

Hay Public School

2019 Annual Report



2145

Introduction

The Annual Report for 2019 is provided to the community of Hay 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

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School background

School vision statement

Hay Public School will inspire the development of confident, culturally aware, creative, resilient, socially responsible, innovative, active and healthy individuals in an inclusive and supportive learning environment that fosters critical thinkers, problem solvers and resourceful learners. The school will work collaboratively with parents, carers and the wider community to build the capacity for a brighter future for our students.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. It has a current enrolment of 179 with 18% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have been declining over the past three years and the trend is predicted to continue. Parents and members of the community make valuable contributions to the school's programs and the welfare of the students and the school has an active P&C and School Council. The school is part of the Early Action for Success strategy where the focus is improving early literacy and numeracy skills in students K-3. An Instructional Leader is employed to support literacy and numeracy teaching and learning across K-4. Literacy and numeracy are also an area of focus for students in Years 5&6. Programs are in place to develop the whole student with an increased focus on the arts, environment, technology, healthy lifestyle and a knowledge and appreciation of the local area. The school's attendance rate is below the state average and has been declining in recent years. The school attracts equity funding to support its targeted programs. More information about Hay Public School can be found through the following link:

<http://www.hay-p.schools.nsw.edu.au/>

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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Wellbeing

Purpose

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. An environment where there is mutual respect, collegial support and shared vision among colleagues will promote positive educational outcomes for our students.

Improvement Measures

- An increased number of students demonstrating appropriate behaviour, social and leadership choices.
- Surveys reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.
- Surveys reflect students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Progress towards achieving improvement measures

Process 1: Student Development

Deliver experiences that develop character, by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership that benefit children and young people as they grow and develop.

Evaluation	Funds Expended (Resources)
The school purchased resources to support the implementation of 'The Resilience Project' K–6, however the delivery of this program has been postponed until the start of 2020 as it is a full year's program. The school has secured a 'Student Welfare Teacher' under the Rural Teaching Exchange Program for 2020 and part of the teacher's role will be to deliver this program K–6.	\$2 500 The Resilience Project – Annual subscription for digital resources \$4 000 Equity Funding

Process 2: Professional Learning

Teachers will undergo professional learning in the area of student wellbeing to deliver effective and engaging programs within the school environment.

Evaluation	Funds Expended (Resources)
All teachers received initial training in 'The Resilience Project' over two sessions. The school purchased resources to support the implementation of 'The Resilience Project' K–6, however the delivery of this program has been postponed until the start of 2020 as it is a full year's program. The school has secured a 'Student Welfare Teacher' under the Rural Teaching Exchange Program for 2020 and part of the teacher's role will be to deliver this program K–6.	\$2 500 The Resilience Project – Annual subscription for digital resources \$4000 – Equity Funds \$1 176 – Professional Learning

Process 3: Staff Collaboration

The leadership team will provide opportunities for staff to develop positive relationships within their professional community.

Evaluation	Funds Expended (Resources)
Teaching staff worked in a collaborative environment where professional knowledge and professional practice were shared. Teachers engaged in	QTSS Funding – \$34 042

Progress towards achieving improvement measures

open discussions during staff meetings, attended one on one conferences with the Instructional Leader and group conferences arranged in stage teams. During these sessions teachers were involved in co-planning, sharing of best practice, sharing of curriculum knowledge and lesson observation. Collective efficacy was built through the use of consistent processes and programs across the school.

Instructional Leader – 0.6 – EAfS
Strategy – \$97 953

Deputy Principal – 0.4 – Equity
Funding – \$65 302

Strategic Direction 2

Integrated Learning

Purpose

Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. Integrated studies helps students to become life long learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time.

Improvement Measures

- Quality teaching is reflected across the school demonstrated through differentiated learning and the use of summative and formative assessment practices.
- To increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands for reading and numeracy by 3% in 2018. (Premier's priority is by 8% in 2019)
- 100% of students will demonstrate one year of learning growth on all aspects of the literacy and numeracy learning progressions and will be tracked against grade appropriate benchmarks.

Progress towards achieving improvement measures

Process 1: Professional Learning

Build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Evaluation	Funds Expended (Resources)
All teachers use the learning progressions as a diagnostic tool and differentiated tasks are embedded into teaching / learning programs for targeted students. Differentiation is included in all teaching / learning programs and will be consolidated and improved upon in 2020. Visible learning will be a feature of all classrooms in 2020.	0.4 – Instructional Leader (Deputy Principal) \$65 301

Process 2: Quality Learning

Teachers are utilising quality programs and effective teaching strategies to engage students through explicit instruction and active learning.

