

Michelago Public School

2019 Annual Report



MICHELAGO PUBLIC SCHOOL

2540

Introduction

The Annual Report for 2019 is provided to the community of Michelago 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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Message from the principal

At Michelago Public School, our students are our priority. Our school caters for all students by providing the foundations of life long learning so that they become literate, numerate, well-educated citizens with the skills and confidence to make a positive contribution to society.

Teaching and learning during 2019 focussed on each child being encouraged to respect and care for the natural environment and to live a well balanced and healthy lifestyle. Our integrated learning units across the school provided our students with a variety of practical learning experiences and parent feedback was exceptionally positive. The 'recycling' initiative has led to constructive changes in dealing with waste, not only at school, but also in a broader sense across the community. We were very pleased with the enthusiasm and engagement of our students during the school year. It is an absolute joy to work with our students!

Our school continues to maintain and value close connections with parents and caregivers. In 2019 our school continued to grow at a steady pace and we warmly welcomed new families and their children. We have a strong reputation within our community and we pride ourselves on respectful, positive partnerships. Our collaborative working relationship has led to the implementation of 'Before and After School Care', a long held goal of the school community. I would like to thank our parents and community members for their much valued, ongoing efforts and support. The P&C's contribution to resources and excursions is always appreciated.

I wish to thank our fabulous staff for their determined and conscientious efforts in providing a quality education for our students and for continuing to support, encourage and nurture the development of a positive learning culture for all our students.

On behalf of the school, I wish to sincerely thank everyone for another great year!

Claire Plummer

Principal

School background

School vision statement

'Think, Reflect, Create, Grow!'

School Motto :

School and Family Working Together.

School context

Michelago Public School is a small, country school committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are 2 multi-stage classrooms.

We actively promote a culture of learning where individual needs are met and each student understands and is responsible for their learning.

The school is valued as a community based school with high expectations in terms of education and behaviour.

The school values the involvement and participation of the community in supporting the students and school programs.

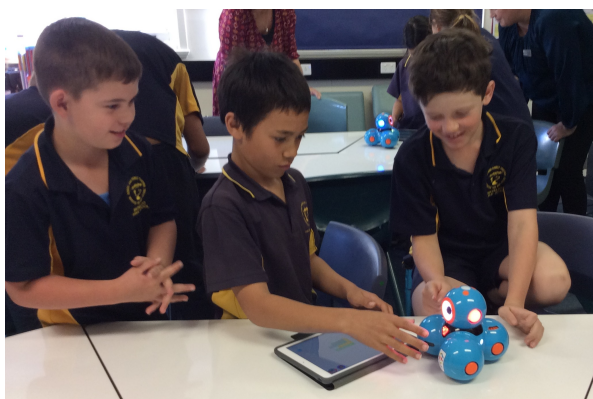
Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school's core values.

The school has great potential for growth in the coming years, as the village expands with planning and sub developments.

Our school's core values require our students to do their best by being:

SAFE RESPECTFUL RESPONSIBLE

School and Family Working Together



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

Strategic Direction 1

Quality Learning Building Strong Foundations

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, thereby enabling students to develop strong identities as self directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

- Increase the proportion of students achieving proficiency in NAPLAN
- 85% of students will achieve their stage appropriate expected growth in Literacy and Numeracy
- Differentiation is evident in all teaching & learning programs

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Have the students been provided with student centred and self regulated learning experiences? Are teachers skills and capabilities able to provide targeted teaching and learning experiences?</p> <p>The Mathsburst program improved staff effectiveness to be able to teach spatial awareness. District data in relation to Mathsburst program for the school was positive with improved growth reflected in results.</p> <p>Students demonstrate confidence in the use of coding– senior students demonstrate confidence using coding and are beginning to teach younger students through peer to peer tutoring.</p> <p>Staff demonstrate confidence in the teaching of the Digital Literacy Strand integrating technology across all key learning areas.</p> <p>Where to next?</p> <p>The school was successful in its application to trial 'Pilot Devices for Teachers' which should contribute to increasing teacher competency in technology use and skills.</p> <p>Staff will continue professional development in the Mathsburst Program and incorporate all students; Stage 1 to Stage 3.</p>	Refer to Financial Information.

Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice. Students access tailored support, extension or enrichment setting high expectations for student achievement.

