBL will continue to support the playground expectations but will start to also incorporate a classroom focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($168 094.00)	Increasing the number of Aboriginal staff across the school has been well received by staff, students and the community. Attendance and engagement for our Aboriginal students has improved. Term 4 a 'walking bus' initiative was implemented where the SLSO and AEO walk with students to school, picking them up along the way. Future professional learning of our AEO and SLSOs will occur in 2020 to build their capacity to further support students in classrooms with literacy and numeracy.
English language proficiency	**Funding Sources:** • English language proficiency ($837.00)	Thirty students from a Language Acquisition other than English were supported this year. These students were from a number of different nationalities. Nine students were functioning at the levels from "Beginning with some print literacy" in first language to "consolidating in literacy". Of these thirty students, two students were nearly arrived and needed extra assistance through the New Arrivals (NAP) program. Our New Arrivals funding had an allocation of 0.2 staffing($21,000) which enabled us to employ a qualified teacher to work with these students two half days a week in the area of Literacy.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($338 562.00)	2.1 FTE Learning and Support Teachers were employed to support student learning and wellbeing. Additional expenditure was utilised to employee extra hours of support to run learning and wellbeing initiatives with SLSO's and teachers. Centre for Effective Reading, National Consistent Collection of Data, Personalised Learning Support Plans/ Behaviour Management Support Plans and student adjustment support, MacLit, staff mentoring, social skill program were some of the main initiatives improving student attendance, learning and wellbeing.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($139 051.00)	QTSS was utilised to release each Assistant Principal one day a week to mentor and support teachers on their stages. There has been a considerable positive increase in staff feedback (evidenced in the Tell Them From Me Survey)indicating school leaders have observed staff teaching and provided useful feedback, supported the establishment of challenging and visible learning goals for students and provided guidance for monitoring student progress. QTSS was also utilised by the Instructional Leaders to release teachers for targeted professional learning and mentoring.,
Socio–economic background	**Funding Sources:** • Socio–economic background ($495 216.00)	Early intervention teachers were employed to support literacy and numeracy skills across Early Stage One and Stage One. Student Learning and Support Officers were employed to facilitate numeracy and literacy programs for students in Stage 2 and Stage 3.

Socio–economic background	**Funding Sources:** • Socio–economic background ($495 216.00)	The kitchen garden program continued to be run throughout the school providing students with life skills and an understanding of food processes. Two specialised staff members were employed to run the program. An Occupational Therapist and Speech Therapist were employed to support Kindergarten students with individual and group sessions for the period of ten weeks. Reports were supplied to the school with recommendations for further interventions.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($40 000.00)	There were five teachers that were supported with beginning teacher funding. Teachers had access to targeted professional learning and mentors were allocated. Time to spend with mentors was provided and some things supported within this time were– class routines, programing, reporting and working towards achieving accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	391	388	356	338
Girls	370	377	377	366

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93.6	92	93.7	92.6
1	92.4	92.5	90	93.3
2	91.5	91.9	91.6	90.1
3	92.1	92.7	91.3	93.3
4	93.3	91.6	90.9	92
5	92.8	92.1	90.1	90.7
6	92.2	91.9	88.7	90.3
All Years	92.5	92.1	90.8	91.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	29.04
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	10.26

*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	497,794
Revenue	8,537,605
Appropriation	8,205,192
Sale of Goods and Services	7,822
Grants and contributions	320,351
Investment income	3,939
Other revenue	300
Expenses	-8,261,195
Employee related	-7,453,665
Operating expenses	-807,531
Surplus / deficit for the year	276,409

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	1,275,424
Equity Total	1,005,994
Equity - Aboriginal	168,094
Equity - Socio-economic	495,216
Equity - Language	4,122
Equity - Disability	338,562
Base Total	4,579,722
Base - Per Capita	179,456
Base - Location	8,314
Base - Other	4,391,952
Other Total	1,177,347
Grand Total	8,038,486