Evaluation	Funds Expended (Resources)
All classrooms reflect a quality learning environment with rich tasks, differentiated learning and explicit teaching. Teachers are able to structure a lesson to include modelled, guided and independent tasks. Formative assessment practices are developing in each classroom and are being used, in conjunction with summative assessment, to collect data and to track each students' learning growth.	Instructional Leader – 0.6 – EAfS Strategy – \$97 953 Deputy Principal – 0.4 – Equity Funding – \$65 302 Learning Support – 1.0 – Equity Staffing Component – \$106 716 SLSO – 0.528 – Aboriginal – \$32 341 SLSO – 0.176 – Aboriginal – \$3 866 SLSO – 0.88 – Equity – \$53 902 Teacher – 0.101 – Aboriginal – \$10 779

Progress towards achieving improvement measures

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Professional Learning – \$4 116

Process 3: Innovative Practice

Teachers use innovative practices to embed higher-order thinking skills in all student interactions to foster critical and creative learners.

Evaluation	Funds Expended (Resources)
<p>All students are exposed to a variety of rich tasks utilising quality texts, number sense, robotics, performing arts, science and mathematics. Students have been given opportunities to engage in a variety of quality learning experiences.</p> <p>Specialist classes in robotics, working mathematically and writing were held throughout the year and will continue in 2020.</p>	<p>Instructional Leader – 0.6 – EAfS Strategy – \$97 953</p> <p>Deputy Principal – 0.4 – Equity Funding – \$65 302</p> <p>Specialist Teacher – 0.2 – Equity – \$21 343</p> <p>Casual Days 12 x \$588 = \$7 056 – Professional Learning</p> <p>KIPA Lessons – \$1 250 x 4 terms = \$5 000 – Equity</p>

Strategic Direction 3

Parent Involvement

Purpose

Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

Improvement Measures

- Student attendance rates will improve by 3% to come into line with state averages
- Formal Feedback to parents regarding literacy and numeracy progression will occur once per term in addition to the normal reporting processes

Progress towards achieving improvement measures

Process 1: Student Attendance

Implement a revised school attendance policy where students and teachers take an active role in monitoring and encouraging attendance.

Evaluation	Funds Expended (Resources)
Students' attendance rate was 93.1% for 2019, which is on par with the 2018 rate of 93% and higher than the state average of 92.8%. The rate of attendance for our Indigenous students is 87%, significantly lower than the overall attendance rate. Excellent attendance was celebrated throughout the year, however there was no improvement for students with a high rate of absenteeism despite a high rate of intervention by teachers. Intervention methods include regular phone calls, follow-up, daily text messages and consistent communication in the school newsletter. Teachers meet with parents and formulate informal attendance plans with students to encourage improved attendance at school.	Attendance is monitored by principal, LAST, front office staff and classroom teachers SENTRAL Licence – \$3 500 per annum

Process 2: Parent Feedback

Formulate an action plan to ensure that regular and effective feedback to parents is occurring.

Evaluation	Funds Expended (Resources)
A greater number of parents are engaging directly with the classroom teacher via email, See-Saw or in person. Numbers at parent interviews are on the increase as appointments are made for all parents, rather than asking if parents want to come into the school to talk to the teacher. The feedback provided to parents has a literacy and numeracy focus and occurs on a regular basis. In the Tell Them From Me survey for parents, the score for 'Parents Are Informed' reached a total of 8.0, compared to the NSW Government Norm of 6.6.	\$0 See-Saw App is a free app.

Process 3: Inclusive Community

Create an inclusive environment where parents are welcomed into the school community

Evaluation	Funds Expended (Resources)
School events are well attended and well received by parents and members of the community. There is a rise in the amount of community groups utilising school facilities. Information platforms such as See-Saw, Facebook and the school's website have a high rate of engagement.	Billy Tea Bush Band – \$2 600 – School and Community Funds

Progress towards achieving improvement measures

A large number of community members, parents and ex-pupils / staff were in attendance to celebrate the sesquicentenary of the school. Positive feedback was received in the form of letters, emails, photos and verbally about the success of the event. The lead-up and learning that took place in the classrooms over the course of Term 3 engaged the students in the event.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$39 409	All Aboriginal students received targeted learning support in classrooms. School Learning Support Officers and Learning and Support Teachers delivered intervention programs on an individual or small group basis. Whilst most Aboriginal students are achieving national minimum standards in both literacy and numeracy, they remain behind expected benchmarks. Our attendance rate for Aboriginal students is lower than the school average.
English language proficiency	\$740	No students attracted funding under the New Arrivals Program. Support for students from non-English speaking backgrounds was provided through individualised learning plans and learning support.
Low level adjustment for disability	\$101 469	All students with low level learning disabilities received targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Whilst most students are achieving national minimum standards in both literacy and numeracy, they remain one or two clusters behind expected benchmarks.
Quality Teaching, Successful Students (QTSS)	\$34 042	Teachers were released to meet with Instructional Leaders and their mentors and additional executive release was provided for the two Assistant Principals. Teachers were able to work with an Instructional leader in the classroom to refine curriculum delivery, classroom management and assessment strategies to assist with tracking.
Socio-economic background	\$192 235	Students from low socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms. School Learning Support Officers and learning support teachers delivered intervention programs on an individual or small group basis. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.
Support for beginning teachers	\$14 130	Beginning teachers were released for an additional hour per week to collaborate with their mentor on programming, classroom management strategies and curriculum delivery. Teachers used the Quality Teaching Framework as a reference point to improve practice.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	99	104	102	95
Girls	98	99	80	83

