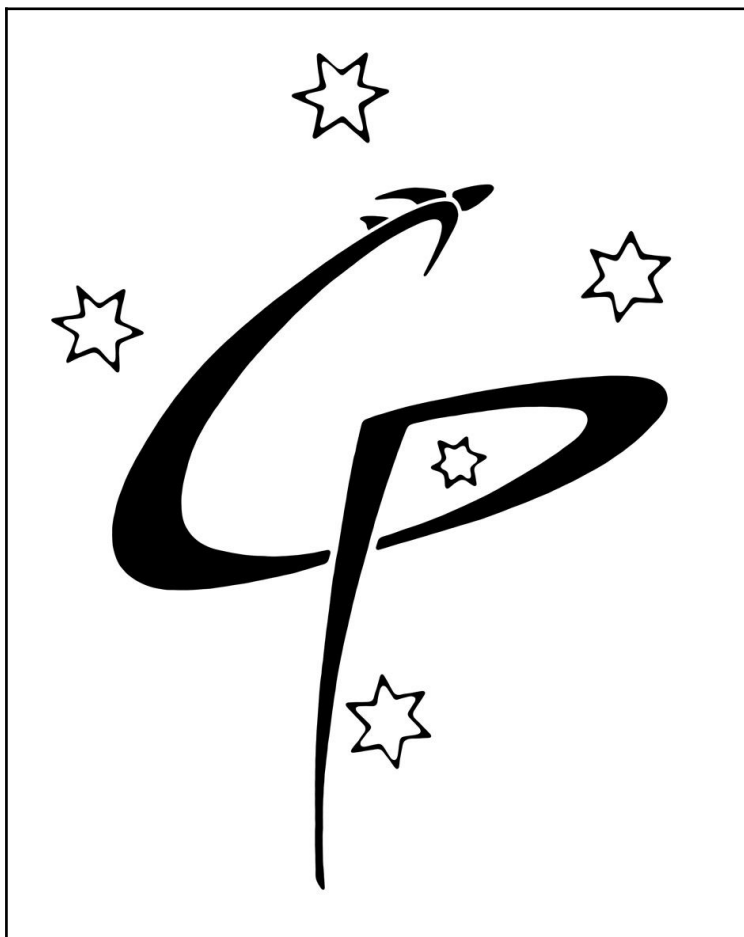


Condell Park Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Condell Park 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

Condell Park Public School

Augusta St

CONDELL PARK, 2200

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

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

9796 7998

School background

School vision statement

At Condell Park Public School we empower our students to become confident, self-reflective and actively engaged learners. Staff are dedicated to creating future focussed quality learning experiences that enable our students to become informed, connected and respectful citizens.

School context

Condell Park Public School, established in 1950, is situated near Bankstown airport in south-western Sydney. The school comprises of approximately 570 students from diverse cultural, religious and socioeconomic backgrounds. 93% of our students are from a language background other than English. English, Arabic and Vietnamese are the predominant languages spoken at home. The school's NSW Family Occupation and Employment Index (FOEI) is 132, which is higher than the average of 100. Our teaching and learning, student well-being and parent participation programs are designed to address our community's needs. Condell Park Public School strives to create an inviting and engaging 21st Century learning environment for all. The school invests heavily in technology and encourages students and teachers to participate in a wide variety of innovative experiences. As an Early Action for Success (EAFS) school, Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Excelling

Strategic Direction 1

Enhance the engagement of all learners.

Purpose

To utilise teaching strategies including visible learning pedagogies, so students are self-reflective, engaged learners who can confidently articulate their progress in learning and identify areas for growth. Improvements in literacy and numeracy will continue to be a priority.

Staff and students will confidently and authentically embed future focussed (21st Century) teaching and technology to support engagement.

Improvement Measures

Students can articulate where they are against achievement markers and identify areas of growth through self-reflective practices.

Students use appropriate metalanguage to provide constructive feedback to their peers.

Teachers are more confident in using digital technologies in teaching & embedding this knowledge in learning programs.

Staff share their expertise with peers relating to embedding technology across the curriculum.

Students demonstrate an aptitude and confidence in using various technologies to enhance their learning.

Progress towards achieving improvement measures

Process 1: Visible Learning

All programs reflect VL Pedagogy. Strategies to support this include:

- development of constructs and stage program logics.
- formalising classroom and student observations.
- students take ownership of their learning as a result of VL pedagogy.