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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.
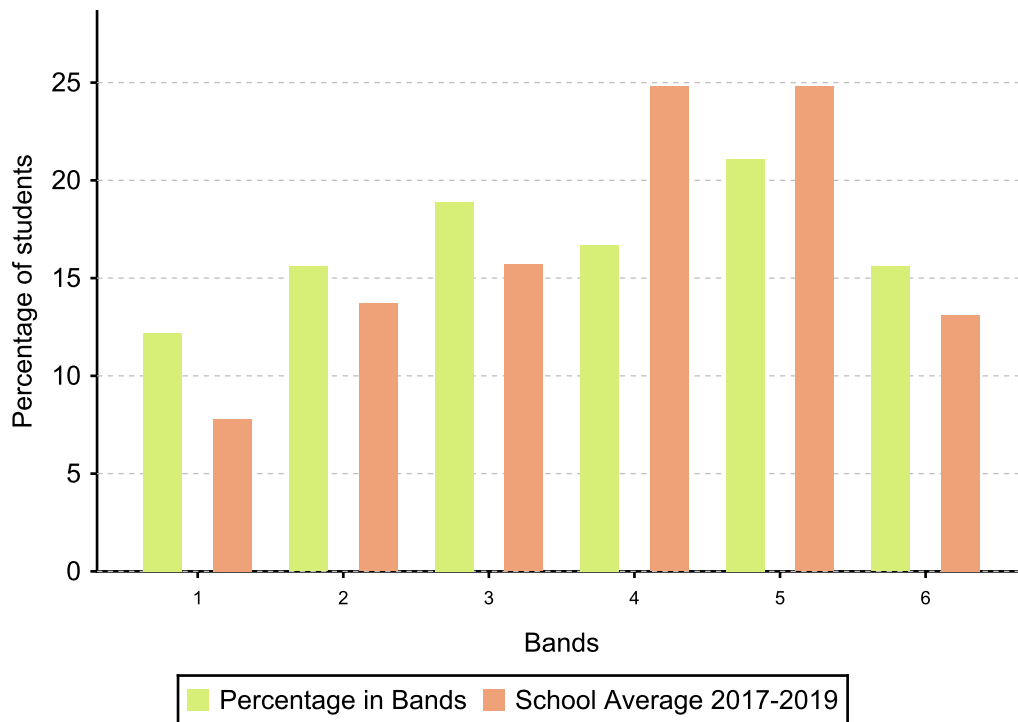
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
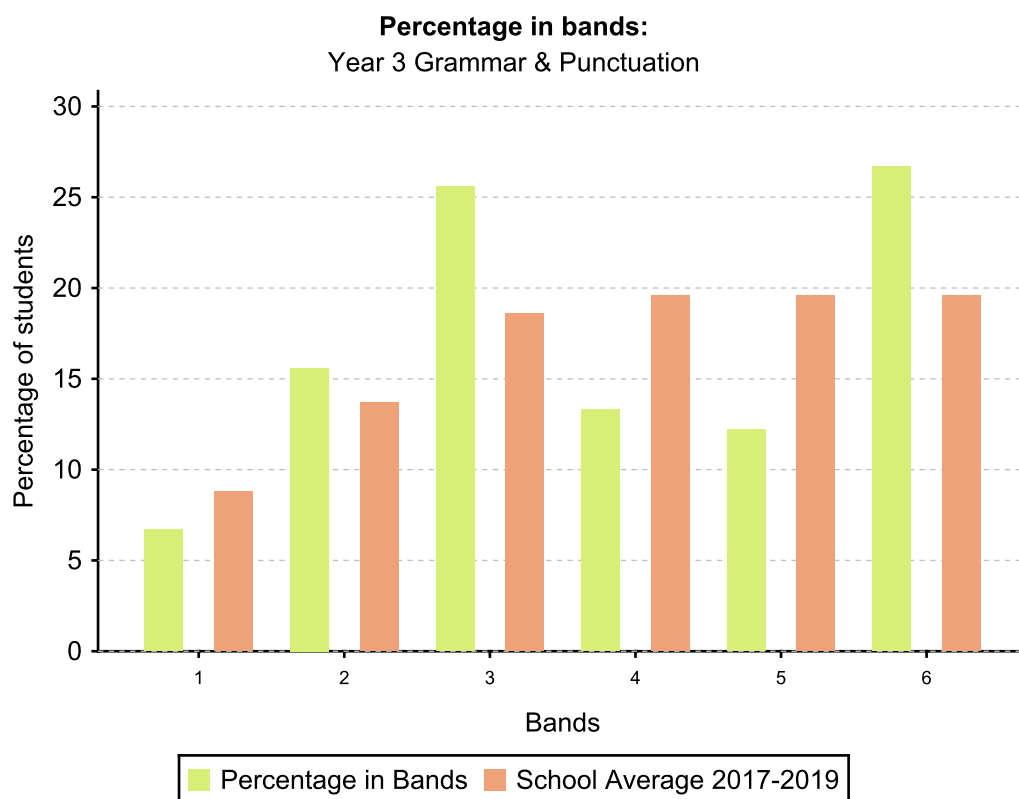
Band	1	2	3	4	5	6
Percentage of students	6.7	15.6	25.6	13.3	12.2	26.7
School avg 2017-2019	8.8	13.7	18.6	19.6	19.6	19.6