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	96.1	92.9	95.6
1	94	92.7	94.5	94.9
2	94.5	93.5	94.4	95.9
3	93.7	90.7	94.4	92.1
4	94.4	91.7	90.4	93.8
5	94.1	91.1	90.6	91.6
6	90.8	90.1	95.2	90.4
All Years	93.7	92	93	93.1
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)	2
Classroom Teacher(s)	7.26
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	124,811
Revenue	2,752,826
Appropriation	2,600,389
Sale of Goods and Services	79,935
Grants and contributions	71,163
Investment income	1,339
Expenses	-2,588,204
Employee related	-2,287,430
Operating expenses	-300,774
Surplus / deficit for the year	164,622

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	170,856
Equity Total	333,853
Equity - Aboriginal	39,409
Equity - Socio-economic	192,235
Equity - Language	740
Equity - Disability	101,469
Base Total	1,649,730
Base - Per Capita	42,704
Base - Location	124,658
Base - Other	1,482,367
Other Total	211,731
Grand Total	2,366,169

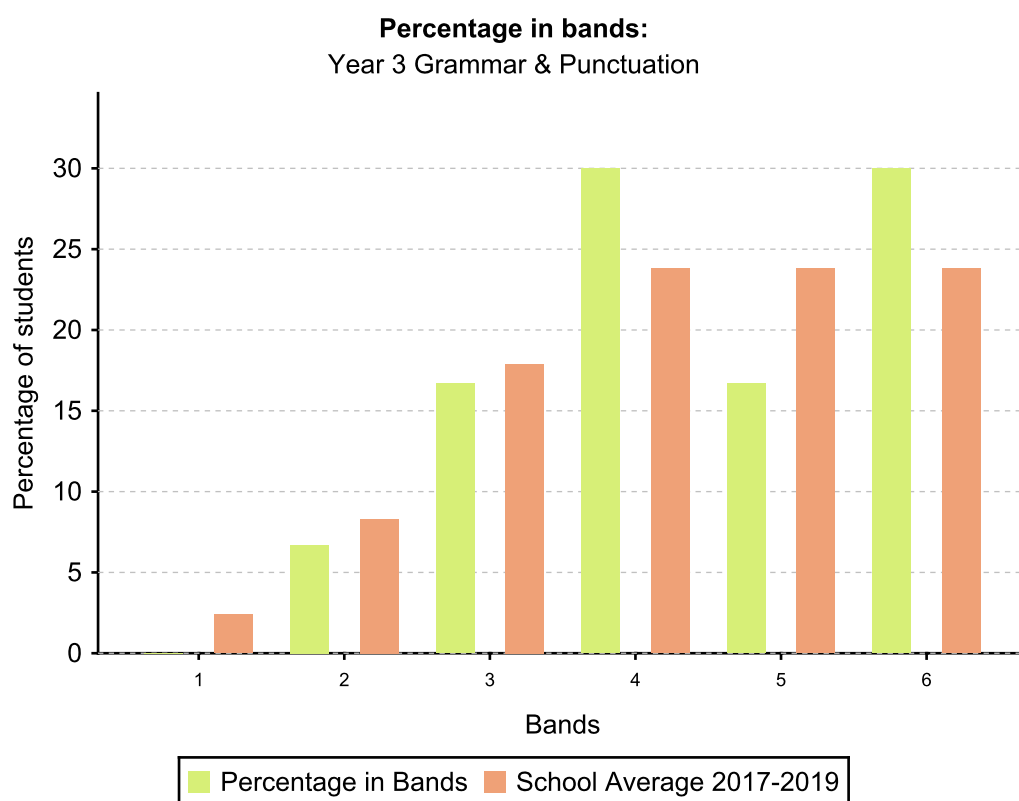
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