Evaluation	Funds Expended (Resources)
<p>During 2019, we saw an improvement in the use of learning intentions and success criteria across the school. The Visible Learning Team collaborated with other strategic direction teams to ensure there was a consistent approach across the school, it is now the expectation that all units of work for English and mathematics include learning intentions and success criteria.</p> <p>After further whole school professional development about learning intentions and success criteria, all teachers participated in 'Learning Walks', observing the use of LISC across the various teaching contexts in the school. Survey results indicated teachers found the opportunity to observe the practice of others as valuable.</p> <p>The Visible Learning Team identified the necessity of furthering their own professional knowledge, especially as the team begins to branch out from LISC to feedback, formative assessment and goal setting. During Term 3 and 4, the teams engaged in professional reading and sought professional development opportunities for 2020. During this process, the team split into three subgroups and began developing 50 day plans for the introduction of their focus area across the school.</p> <p>The aim for 2020 is to build on this knowledge and begin to embed the use of effective feedback practices, formative assessment and goal setting. The</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Progress towards achieving improvement measures

team acknowledges the focus has been mainly on teacher knowledge and practice and needs to begin to shift to student knowledge and the use of appropriate metalanguage to enable them to provide feedback to their peers.

Process 2: Innovation/Technology

Develop an Innovation Team to support and guide teachers in their implementation of ICT & understanding of Digital Technologies through:

- the use of ACARA (Digital Technologies & ICT Capabilities) and syllabus documents.
- the use of constructs to tailor professional learning opportunities (e.g. TiP, staff meetings, Twenty Tech Talks).
- creating a whole school Digital Citizenship program.

Evaluation	Funds Expended (Resources)
<p>During 2019, we re-evaluated the use, organisation and location of resources to ensure equity of access across the school. A strategic direction team was developed with interest from all stages and roles were allocated according to areas of interest and expertise.</p> <p>Teachers were surveyed to explore areas of expertise in the use of technology and integration in the curriculum. Professional learning was provided to teachers to demonstrate the practical application and integration of technology in the curriculum.</p> <p>New resources were purchased to support the use of technology on each stage and we continue to update and replace items such as interactive whiteboards and screens.</p> <p>In 2020 we will purchase stage sets of Chrome Books as we move away from BYOD which had limited success in the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Strategic Direction 2

Sustain and improve quality teaching

Purpose

To continuously improve teaching practice through engagement with the professional standards.

To create sustainable systems that facilitate curriculum compliance, professional dialogue, collaboration, observation and modelling to promote teacher reflection and improve quality teaching practice in literacy and numeracy.

Improvement Measures

An increased percentage of teaching staff are working towards or maintaining accreditation at Highly Accomplished or Lead professional standards compared with 2017 data. There is a strong, visible culture promoting and supporting the attainment of higher levels of accreditation.

Quality programming and the effective delivery of selected stage appropriate research based programs are evident K–6.

At least 80% of students achieving expected levels in literacy and numeracy.

TiP is effectively utilised to increase staff knowledge of effective programming and how to effectively cater to the needs of all students.

Effectively implement curriculum changes as mandated by NESA.

Progress towards achieving improvement measures

Process 1: Mentors established to run accreditation groups based on survey results and needs of all staff.

Accreditation groups support staff in working towards accreditation at all levels, including Highly Accomplished and Lead.

Participants in the Highly Accomplished, Leadership and High Performance program share knowledge of processes and program with all staff to support colleagues.

Evaluation	Funds Expended (Resources)
<p>Data revealed teachers have benefited from accreditation groups and the number of teachers seeking accreditation at the higher levels is increasing.</p> <p>Beginning teachers received extra RFF and benefited from time with instructional leaders during data talk</p> <p>In 2020 we will explore the use of mentors to support early career teachers in addition to the extra release and the support they receive from supervisors and instructional leaders, as this was seen as an area for development by teachers.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$35529.00)

Process 2: Instructional Leaders, executive and teachers guide the implementation and ongoing delivery of L3, Talk for Writing and TEN. Pedagogy of these programs is reflected in class programs.

The stage co-ordinator program and shoulder to shoulder support is focussed on professional learning needs of staff.

Learning is differentiated for all students through responsive planning.

Progressions, in school data, effect size data and PAT data are used to monitor student achievement, growth and planning where to next.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

During 2019, the majority of our funding has been utilised in this area as we strive to ensure improved results for students through quality programming and the effective delivery of selected stage appropriate, research based programs K–6.

In English, teachers have been trained in synthetic phonics, Talk for Writing and Talk for Reading. The impact on writing has been significant, with year 5 results in NAPLAN almost at State level. In 2020 we will have a continued focus on writing but will enhance whole school comprehension. The focus on phonics and spelling will continue K–6.

Extra intervention, EALD specialists, speech therapists and school learning and support officers were employed to support tiered interventions. Seven Year 1 students participated in MiniLit over the year. Comparison of pre and post student data indicates 100% of growth in all areas tested. Reading levels for these students indicate growth between 4 – 12 reading levels. Five Year 2 students participated in MultiLit over the year. Comparison of pre and post student data indicates 100% of growth in all areas tested. Reading levels for these students indicate growth between 4 – 6 reading levels.