Percentage in bands:
Year 3 Reading
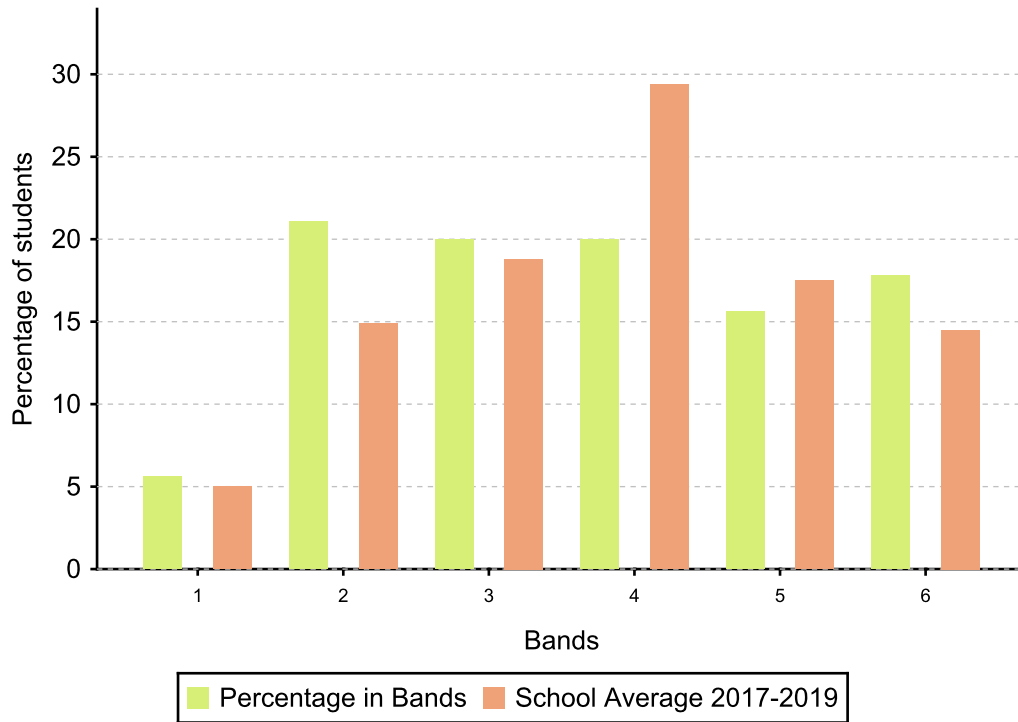
Band	1	2	3	4	5	6
Percentage of students	5.6	21.1	20.0	20.0	15.6	17.8
School avg 2017-2019	5	14.9	18.8	29.4	17.5	14.5