Evaluation	Funds Expended (Resources)
Have staff been able to plan effectively to meet the diverse learning needs of students in their classes and what has been the impact of 2019 professional	Refer to Financial Information.

Progress towards achieving improvement measures

learning?

Staff have engaged in ongoing professional learning in Tailored Support with the specialised Literacy and Numeracy consultant; this support was specifically for 'formative assessment' and improving student competencies in writing. Teaching staff engaged in professional learning around the Literacy and Numeracy progressions; the use of progressions, to record student data and use as a tool to identify student need, will be a major focus in 2020.

Through the Learning Support Team meeting processes, students academic, emotional and social skills are closely monitored and those requiring specific interventions are catered for.

Where To next?

Literacy and Numeracy Progressions : Focus elements are Understanding Text, Quantifying Number.

End of year data is used to plan for 2020 included reviewing and modifying the LST and library timetables to boost student learning outcomes, particularly in comprehension.

Splitting the senior class 4 days a week should significantly impact on meeting the learning needs of students in the senior class by providing more time to meet individual learning needs and planning for differentiation.

Process 3: Maximise the school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>What is data from a broad range of sources telling us about student engagement and wellbeing?</p> <p>Feedback from students has been positive – recognition that although there are one off instances of student misbehaviour there is no bullying on school grounds. There is no formal data(PBL) or suspension records to allude to any form of bullying.</p> <p>Monaro Early Intervention Playgroup onsite has been successful and will continue in 2020. The Playgroup is contributing to the connection between school and community in a positive way.</p> <p>Engagement with parents through ongoing conversation as well as formal avenues such as P&C meetings and focus group meetings suggests that a collaborative and respectful, school community has been established. A major focus from 2019 for parents was the establishment of Before and After School Care; this was established at the end of the year with the support of the Department's BASC Team(before and after school care team)</p> <p>Teacher programs and LST program reflect adjustments and targetted intervention.</p> <p>Where To next:</p> <p>LST Program reviewed and modified for 2020.</p> <p>Staff need to maintain consistency in recording behaviour and any incidents on the Hassle Log sheets.</p> <p>Staff will Implement the Berry St Model for Wellbeing across the school in 2020 and monitor its effectiveness.</p>	<p>Refer to Financial Information.</p>



Strategic Direction 2

Quality Teaching Building Capacity and Instructional Expertise

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focussed on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

- Increased use of evidence-informed pedagogy by all the teachers and evident in classrooms.
- Literacy and numeracy progressions are used to ensure consistency in teacher judgement
- Use of data collection and collaborative evaluation in an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.
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Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Eg TEN & Focus on Reading,L3 How2Learn,Assessment modules

Evaluation	Funds Expended (Resources)
Through the roll out of our school's 2018–2020 School Plan, staff have identified that the work contained in our Strategic Direction 2, Process 1(researched informed pedagogy) relates directly with our ongoing work in Strategic Direction 1, process 1 (Curriculum and Learning). Therefore , please see the annual mile stoning for this area.	Refer to Financial Information.

Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment. & external data.

Evaluation	Funds Expended (Resources)
<p>Has a collaborative approach at our school built teacher capacity to deliver positive student outcomes and a positive school culture?</p> <p>Performance and development plans have been constructed (both teaching and SASS). PDP goals were crafted embedding the school plan focuses in literacy and numeracy as well as allowing for a personal goal. Working together in a genuine, respectful manner has ensured that our school continues to be a workplace where staff feel valued, safe and cared for. Importantly, through our collaborative approach, staff understand that their goals for further improvement will be supported and developed.</p> <p>95% of the students at our school identified in our 2019 local wellbeing survey that they felt safe, secure and supported at MPS. Furthermore our students were able to identify one or more staff members they could turn to in</p>	Refer to Financial Information.

Progress towards achieving improvement measures

times of need.

Where To Next?

Staff to determine which elements of the Australian Professional Teaching Standards will be included in a new lesson observation agreed template.

Provide greater opportunities for all staff to engage in professional learning opportunities at other school including surrounding schools and those outside our local network.

Strategic Direction 3

Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

Purpose

The school plan is at the center of continuous improvement efforts, with school's vision and strategic direction evident in its main business.