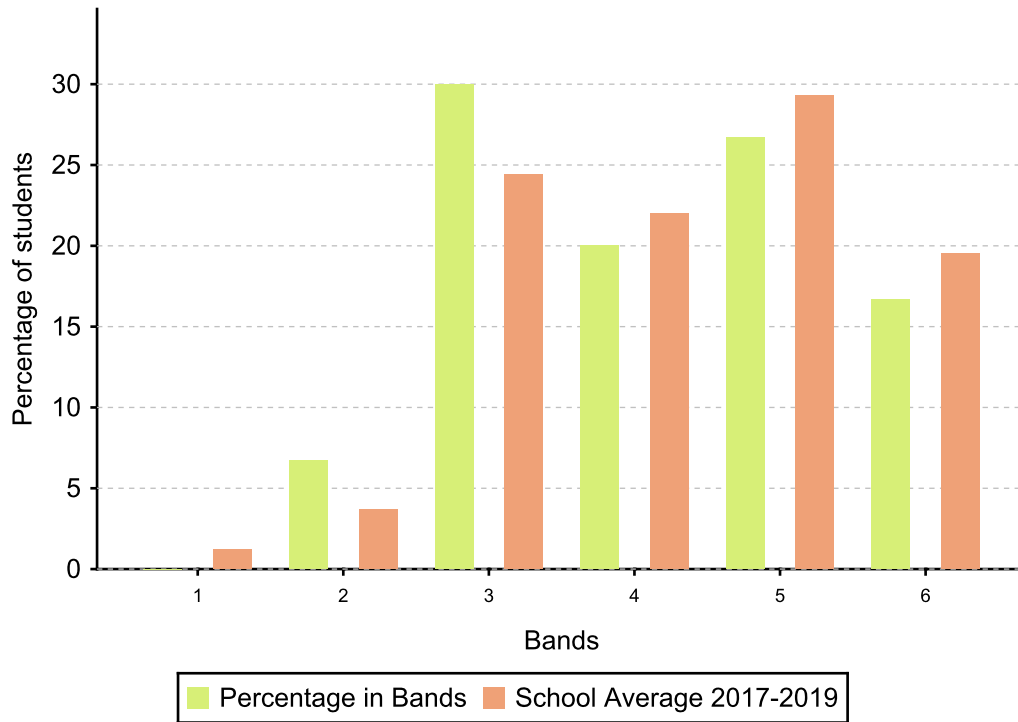
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



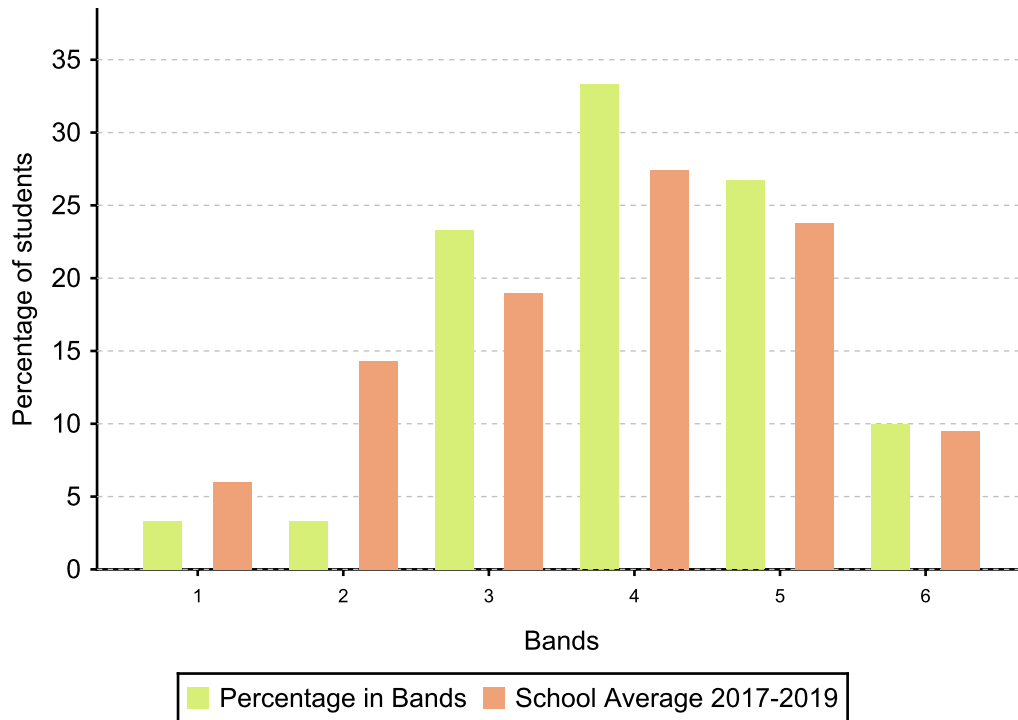
Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	16.7	30.0	16.7	30.0
School avg -2019	2.4	8.3	17.9	23.8	23.8	23.8