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	12.2	15.6	18.9	16.7	21.1	15.6
School avg 2017-2019	7.8	13.7	15.7	24.8	24.8	13.1

Percentage in bands:
Year 3 Writing
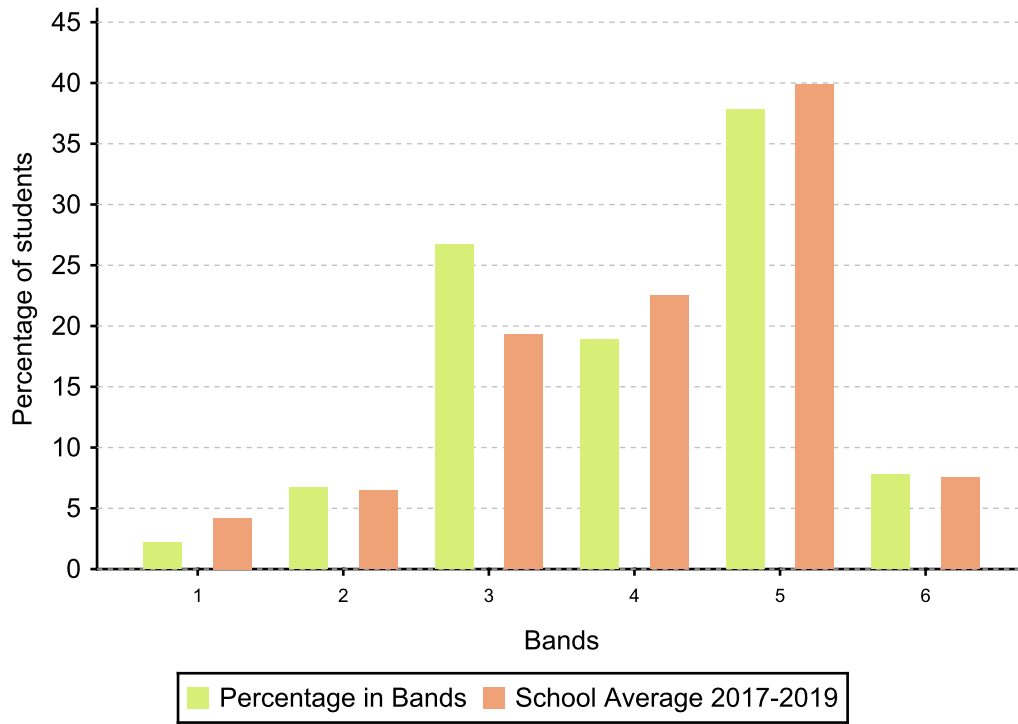
Band	1	2	3	4	5	6
Percentage of students	2.2	6.7	26.7	18.9	37.8	7.8
School avg 2017-2019	4.2	6.5	19.3	22.5	39.9	7.5