Speech therapists conducted whole class speech therapy and small group withdrawal sessions focusing on receptive and expressive language skills of students in K–2 throughout the year. Comparison of Kindergarten pre and post data indicates a 51% increase through whole class sessions and a 57% increase through small group withdrawal sessions. Comparison of Stage 1 pre and post data indicates a 23% increase through whole class sessions and a 33% increase through small group withdrawal sessions. Tier 3 support provided by K–2 Intervention staff and guided by the speech therapists focused on phonological awareness skills of targeted Stage 1 students.

Data measured against L3 Kindergarten reading targets indicate growth of 98.6% over the year, with 71% of students on track, 13% of students off the boil and 16% of students at risk at the last collection of yearly data. Data measured against L3 Year 1 reading targets indicate 100% of growth over the year, with 76% of students on track, 10% of students off the boil and 14% of students at risk at the last collection of yearly data. Data measured against L3 Year 2 reading targets indicate 98.8% of growth, with 82% of students on track, 10% of students off the boil and 9% of students at risk at the last collection of yearly data. In 2020 interventionist, speech therapy, SLSO and EALD support will continue to be enhanced to support tiered interventions.

In NAPLAN writing, the average NAPLAN score for year 5 increased (between 2018 and 2019) from 449.2 TO 471.9 and in YEAR 3 from 388.7 to 405.8. The average student growth in the whole school writing assessment (years 1–6) indicate an effect size of 0.62, with one class achieving an effect size of 2.4.

Data measured for Early Stage 1 in Quantifying Number show 80% or more of students have achieved up to Level 5 (QN5) descriptors. Year 1 students achieved 90% of Quantifying Number (QN7). Year 2 had 80% of students achieving Quantifying Number Level 8 (QN8).

Teachers as Partners (TAP) was effectively utilised to increase staff knowledge of effective programming and how to effectively cater to the needs of all students. Instructional leaders worked K–6 to support improvements in Mathematics and English. Teachers were released to analyse class data and plan lessons. This was followed up with shoulder to shoulder teaching in class.

Teachers Yr 2 – Yr 6 administered PAT Maths assessments as another tool to monitor student progress. They were administered in term 2 and term 4. After analysing the results it was determined that specific vocabulary proved to be an issue for many students. This will be a planning and teaching focus in 2020 to work towards achieving our Numeracy Targets.

Funding Sources:

- English language proficiency (\$249524.00)
- Socio-economic background (\$430000.00)

Progress towards achieving improvement measures

All teachers attended professional learning on Effective Numeracy Teaching and Learning: teaching for impact and making contextual decisions. We introduced the strategies, 'Noticing and Wondering', using visuals to spark curiosity and make connections to prior learning.

Process 3: School scope and sequences and units of work are NESA compliant.

The school has explicit process to collect, analyse and report on student and school performance on a regular basis.

Evaluation	Funds Expended (Resources)
<p>Maths , Science & Technology and HSIE Scope and Sequences are finalised and are being used across the school. They are NESA compliant. Programming guidelines have been developed based on our school needs. These have been presented to staff for feedback. this will need to be finalised in 2020 and then trialed and implemented.</p> <p>PDHPE Scope and Sequence has been created and is being implemented in all stages. This will continue to be trialed and further adjustments made in 2020.</p> <p>The Assessment schedule was put on hold to enable other priorities to be completed.</p> <p>Learning conversations survey results indicated that a high percentage of carers attended.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Next Steps

In 2020 we will continue to incorporate visible learning strategies into teaching and learning. Extra teachers will be employed to support smaller class sizes, tiered interventions and the TAP program.

Comprehension will be a focus in English, while the development of strategies in phonics and writing will continue.

There will be a renewed focus on numeracy and the development of a plan to improve results in line with 2022 targets. This will drive Intervention support in 2020 with a focus on differentiation and programming to meet specific student needs..

Speech therapists will continue to be employed to target areas of language development in K-2.

Strategic Direction 3

Foster wellbeing & strengthen connections

Purpose

To build meaningful connections and relationships within and beyond the school, with a renewed focus on wellbeing through positive behaviour for learning (PBL) pedagogy.

To increase parent participation in the school and continue to refine practices which are responsive to community feedback.

Improvement Measures

Staff will deliver explicit and consistent expectations across the school inline with the PBL Matrix.

Students will feel connected to school through positive, respectful, relationships. They will exhibit school values resulting in improved behaviour modelling respectful citizenship.

Practices and processes are responsive to school community feedback.

Progress towards achieving improvement measures

Process 1: Implement a positive whole school integrated approach to student well-being and citizenship through a renewed focus on PBL, attendance and ensuring all students are known, valued and cared for.