Percentage in bands:
Year 3 Reading



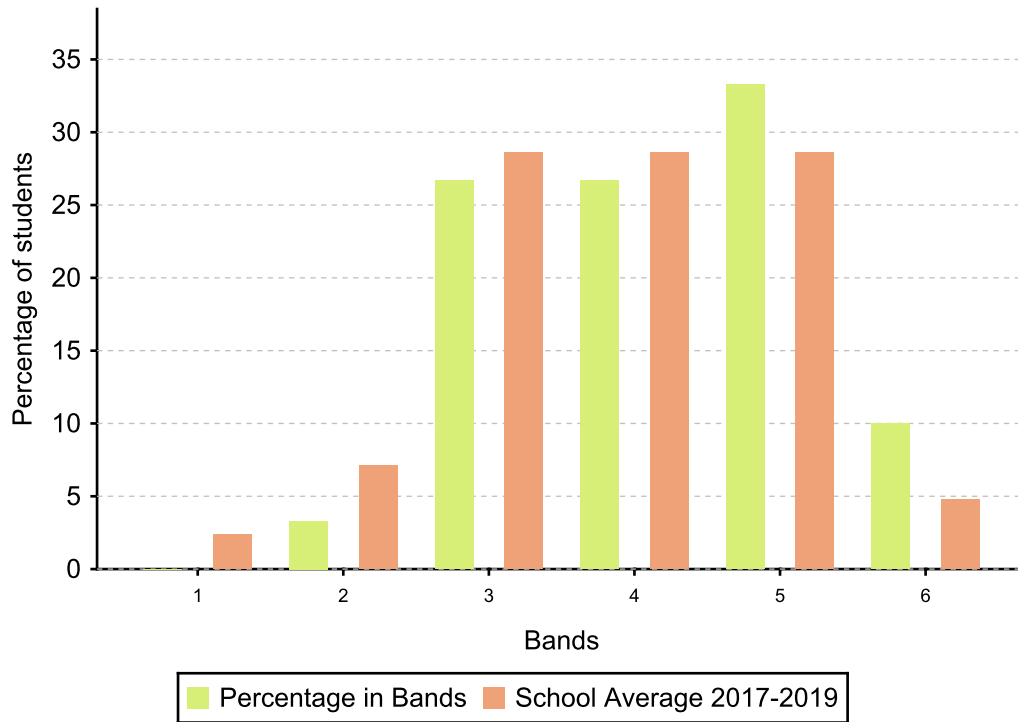
Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	30.0	20.0	26.7	16.7
School avg -2019	1.2	3.7	24.4	22	29.3	19.5

Percentage in bands:
Year 3 Spelling



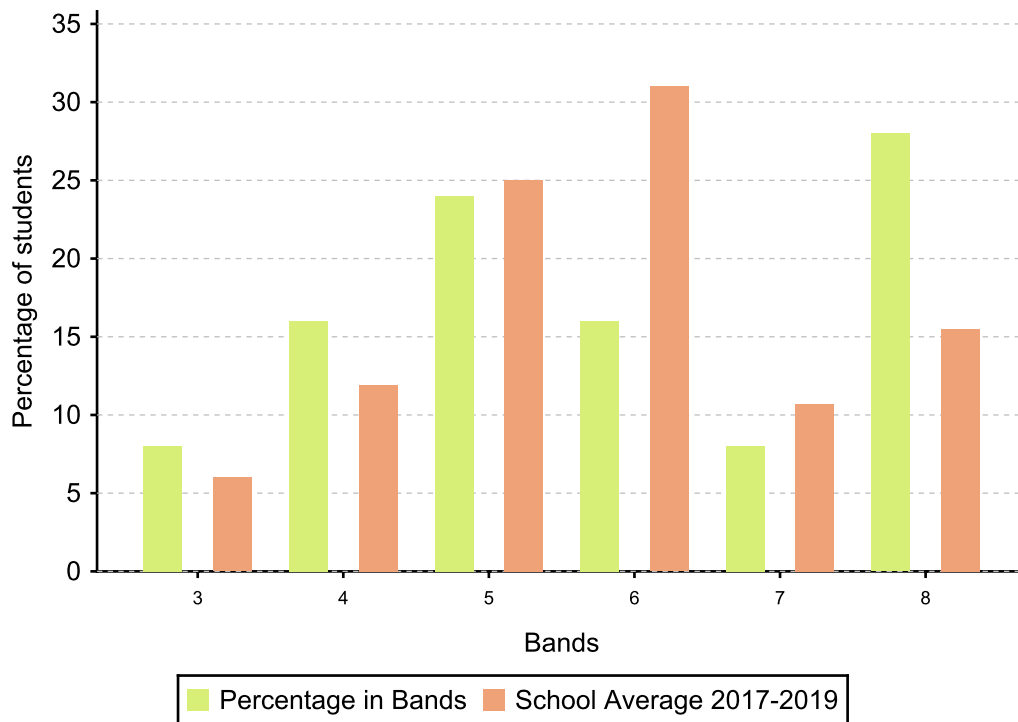
Band	1	2	3	4	5	6
Percentage of students	3.3	3.3	23.3	33.3	26.7	10.0
School avg -2019	6	14.3	19	27.4	23.8	9.5