Percentage in bands:
Year 5 Grammar & Punctuation
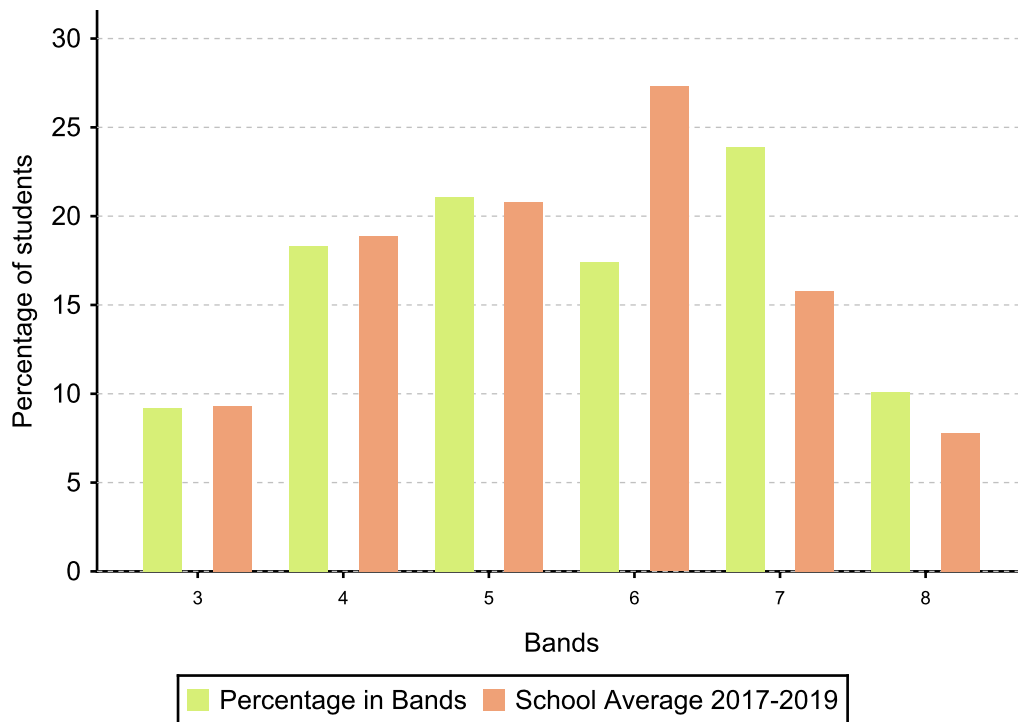
Band	3	4	5	6	7	8
Percentage of students	9.2	18.3	21.1	17.4	23.9	10.1
School avg 2017-2019	9.3	18.9	20.8	27.3	15.8	7.8

Percentage in bands:
Year 5 Reading
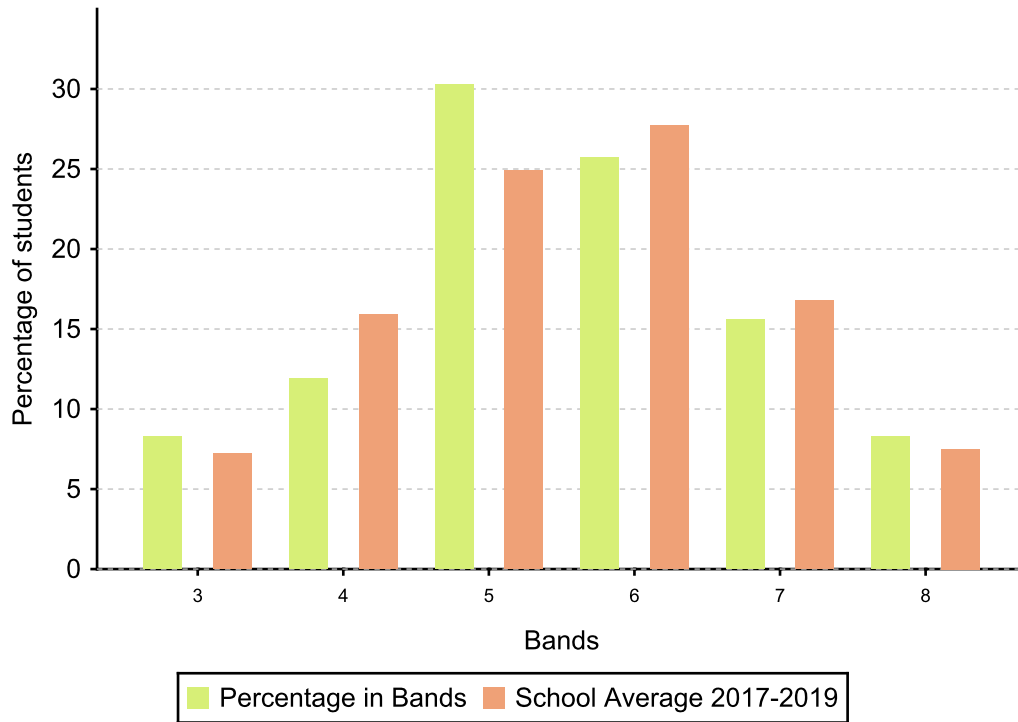
Band	3	4	5	6	7	8
Percentage of students	8.3	11.9	30.3	25.7	15.6	8.3
School avg 2017-2019	7.2	15.9	24.9	27.7	16.8	7.5

