

# Bundeena Public School

## 2019 Annual Report



## Introduction

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

Bundeena Public School community empowers students to be self-motivated and confident life-long learners equipped to meet the challenges of an ever changing world. Expert teachers build creative and critical thinking in an inclusive, inspirational environment where curiosity, respect and kindness are pivotal.

### School context

Bundeena Public School is the centre of a unique community situated in the heart of the Royal National Park on a coastal peninsula. Our quality education is enhanced by the use of the stunning environment. The school has strong community ties and is supported by a dedicated Parents and Citizens Association. Our school motto 'Live for Life' encapsulates our belief in developing students who are well prepared for the challenges that lie ahead. Our highly qualified and approachable school staff provide personalised learning to meet the cognitive, physical, social emotional and spiritual needs of all students. Our school provides positive learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The school integrates the use of a wide variety of technology within learning areas to increase student skills and engagement. Bundeena Public School offers a variety of creative and performing arts opportunities as well as challenging sports programs. The school has an active Learning and Support Team that coordinates a holistic approach to assisting students with specific needs such as Gifted and Talented students and students with disabilities. This is further supported through a strong ethos of student leadership, wellbeing and a playground where students of all ages socialise 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>

## Strategic Direction 1

Expert teachers who foster an inspirational environment

### Purpose

Our purpose is to build teacher capacity through focused Professional Learning that creates a culture where teachers use high impact teaching strategies that are evidence based and add value to all students literacy and numeracy results.

### Improvement Measures

Increased proportion of students achieving in the top 2 bands in literacy and numeracy and the school achieves excellent value added results, above the value added by the average school.

Students are achieving higher than expected growth in internal and external data showing an increasing proportion of students meeting and exceeding targets in literacy and numeracy.

### Progress towards achieving improvement measures

#### Process 1: Learning Sprints

This process develops teacher expertise in teaching that causes learning.

Evaluation	Funds Expended (Resources)
<p>Teachers completed 2 Sprints this year in the mathematics element of number sense and algebra using draft SENAs linked to the National Numeracy Learning Progressions.</p> <p>Sprints worked best when instructional leadership time was used to support teachers in class to target identified students. Professional Learning was linked to analysing pre and post testing.</p> <p>Student weaknesses were addressed and teachers indicated that Learning Sprints were valuable tools in improving student outcomes. Sprints will continue in 2020. As indicated in TTFM Teacher Survey 85% of staff strongly agreed that involvement in Learning Sprints led to changes in their teaching practices and had a positive effect on the learners in their classrooms.</p>	\$5000

#### Process 2: Plotting Positive Progressions

This process allows teachers to more accurately locate a students current literacy or numeracy knowledge, understanding and skills to support planning for learning from the curriculum.

Evaluation	Funds Expended (Resources)
<p>Three teachers K–2 have completed their 2 year training in L3. Decodable readers have been purchased. All teachers trialled updated SENA assessments with all students. CISP and Speech and Language services were employed to identify and address speech and language needs of our kindergarten students. Students 3–6 completed Lexile assessments to identify reading levels and comprehension and vocabulary abilities.</p> <p>Success is shown through student growth as part of 5 weekly L3 monitoring. Decodable readers are used for targeting with suitable to enhance literacy results. students. SENA assessments aligned with progressions supported teachers to identify areas of student weakness. Teachers used results of Speech and Language programs to communicate and address areas of concerns with parents of identified students. Stage 3 students set personal reading goals measured by improved Lexile results.</p> <p>Individual student literacy needs were catered for and results maximised. Decodable readers provided students with opportunities to improve their</p>	\$8000

## Progress towards achieving improvement measures

literacy skills. Pre and post testing demonstrates areas of student weaknesses have been addressed. Stage 3 students took responsibility of learning and could articulate their learning goals with their parents. The success of speech and language services will be reemployed in 2020.

## Strategic Direction 2

Confident, life-long learners

### Purpose

Our purpose is to provide a learning environment that is innovative, relevant and engaging so students are productive and equipped with the skills for future focused learning.

### Improvement Measures

Increase of teachers using general capabilities across learning areas evident in scope and sequences, programs and observations.

Increasing range of assessment strategies that optimise learning are evident through observations, programs and reflections.

Increase in the area of student intellectual engagement from TTFM Student baseline 2017

Increase in the areas of Technology and Parent Involvement from TTFM Teacher survey baseline 2017

### Progress towards achieving improvement measures

#### Process 1: Embedding Quality Teaching Practices

This process allows teachers to develop skills and knowledge to embed high impact teaching strategies such as formative assessment, collaborative learning and explicit teaching.