Evaluation	Funds Expended (Resources)
<p>What did we do?</p> <p>The PBL team introduced badges to reward students for following our school expectations.</p> <p>Celebration day is no longer linked to the reward system. All students participated in a colour run. Positive feedback was received by families, students and staff.</p> <p>Data was used to responsively plan lessons targeting expected behaviours.</p> <p>Professional learning was held for all staff to ensure consistency in managing and reporting behaviours.</p> <p>Future direction</p> <p>Attendance awards are being introduced to acknowledge attendance over 95%.</p> <p>Data of students who have received badges will be tracked through Sentral. An SMS system will be used to inform parents of their child receiving a badge at assembly. Classroom reward system will be a focus in 2020.</p> <p>Crocky will make appearances around the school to maintain the expectations of the school. A new mascot will be introduced to promote the value of resilience.</p> <p>Lessons will be created to respond to school and student needs. Videos will be created to model the expected behaviour.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: The strategic direction team and stage teams target stage based and whole school parent participation events each term and plan for data collection opportunities at events.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Whole school events were well attended. The community liaison officer (employed to support parent engagement) developed links between the community and outside agencies, providing training and support for families within our community.

We plan to increase parental involvement and work towards parental engagement. In 2020 we will develop links with the Fathering Project to support fathers and families in our community.

Funding Sources:

- Socio-economic background (\$20000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 869.00) 	<p>Links were developed with the Australian Catholic University enabled the development of an Aboriginal mural, depicting the significance of Aboriginal culture in the Condell Park area.</p> <p>Links with a Aunty Carole, enabled the development of a native garden and lessons on bush tucker. Our Aboriginal students developed a school specific Acknowledgement of country.</p> <p>Funding was also used to support in class learning and contributed to the employment of an SLSO.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$249 524.00) 	<p>This funding was primarily used in the employment of 2 English as a second language/ dialect (EALD) teachers and to support initiatives which developed teacher knowledge, understanding and classroom practice.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$332 534.00) 	<p>This funding was primarily used in the employment of 2.1 learning and support teachers. The residual was used to employ extra interventionists to work with students K–6 and the employment of SLSOs to support students in the classroom. The money was also used to employ 2 speech therapists 1 day per week to up–skill teachers and support students.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$98 819.00) 	<p>This represents a funded staffing position and was used to employ a temporary teacher to release class teachers to work with instructional leader mentors.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$560 814.00) 	<p>This funding paid for the employment of a teacher to release the Deputy from his teaching role. The residual funds were used to employ the instructional leader (1 day per week), release one stage coordinator one day per week, the employment of a CLO and playgroup leader (2 days per week) a technology company to support technology provision in the school (1 day per week) and a technology upgrade for classrooms including interactive whiteboards, laptops and classroom PCs.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$35 529.00) 	<p>Teachers were provided with extra release, professional learning opportunities and mentoring from literacy and numeracy experts and supervisors.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$19 100.00) 	<p>This funding was used to employ teachers to provide cover for the EALD teacher to work with newly arrived students and to provide professional learning for teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	286	307	307	297
Girls	258	265	264	263

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.2	92.3	92.8	90.1
1	91.8	90.8	92.7	90.4
2	93.3	91.8	91.4	90.7
3	92	93	88.7	90.3
4	93.6	92.3	92.7	88.3
5	92.3	92.7	88.9	90.9
6	90.5	91.4	89.7	88.6
All Years	92.1	92	90.9	89.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.83
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	4.06
Other Positions	2.6

*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	926,133
Revenue	6,274,158
Appropriation	6,104,553
Sale of Goods and Services	38,020
Grants and contributions	121,387
Investment income	9,798
Other revenue	400
Expenses	-6,079,629
Employee related	-5,511,684
Operating expenses	-567,946
Surplus / deficit for the year	194,528

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	77,892
Equity Total	1,165,579
Equity - Aboriginal	4,869
Equity - Socio-economic	560,814
Equity - Language	249,524
Equity - Disability	350,372
Base Total	3,858,154
Base - Per Capita	133,978
Base - Location	0
Base - Other	3,724,175
Other Total	912,635
Grand Total	6,014,260

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

Parents completed the Tell Them From Me parents survey in September and October 2019. In all areas, the school was rated above the NSW Government norm and rated higher than in the same survey in 2017. The areas parents thought we performed highest on were supporting positive behaviour, a welcoming atmosphere and safety. The ability of parents to support learning at home was seen as the lowest area and one we will continue to support.

197 students completed the Primary Student Engagement Report in March 2019. 82% of students felt a sense of belonging at school and had friends they could trust and supported them to make the right choices. 89% of students felt that positive behaviour was promoted. Positive homework behaviours ranked low at 68% and participation in extra curricular activities was the lowest at 38%. These are areas we will explore during 2020.

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.