Percentage in bands:
Year 3 Writing



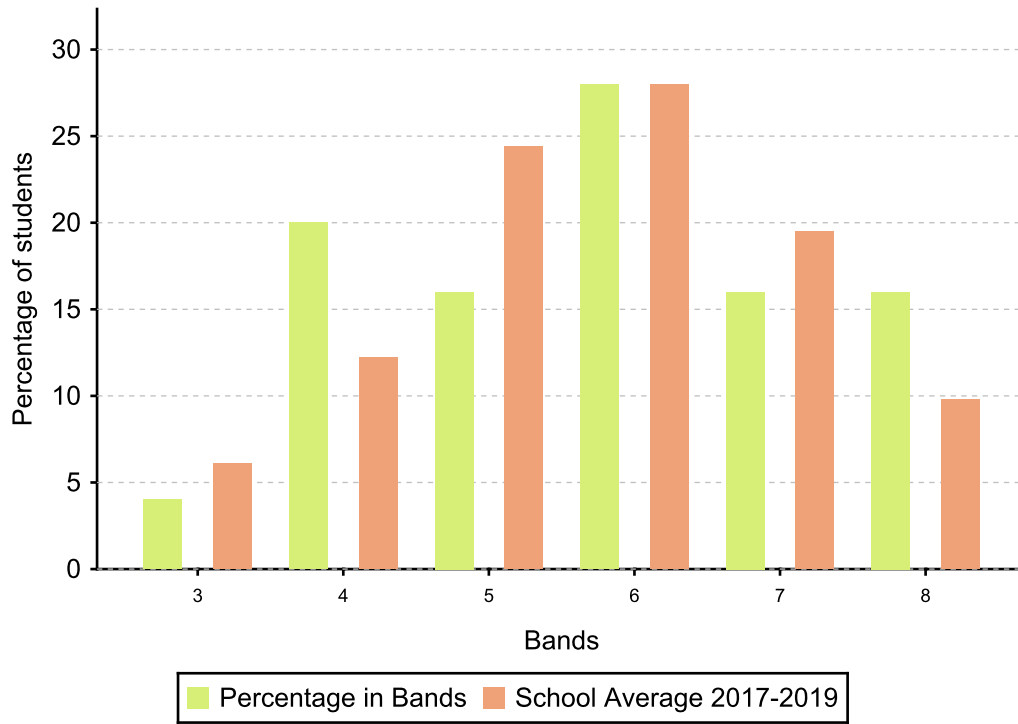
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	26.7	26.7	33.3	10.0
School avg -2019	2.4	7.1	28.6	28.6	28.6	4.8

Percentage in bands:
Year 5 Grammar & Punctuation



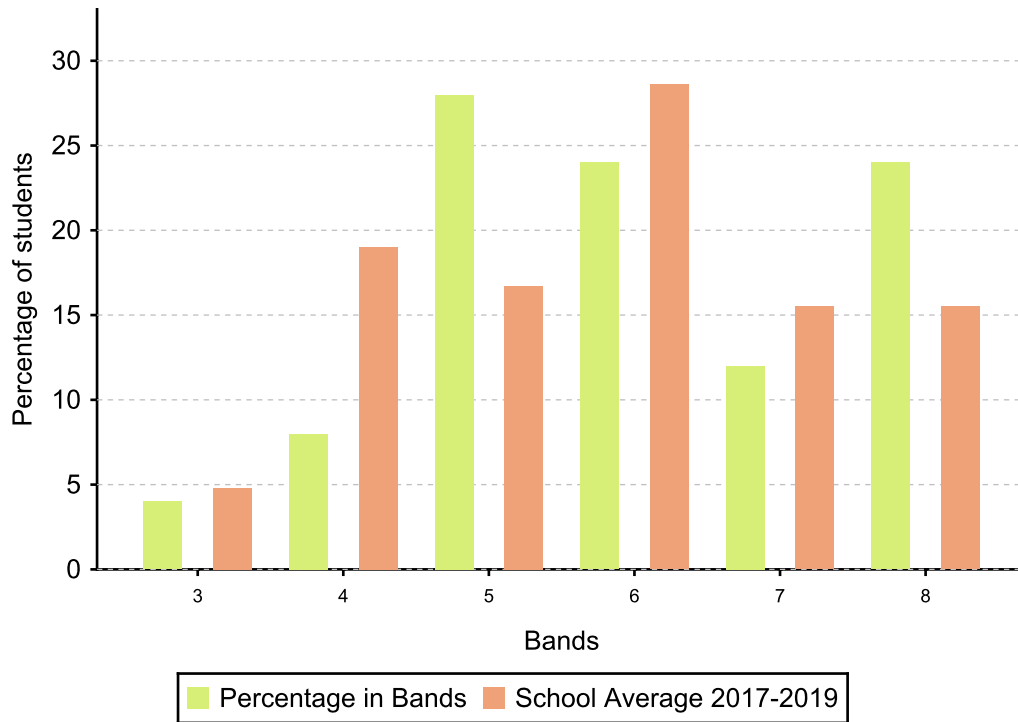
Band	3	4	5	6	7	8
Percentage of students	8.0	16.0	24.0	16.0	8.0	28.0
School avg -2019	6	11.9	25	31	10.7	15.5