Evaluation	Funds Expended (Resources)
<p>With the approach of the new PDHPE syllabus in 2020, 2 classroom teachers were given the opportunity to undertake training in the delivery of its contents and background philosophy to the staff at BPS. This process first involved attending 5 Professional Learning sessions with trainers and fellow staff members from other schools in the Sutherland area. During these sessions, we were advised of the content of the new syllabus, the differences between it and the previous syllabus, the pedagogy behind delivery of its contents and the importance of tailoring units and lessons to our particular school's needs.</p> <p>After our training we were then tasked to deliver presentations to the staff at our school. We needed to advise them on the content of the new syllabus, and assist them to understand how it should be delivered. This would give them background knowledge to form scope and sequences tailored for the needs of our students. These scope and sequences were created during meetings through a sequence of questionnaires and by staff collaborating to determine the needs of the students at our school.</p> <p>We were also tasked with delivering a presentation to staff from a variety of schools. These presentations were on a specific topic and allowed us to clarify and solidify our understanding of the new syllabus. They also provided training for staff from various schools who would then need to create a scope and sequence and eventually units which addressed the needs of the students at their schools.</p> <p>From this training and presentations, the staff at BPS have successfully developed scope and sequences and units of work for the delivery of the new PDHPE syllabus across all stages. We have taken into consideration our community and their attitudes, with information drawn from the collection of data. We have been mindful of the backgrounds and attitudes of our families and have ensured the delivery of the new syllabus is ideal for our students.</p>	\$5000

#### Process 2: Confident Students– Creative Classrooms

This process actively engages students in authentic and challenging learning experiences, creating

## Progress towards achieving improvement measures

**Process 2:** learning environments that foster innovation and creativity.

Evaluation	Funds Expended (Resources)
<p>All students K–6 participated in the Young Engineers lessons provided by an external provider. This was funded by school, P&amp;C and parents. The focus was on 4'C's and robotics. Parents were invited to lessons and participated in problem solving activities. Parent, staff and student feedback was very positive and the program has been booked again for 2021. All staff completed the online Professional Learning– Flexible Learning Spaces and created a learning space using flexible furnishings. Staff used this to guide them in purchases for new furniture for their classroom. As indicated in the TTFM student survey, students report the new furniture makes them less restless, able to focus without distractions, having choice in where to sit allows for access to areas where they can perform to the best of their ability as well as being able to manage group learning more accessibly.</p>	\$87000



### Strategic Direction 3

#### Leading with the community

#### Purpose

Our purpose is to develop a culture of high expectations and embedded student wellbeing to cater for the range of equity issues through a shared responsibility with the parent community.

#### Improvement Measures

Increased proportion of family involvement in school events including parent involvement in workshops, response to surveys, and membership of P&C from 2017 baseline.

Increased proportion of students who feel confident and resilient towards their learning from TTFM survey baseline data 2017.

Increase of staff and students using school wide expectations.

#### Progress towards achieving improvement measures

##### Process 1: Connect, Succeed, Thrive

This process ensures our teaching and learning environments enable the development of healthy, happy, successful and productive individuals

Evaluation	Funds Expended (Resources)
<p>We continue to expand our implementation of Positive Behaviour for Learning in outdoor settings and have introduced PBL in classroom settings.</p> <p>Data received from teachers in the playground is used to address identified areas of concern and bring about change. Teachers have aligned classroom expectations with our school practices of safety, respect and active learning.</p> <p>Our reward system focuses on positive behaviour and as a result we have introduced end of term whole school rewards to promote positive behaviour. PBL language is more widely used and understood by all stakeholders. Student wellbeing is further promoted.</p>	\$2000

##### Process 2: Fathering Project

The process allows a core group of dads, "Champion Dads" to lead and implement activities for the school community.