Improvement Measures

- Data reflects Improved levels of whole school & community collaboration & connectedness
- Resource allocation reflects strong support for Literacy, Numeracy and innovative programs

Progress towards achieving improvement measures

Process 1: School Planning, Implementation and Reporting

Sustain educational change through the use of evidence based strategy & innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

Evaluation	Funds Expended (Resources)
<p>What improvement can be made to address identified areas of concern?</p> <p>As a result of internal/external data identified areas of learning include reading and comprehension and problem solving in maths. Staff used data and knowledge of the school context and culture to Plan for improvement—targetting 2 areas of concern, readjusting the LST timetable, support and utilising the budget to employ a teacher 4 days a week to split the senior class and provide focussed learning across the stages in 2020.</p> <p>Staff have actively engaged in SEF evaluation and are looking at Where to Next? This includes choosing a suitable scope and sequence for Science & Technology, History and Geography that will allow consistent implementation, approach and timetabling to the teaching and learning across these KLAS'.</p> <p>Do parents feel they have ample opportunity to communicate and provide honest feedback?</p> <p>Parents provide feedback through P&C meetings, formal and informal meetings, and through focus groups.</p> <p>P&C feedback has been positive particularly with staffing adjustments and the integrated learning units for the year. In 2020, the school will attempt to gain more formalised feedback from the school community.</p> <p>Is the school responsive to school community feedback?</p> <p>The P&C actively communicates concerns of the P&C as they arise to the Principal. Discussions with the P&C President reflect issues are dealt with in a timely fashion. There is a cooperative working relationship particularly in terms of organising 'before and after school care' and in providing necessary resources for the school.</p> <p>The school and community as a combined force have established the implementation of BASC for 2020— the major community issue for many years. A large number of parents attended the meeting with Country</p>	<p>Refer to Financial information.</p>

Progress towards achieving improvement measures

Learning and are positive about the implementation of this much needed service in 2020.

Where To Next?

School to encourage parents to use the 'Tell Them From Me' survey as a means to provide feedback

School to develop a local survey to ascertain parent feedback.

School staff and P&C to collaborate on positively promoting the school and celebrating its successes.

Continue to engage with the Mobile Preschool and the Early Intervention Playgroup to foster strong connections.

Process 2: School Resources

Integrate longer term financial planning with school Strategic planning & implementation processes.

Provide equitable support and distribution of learning opportunities

Evaluation	Funds Expended (Resources)
<p>Were school funds used effectively to support the learning outcomes of students ?</p> <p>The school supplemented our LST allocation to allow the LST to benchmark and complete CBMs on a more timely basis. Time was allocated to the LST to work with the APL to review all school internal data and NAPLAN data to provide a greater insight for teachers into where their students were performing and identifying areas for further growth for each cohort of children.</p> <p>In 2019 school funds targetted the purchasing of additional teacher time to be able to focus learning on smaller groups particularly in the areas of literacy and numeracy.</p> <p>In 2019, the school purchased new school furniture and items to freshen up and beautify our learning spaces eg: new blinds, were purchased. Our learning spaces are now more conducive to learning and provide an environment where children and staff feel valued.</p> <p>Where To Next?</p> <p>2020 budget will support splitting the senior class 4 days a week to improve student learning outcomes. This will allow us to better support students on an Individual Education Plan and/ or those requiring specific learning adjustments. This move will also provide the opportunity to 'move the middle students' forward.</p> <p>LST timetable for 2020 readjusted to support learning needs and targeted areas for 2020.</p>	<p>Refer to Financial information.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$7 037.00) 	All students identifying as Aboriginal have a Personalised Learning Pathway which is created in consultation with parents, students and teacher. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Extra support was provided by the use of a School Learning Support Officer. Writing results reflected a gradual improvement across the year. Numeracy is an area still requiring support for 2020.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$4 505.00) 	All students identified as requiring learning, behavioural or emotional adjustments had a Individual Learning Plan. The plans are created in consultation with parents, students and teacher. The School Learning Support Officers have been employed to support students academic learning in the classroom and social skills development in the playground. Extra time was provided to the Learning Support Teacher to collate and analyse student data to plan for 2020 to further assist these students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$6 723.00) 	<p>This allocation provided staff with time to assess students across the school on numeracy tasks. The data was used to identify specific learning needs that could be addressed in targeted learning sessions.</p> <p>Extra funds were used to top up Professional Learning for the teaching staff.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$6 889.00) 	<p>The school has identified that ensuring students are fully supported during the school day is the best use of these funds. Funds were allocated to employing additional teaching staff to split the senior class to enhance teaching and learning. The initiative was very successful, reflected in student data and was fully supported by the school community. Hence, this initiative will continue in 2020.</p> <p>Funds were targeted to support students and families in a broad range of learning opportunities such as school camp, excursions and swim programs.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	20	20	18	19
Girls	15	18	20	19