Percentage in bands:
Year 5 Reading



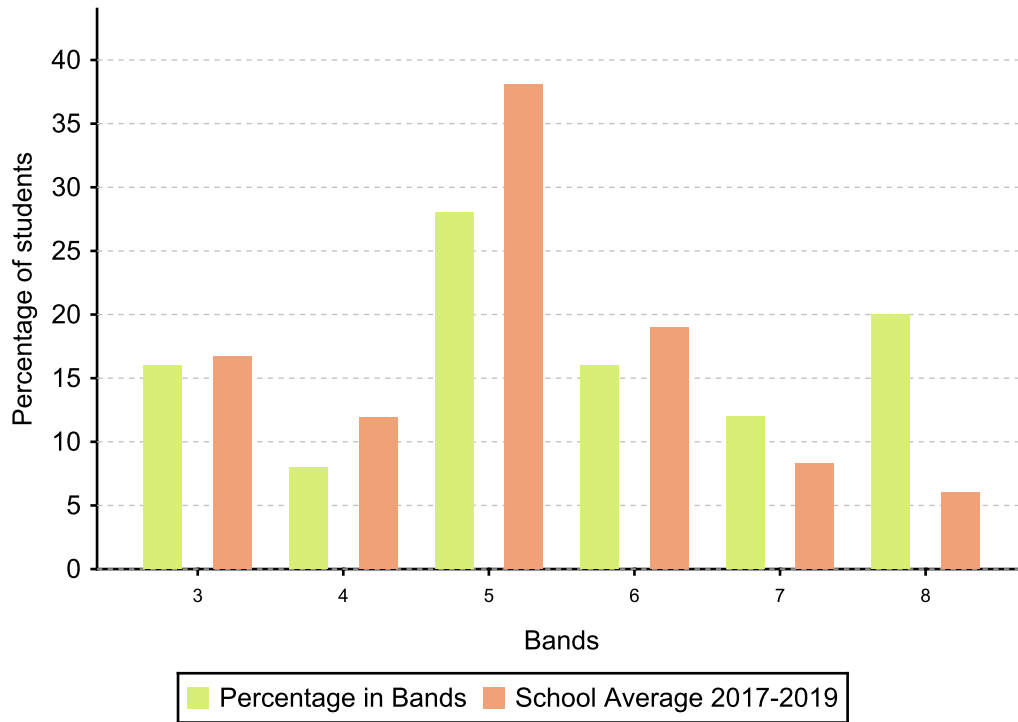
Band	3	4	5	6	7	8
Percentage of students	4.0	20.0	16.0	28.0	16.0	16.0
School avg -2019	6.1	12.2	24.4	28	19.5	9.8

Percentage in bands:
Year 5 Spelling



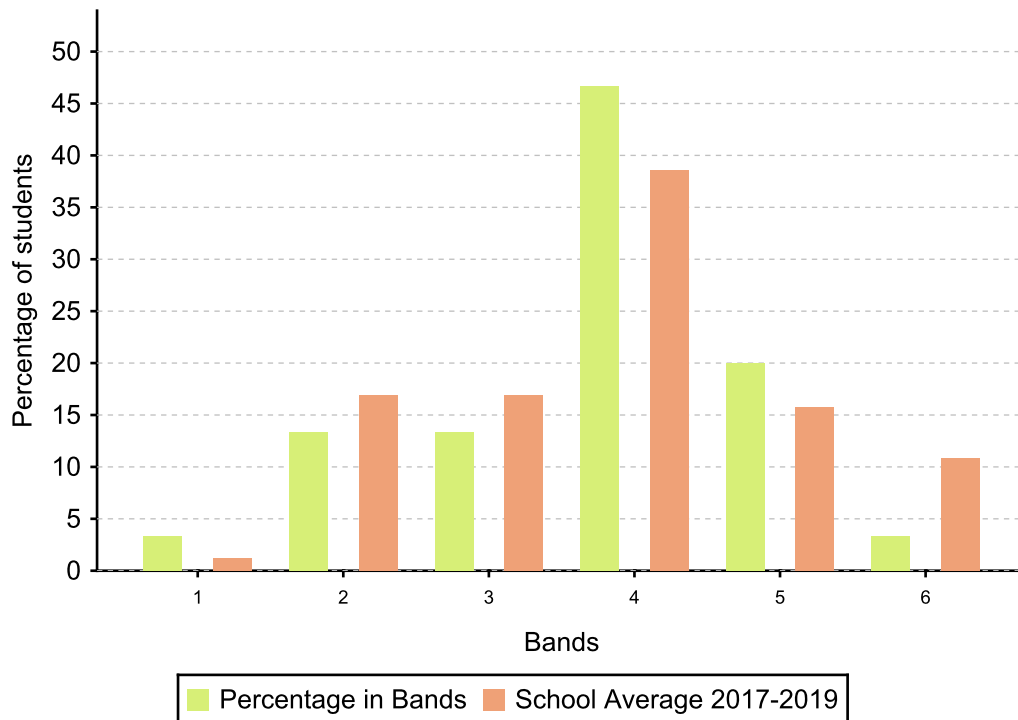
Band	3	4	5	6	7	8
Percentage of students	4.0	8.0	28.0	24.0	12.0	24.0
School avg -2019	4.8	19	16.7	28.6	15.5	15.5