Evaluation	Funds Expended (Resources)
<p>There were two key Fathering Projects undertaken during the year– Mother's Day Breakfast and building the garden beds. The events were successful as attendance and participation were high. Enthusiasm to engage in school activities continues to be an area that helps build the school as a cohesive educational community.</p> <p>Father's are keen to continue to organise events in the calendar and then work in the school when required rather than focus on a Fathering Project group as such.. A new enthusiasm is needed to ensure the project continues. It will continue as a subbranch of the P&amp;C and be promoted regularly in newsletters and other forms of media to maintain and increase community engagement.</p>	\$2000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 347.00)</li> </ul>	<p>As part of our commitment to the education of Aboriginal and Torres Strait Islander students, we have been involved in many projects in 2019.</p> <p>The principal and 2 class teachers attended a 2 day conference on 'Reconciliation Through Education: Sharing the BC experience'. This conference focused on the history of Indigenous people in Australia and America, challenges to their lifestyles and cultures since occupation and suggested ways we can embrace and include their culture in our classroom and schools today. We gained a better understanding of the concept of 'Land and Place' and Indigenous stories of the past. We were given ideas to assist us to work towards successful reconciliation in our communities.</p> <p>As a result of this symposium the attendees gained more confidence in addressing Aboriginal history and perspectives when delivering classroom lessons. They also extended their range of resources to use both in the classroom and in the development of school programs. We also plan to develop a school 'RAP' to assist other staff in addressing Indigenous perspectives. Ensure the local community has a voice and is comfortable sharing their stories with us, and to ensure an Indigenous perspective is conveyed in all aspects of the student's schooling. The school also introduced a new 'Welcome to Country' that was developed collaboratively between staff and the SRC. The updated welcome to country is relevant to the local community and history of Bundeena.</p> <p>This Year Bundeena successfully obtained an Aboriginal Healthy Lifestyle grant to the value of \$3600. This money will be spent on resources need to participate in student cooking classes. Cooking classes will include using produce collected from the school garden and bush tucker trail.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$21 448.00)</li> </ul>	<p>The teacher planned and worked collaboratively alongside classroom teachers to support Language Background Other Than English (LBOTE) students with explicit and targeted learning in speaking and listening, at word, sentence and whole text level in writing, and to build comprehension and inferencing skills in reading. This was facilitated with the use of ongoing formative assessment to identify individual LBOTE student's point of need within class learning. Explicit modelling, joint construction and independent practice of language skills, including language involved in mathematics raised student outcomes and enabled LBOTE students to more fully access the curriculum. Increased support was given to students at the Emerging Phase. Formative</p>

<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$21 448.00)</li> </ul>	<p>and summative assessments were used to track student growth of English as Additional Language (EAL) Learners. The EAL/D teacher provided timely feedback to EAL students when providing in-class support based on the EAL/D Learning Progressions, which gave learners mini-goals to work towards when reading, writing and interpreting mathematical language. Small group learning situations allowed for the growth in confidence in the EAL students' own abilities, evidenced by the number of EAL/D students more fully participating in performing arts performances. The impact of our collaborative teaching and assessment cycle practices was demonstrated by 70% of the students identified at the Emerging Phase at the start of 2019 moved to the Consolidating Phase by end of year. Significant Lexile growth was also evident in EAL/D students throughout the year as class teachers assessed comprehension levels at the end of each term. Writing samples also show growth in the structure of types of texts, language choices based on text type (eg literary devices in imaginary texts), sentence structure and spelling.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$21 958.00)</li> </ul>	<p>One of our Year 3 students was assessed by the Macquarie University Reading Clinic at the request of his parents and placed in an intensive reading program which was conducted between the tutor at the Clinic and the student in the school support room via teleconferencing software 'Zoom'. The program was partially funded by the school, in collaboration with the student's family. The student completed three 45-minute sessions per week, between March and July 2019, also attended by the Learning and Support Teacher. Areas targeted included phonics, high frequency sight words for reading and spelling, and strategies for reading texts accurately. The student has continued to make steady progress, having gained 12 benchmarked instructional reading levels between March and November, and achieving more than 12 months' improvement in comprehension and fluency scores.</p> <p>In recognition of the school's support for this student, a related valuable professional learning opportunity run by the University's Academy of Continuing Professional Development, focusing on the teaching of phonics in years K–2, was heavily discounted for two of our teachers to attend.</p> <p>Additional support was also provided to supplement the Kindergarten L3 literacy program, working with seven students over three weeks, on strengthening knowledge and application of letter-sound correspondences, increasing the number of known sight words and improving phrased reading. At the end of the intervention all students had shown improvement by at least one, and up to three, benchmarked</p>