Percentage in bands:
Year 5 Spelling
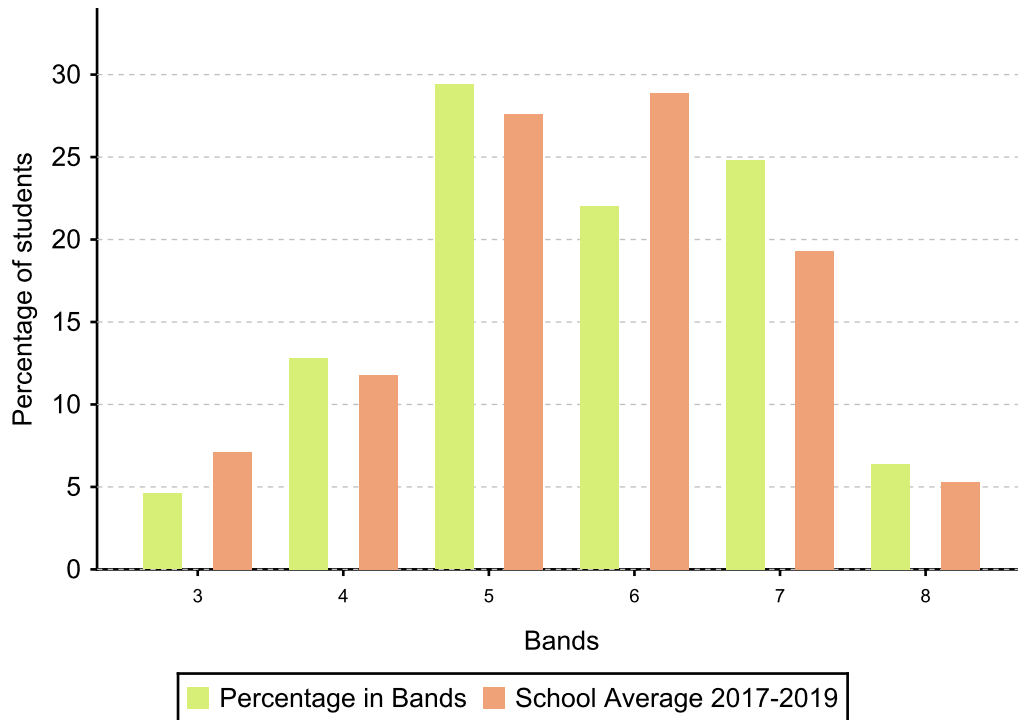
Band	3	4	5	6	7	8
Percentage of students	4.6	12.8	29.4	22.0	24.8	6.4
School avg 2017-2019	7.1	11.8	27.6	28.9	19.3	5.3