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	93.5	95.3	96
1	96.7	93.5	94.2	95.6
2	91.7	92.3	92	93.5
3	97.2	94.8	91.7	88.8
4	97.8	94.5	93.6	83.4
5	98.4	96.8	91.3	93
6	94.3	93.4	90.3	92.6
All Years	94.9	93.8	92.7	91.5
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
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	91,392
Revenue	610,503
Appropriation	590,049
Grants and contributions	19,478
Investment income	976
Expenses	-594,683
Employee related	-525,123
Operating expenses	-69,561
Surplus / deficit for the year	15,820

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	53,738
Equity Total	29,103
Equity - Aboriginal	7,037
Equity - Socio-economic	6,889
Equity - Language	0
Equity - Disability	15,176
Base Total	474,832
Base - Per Capita	8,916
Base - Location	2,118
Base - Other	463,797
Other Total	14,096
Grand Total	571,768

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

Each year, the school actively consults with all stakeholders to identify areas of satisfaction as well as areas requiring school improvement. Regular discussions are held with parents on a formal and informal basis to address matters of concern and to receive feedback about the school's programs and practices.

Staff actively engage in collaborative discussions providing regular feedback and review the School Excellence Framework through robust and honest dialogue.

Students have the opportunity to participate in feedback through surveys such as Tell Them From Me, and internal school surveys, as well as providing a voice through the Student Representative Council.

Feedback from Staff:

Staff morale has been improved tremendously with the splitting of the Senior class into 2 classes, stage based, in order to cater effectively for the diverse range of learning needs. Funds were used to employ an extra teacher 2 days a week. Student minor misbehaviours diminished and positive parent feedback reinforced the need to maintain the 2 classes.

Staff thoroughly enjoyed the collaborative whole school approach to planning Kindergarten to Year 6 integrated units for 2019. The planning and discussion provided a great sense of cohesion, sharing of ideas and resources. Observation of students reflected a strong sense of engagement in the units of learning.

A whole school approach to planning informed the evaluation of milestones and provided a strong and robust dialogue in evaluation the School Excellence Framework. Planning also led to staff agreement on the implementation of a History & Geography & Science scope and sequence for 2020.

Feedback from Students:

Student learning reflections each term, agreed the integrated learning units were interesting and engaging. They enjoyed the many practical activities such as the excursions aligned to the units and the analysis and sorting of waste in the school. Discussion reflected a strong sense of care and concern for their planet and how they could all make simple adjustments to reduce waste at school and at home.

Classroom discussion reflected the split classes were more enjoyable and allowed the older students the opportunity to bring the leadership strengths to the fore.

Year 6 students all agreed the new Equine Therapy Program to assist with high school transition was a very valuable experience and encouraged students to continue the program .

Internal student surveys, as well as Tell Them From Me data, reflected behavior related incidents were minimal and all incidents were addressed and followed up by staff.

Once again, Tell Them From Me results reflected students believed staff had high expectations of their learning. The majority of students believed they were engaged in their learning.

Feedback from Parents:

Discussions with parents provided positive acknowledgement of the benefits of the split in the Senior Class. Parents believed the students were happier and were provided with focussed support during learning time.

Parent feedback to staff reflected they were aware of the units of learning across the school and were informed of the learning that was taking place through their children. Parents agreed their children were engaged with the units of learning.

Discussions through focus groups provided an opportunity to raise any matters of concern and allowed parents to be involved in school planning by focussing on the School and Community Action Plan. The major, ongoing issue was the priority need for before and after school care.

Parents were very supportive of the Equine Therapy Program to assist transition to high school for the senior students. They also agreed that this worthwhile local service was important in providing families with much needed, psychology services.

As a result, staff and P&C working together, successfully led to an application to be a trial school for a new government initiative , Before and After School Care(BASC). This was warmly received by the school community and BASC will be implemented in 2020.

Parents believed that communication processes were effective and during the recent bushfire emergency, they were kept up to date about the school closure and the availability of support for students and families.

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.