<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$21 958.00)</li> </ul>	instructional reading levels.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$33 829.00)</li> </ul>	Coaching by instructional leaders allowed the sufficient time and focus to be allocated to each staff member to develop personal PDP goals. Classroom observations have also been linked to PDP goals . All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. All staff achieved their PDP goals. Instructional leaders ensured that the implementation of syllabuses were adhered to and professional development attributed to whole school improvement. Instructional leaders supported teachers in their implementation of Learning Sprints.
<b>Socio–economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio–economic background (\$7 645.00)</li> </ul>	Instructional leaders supported the trail of goal setting and three way conversations in Stage 3. 80% of parents surveyed believed the process helped their child understand what they needed to achieve. 80% of parents survey also believed that these processes should continue the following year.
<b>Location</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Location (\$22 424.00)</li> </ul>	Due to the remoteness of Bundeena Public School it is often expressed by the community they have difficulty in sourcing specialist support and extra curricular activities in the arts. Location funding was used to support CISP speech and language screening program for kindergarten and a speech therapist, Jellybeans Music Program K–6 and Young Engineers program to support STEM. All programs assessed students and gave reliable data and feedback and other information about student progress and achievement. This information was relayed to parents and students and contributed to semester reports.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	94	106	97	92
Girls	95	98	93	101

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	93.9	96.6	96.7
1	92.5	96.8	92.9	96.1
2	95.4	94.4	94.7	93.7
3	94.3	94.6	93.8	94.1
4	94.7	96	93.5	94.2
5	94.2	94.3	94.9	93.5
6	93.5	94	91.3	93.1
All Years	94.4	94.9	93.9	94.4
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)	6.95
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	288,817
<b>Revenue</b>	1,996,970
Appropriation	1,858,983
Sale of Goods and Services	-476
Grants and contributions	136,563
Investment income	1,901
<b>Expenses</b>	-2,013,342
Employee related	-1,678,411
Operating expenses	-334,931
<b>Surplus / deficit for the year</b>	-16,371

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	59,022
<b>Equity Total</b>	121,427
Equity - Aboriginal	6,347
Equity - Socio-economic	7,645
Equity - Language	21,448
Equity - Disability	85,988
<b>Base Total</b>	1,523,015
Base - Per Capita	44,581
Base - Location	22,424
Base - Other	1,456,009
<b>Other Total</b>	127,050
<b>Grand Total</b>	1,830,515

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](https://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

The student survey was completed by students in Years 4, 5 and 6. Sixty-four students completed the survey in April and sixty-seven students completed the survey in September. The student survey was based on the most recent research on school outcomes and climate. The survey report provides highlights based on student responses.

61% of students participate in extracurricular activities; the NSW Government norm for these years is 55%.

72% of students participated in school sports with an instructor, the NSW Government norm for these years is 83%. The second survey saw an increase in 11% due to the fact Gala Days were introduced and students had opportunities to participate in a variety of sporting programs.

84% of students had a positive sense of belonging; the government norm is 81%.

90% of students had positive relationships; the NSW Government norm is 85%.

37% of students have positive homework behaviours; the NSW Government norm is 63%.

90% of students had positive behaviour; the NSW Government norm for these years is 83%.

64% of students are interested and motivated to learn, the NSW Government norm for these years is 78%.

90% of students try hard to succeed in their learning, the NSW Government norm for these years is 88%.

17 parents responded to the parent survey in 2019. The survey includes 7 separate measures of parents' perceptions of their children's experiences at home and school. The key responses are outlined below:

- Parents feel welcome at Bundeena Public School and can easily access their child's class teacher. Parents also found the administrative staff helpful when they had a question or problem. Some parents expressed concern when activities were scheduled that they could not attend.
- Parents support their children at home by asking about any challenges their child might have as well as encouraging them to do well at school and praising their child for their achievements.
- Parents felt semester reports were written in terms they understood.
- 71% of parents spoke to a teacher at least 3 times in that year.
- 100% of parents had attended at least two meetings either with the teacher or social functions.
- Parents felt there are clear rules and expectations for school behaviour and their child felt safe at school.
- Parents expectations of homework meets the amount of homework given.

All staff completed the learning survey. The survey is grouped to assess 8 of the most important drivers of student learning and four dimensions of classroom and school practices. The key responses are outlined below:

- distribution of teacher scores across the 8 important drivers of school learning were rated highly across all drivers, especially collaboration, learning culture, data informs practice and teaching strategies.
- distribution of teacher scores across the 4 dimensions of classroom and school practices were rated highly across all dimensions, being challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning.
- 85% of teachers felt the Learning Sprints practice had a positive impact on the learners in their classrooms.
- 93% of teachers are likely to recommend BPS to others.

# 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.