Percentage in bands:
Year 5 Writing
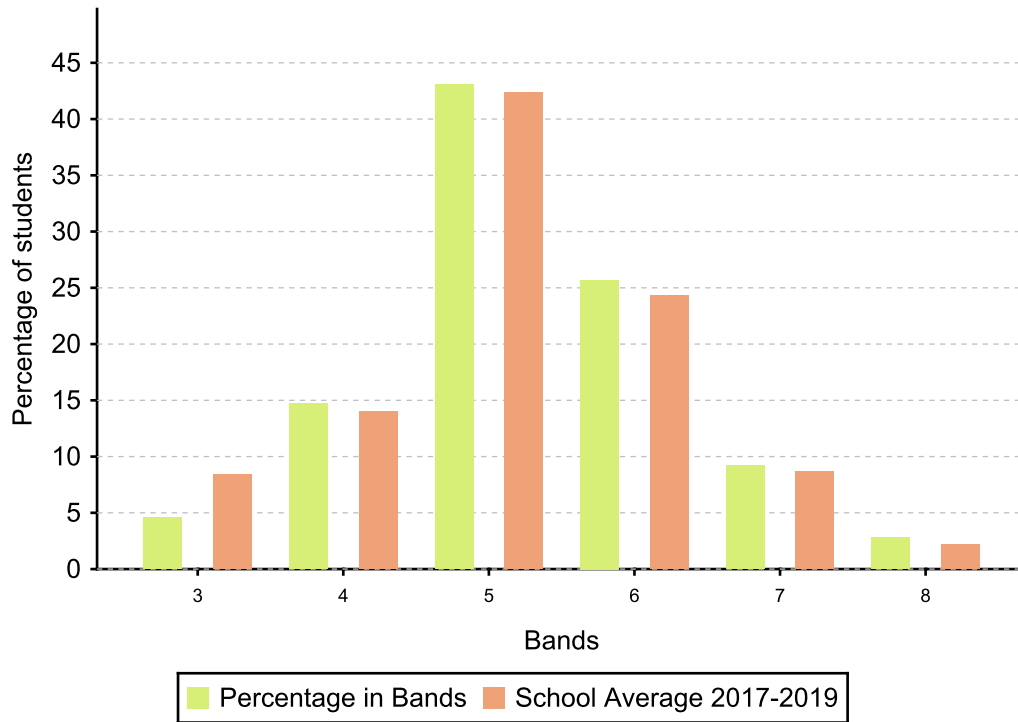
Band	3	4	5	6	7	8
Percentage of students	4.6	14.7	43.1	25.7	9.2	2.8
School avg 2017-2019	8.4	14	42.4	24.3	8.7	2.2

Percentage in bands:
Year 3 Numeracy
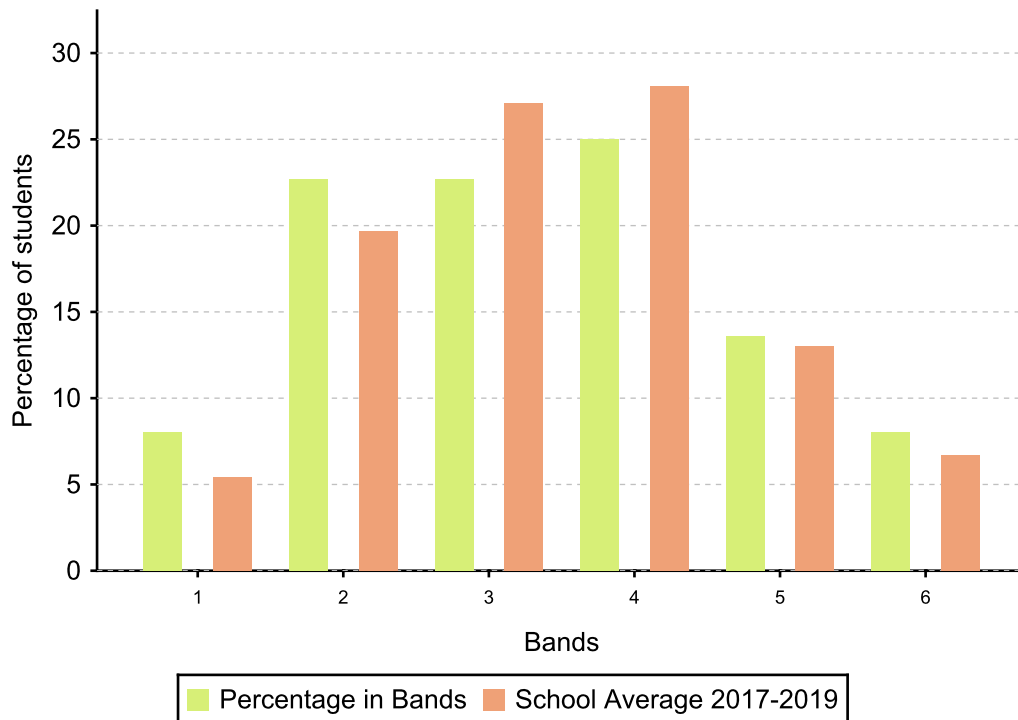
Band	1	2	3	4	5	6
Percentage of students	8.0	22.7	22.7	25.0	13.6	8.0
School avg 2017-2019	5.4	19.7	27.1	28.1	13	6.7