Percentage in bands:
Year 5 Writing



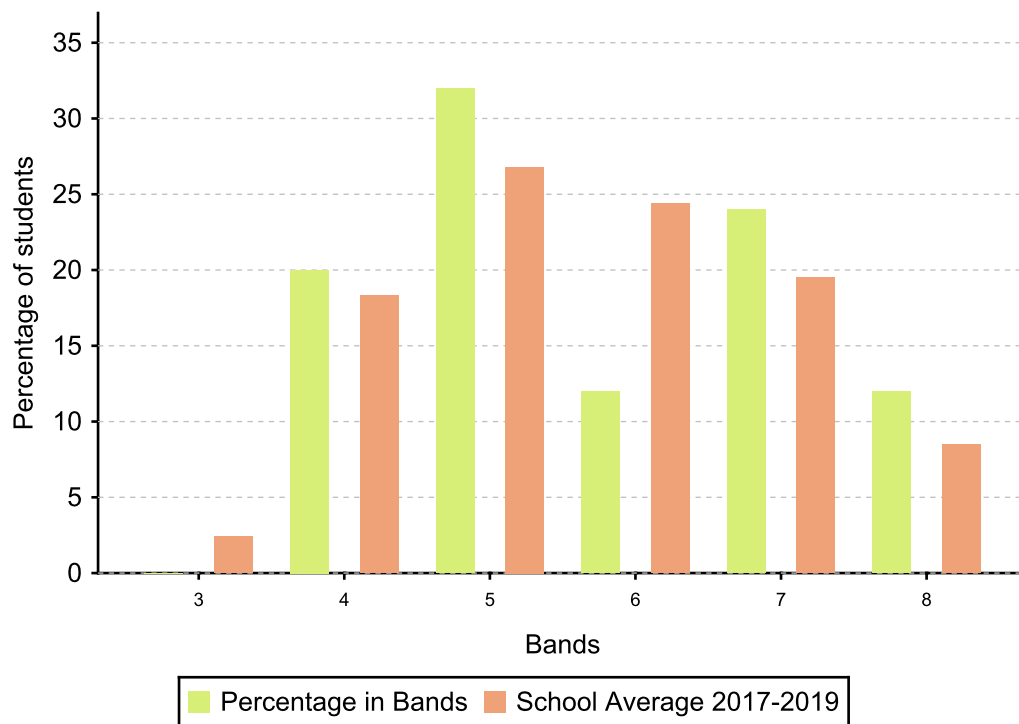
Band	3	4	5	6	7	8
Percentage of students	16.0	8.0	28.0	16.0	12.0	20.0
School avg -2019	16.7	11.9	38.1	19	8.3	6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.3	13.3	13.3	46.7	20.0	3.3
School avg -2019	1.2	16.9	16.9	38.6	15.7	10.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	32.0	12.0	24.0	12.0
School avg -2019	2.4	18.3	26.8	24.4	19.5	8.5

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Students in Years 4–6 completed two surveys throughout the year to gauge student engagement. Research by The Learning Bar found that there were considerable differences among schools in their level of engagement and only some of this was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher–student relations, classroom learning climate, teachers expectations for success, and student advocacy. The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Quality Instruction – Hay PS – 8.2, NSW Government Norm – 8.2

Positive Teacher – Student Relationships – Hay PS – 8.4, NSW Government Norm – 8.4

Classroom Learning Climate – Hay PS – 7.5, NSW Government Norm – 7.2

Expectations for Success – Hay PS – 8.5, NSW Government Norm – 8.7

73% of students feel a positive sense of belonging to school (NSW Government Norm – 81%) and 80% of students experience positive relationships at school (NSW Government Norm – 85%)

Teacher Satisfaction

Eleven teachers completed The Focus on Learning Survey which is a self-evaluation tool for teachers and schools. The results for the Eight Drivers of Student Learning are provided. The scores for the Likert format questions (ie strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Leadership – Hay PS – 8.0, NSW Government Norm – 7.1

Collaboration – Hay PS – 7.7, NSW Government Norm – 7.8

Learning Culture – Hay PS – 8.2, NSW Government Norm – 8.0

Data Informs Practice – Hay PS – 7.6, NSW Government Norm – 7.8

Teaching Strategies – Hay PS – 7.9, NSW Government Norm – 7.9

Technology – Hay PS – 7.0, NSW Government Norm – 6.7

Inclusive School – Hay PS – 8.5, NSW Government Norm – 8.2

Parent Involvement – Hay PS – 7.4, NSW Government Norm – 6.8

Parent Satisfaction

Twenty four parents completed The Partners in Learning Parent Survey which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert format questions (ie strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Parents Feel Welcome – Hay PS – 8.3, NSW Government Norm – 7.4

Parents Are Informed – Hay PS – 8.0, NSW Government Norm – 6.6

Parents Support Learning at Home – Hay PS – 7.2, NSW Government Norm – 6.3

School Supports Learning – Hay PS – 8.3, NSW Government Norm – 7.3

School Supports Positive Behaviour – Hay PS – 8.8, NSW Government Norm – 7.7

Safety at School – Hay PS – 8.1, NSW Government Norm – 7.4

Inclusive School – Hay PS – 8.2, NSW Government Norm – 6.7

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.