Percentage in bands:
Year 5 Numeracy
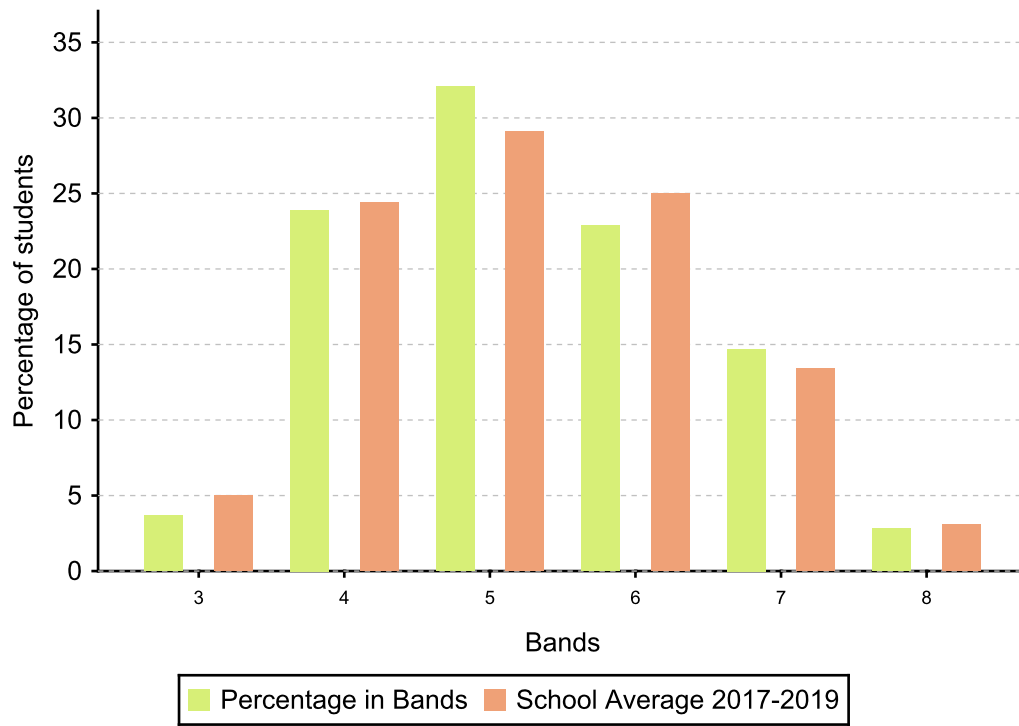
Band	3	4	5	6	7	8
Percentage of students	3.7	23.9	32.1	22.9	14.7	2.8
School avg 2017-2019	5	24.4	29.1	25	13.4	3.1

Parent/caregiver, student, teacher satisfaction

Parent Results

Three key findings for parent responses were:

- parent responses indicated a 1.0 growth which is 0.3 above the state norm for parents being informed;
- parent responses indicate an increase of 0.8and are level with the state norm showing that the school supports learning; and
- parent responses indicate an increase of 0.4 growth which is 0.2 above state norm signifying that Forster Public School is an inclusive school.

Student Results

Three key findings for student responses were:

- student responses indicated that the school is below the state average for effective learning time and there has been a decline of 0.4 from April to October;
- student responses indicated that the school is below the state average for positive teacher and student relations; and
- student responses were below the state responses for feeling accepted and valued by their peers and others at the school (positive sense of belonging).

Teacher Results

Three key findings for teacher responses were:

- teacher responses indicate a 0.9 growth in leadership ;
- teacher responses indicate a 0.8 growth in collaboration which is level with the state norm; and
- teacher responses indicate a 0.4 increase in data informed practice which is 0.1 above the state norm.

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.