

# 2020 Annual Report

## Timbumburi Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Timbumburi 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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Timbumburi Public School

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## School vision

*"Where everyone has a chance to shine"*

Our vision is consistent with the Melbourne Declaration.

It is about excellence: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about success as a learner: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

It is about equity: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

In this way our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

## School context

Our school has been in existence on the same spot for over 100 years. In that time it has grown and thrived thanks in part to the shared vision and understanding of the school community.

The school is located 12km south of Tamworth on the New England Highway. It is surrounded by farming country and a number of our families make their living from agriculture.

Currently the school is exhibiting a slight increase in our enrolment, with a 2019 student population of 158. Timbumburi's small size is what attracts many of our families.

Timbumburi is a diverse learning community, with a wide range of student ability and achievement. We have 13% of our students identify as Aboriginal. We have no students with language needs other than English. Students in Year 6 form our student leadership team with all Year 6 members of the Timbumburi Pupils Association.

The school is supported by ten teachers (both full-time and part-time) including a principal and two assistant principals. Our teachers are supported by one SLSO who is fulltime and one part time SLSO employed for two hours/four days per week. In addition there is a full time school administrative manager and one part time school administrative officer. Our general assistant is at school for one day and three hours a week.

Parents and caregivers are vital to the success of the school. Timbumburi has a P&C and School Council to provide support to the school. In addition, a canteen runs one day per week. Money raised by the P&C goes to support the students in a range of learning activities.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Engaged and informed students.

### Purpose

To ensure students are actively engaged in a meaningful, challenging and supported environment that allows them to display their learning and strive for personal improvement, particularly in numeracy, through the effective use of quality assessment practices and student feedback.

### Improvement Measures

To move from Delivering to Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework.

An increased proportion of students will achieve their year appropriate expected growth in numeracy. This will include an increased proportion of students in the top two NAPLAN bands for numeracy.

Learning intentions and success criteria are implemented in all numeracy lessons as seen through classroom observations and teacher programs each term.

### Overall summary of progress

With NAPLAN cancelled for 2020, it was impossible to measure any improvement measures that used NAPLAN data. Internal school data indicates continued improvement in reading and numeracy. The lack of access to professional learning meant many initiatives were cancelled or postponed until 2021. Data gathered from Tell Them From Me in the final part of the year indicated that students felt engaged and challenged in their classrooms.

The school is still working towards Sustaining and Growing in the Formative Assessment and Student Engagement aspect of the School Excellence Framework. We will continue to focus on this in 2021.

### Progress towards achieving improvement measures

#### Process 1: Quality Assessment.

Implement a whole school approach to assessment and data analysis that is used consistently across the school to inform teaching practice.

Evaluation	Funds Expended (Resources)
<p>The school participated in LEED, which aimed to support school executive in leading the implementation of evidence-informed practices, underpinned by evaluative thinking. School executive then assisted staff in using data to inform teaching practice and driving student achievement.</p> <p>All staff in Years 1 through to Year 6 organised PAT testing in Mathematics, Grammar, Writing and Reading. Evidence collected allowed staff to identify students in need of differentiation. The school also used the evidence collected, along with additional information to track progress, organise class groupings and arrange learning support where necessary.</p> <p>Data collected and collated in 2020 was used to plan for 2021. Handover documents were completed and then disseminated to staff, giving a snapshot of all students in the school, their progress in 2020 and the learning they had undertaken. The Learning Support Team met in late 2020 and organised support for returning students in 2021, with revision planned for early 2021 in case of movement over the 2020 break.</p> <p>All reports were completed and interviews held, either face to face or online depending on parent preference.</p> <p>Class placements were organised, all classes arranged for 2021 and parents</p>	Professional learning for LEED \$4500

## Progress towards achieving improvement measures

notified of classes and teachers for 2021.

### Process 2: Quality Professional Development.

K-6 professional development to enhance understanding of effective use of learning progressions. All staff enter data as needed..

Further professional development to focus on the implementation of Learning Progressions and how they can help drive targeted intervention.

Evaluation	Funds Expended (Resources)
COVID-19 placed significant challenges in our path when the school attempted to move forward with this plan. Staff were unable to access professional development easily, and when learning was available, casual staff were not. A number of staff undertook online learning but many available courses did not match our goals.	

### Process 3: Quality Feedback.

Ensure that staff share success criteria and create opportunities for students to receive feedback on their learning through high quality formative assessment techniques.

Evaluation	Funds Expended (Resources)
After the resumption of face to face classes and staff meetings at school, staff were able to continue sharing their strategies to embed feedback in all classroom activities.  Where possible, staff met to plan and program collaboratively during release from face to face time. Staff indicated that they found the time beneficial and would like more time for collaborative activities. The school struggled to find sufficient casual teachers to release teachers for this initiative.	QTSS funding \$24,557

## Next Steps

The school executive will continue to participate in LEED through 2021, using the information gained to lead the school in utilising data effectively to help student learning. We will continue to collect evidence of the effectiveness of our teaching, and use it to drive data conversations with staff.

Collaborative practices were seen as an important part of ongoing teacher development. The school will build collaboration days into the timetable each term to allow teachers to plan, program and jointly assess student work. These days will also offer the opportunity to engage with new syllabus documents K-2.

## Strategic Direction 2

Quality teaching and learning.

### Purpose

To create an engaging learning environment underpinned by high expectations and teaching practices which accelerate learning through the use of high quality feedback, particularly in writing.

### Improvement Measures

To meet the level of Sustaining and Growing within the Curriculum (learning domain) element of the School Excellence Framework with a strong focus on improving student writing.

An increased proportion of students will achieve their year appropriate expected growth in writing. This will include an increased proportion of all students and Aboriginal students in the top two NAPLAN bands for writing.

### Overall summary of progress

It was impossible to measure improvement in NAPLAN results as it did not take place in 2020. Although the school participated in the Check-in assessment, it only measured reading and numeracy. Internal assessments using the PAT writing tasks showed a wide range of results, but as this is the first year the school has undertaken PAT writing we have no comparative data.

At the beginning of 2020, the school believed we met the level of Delivering within the Curriculum (learning domain) element of the School Excellence Framework. We believe we are strongly heading towards Sustaining and Growing and hope to achieve that by 2021.

### Progress towards achieving improvement measures

#### Process 1: Explicit Feedback.

Teachers will provide explicit feedback to students related to success criteria in order to support student learning.

Evaluation	Funds Expended (Resources)
Feedback has been implemented consistently across the school. Staff felt that while Covid 19 made feedback difficult it also gave them opportunity to provide explicit feedback in different ways. The use of Google Classroom and Seesaw in particular enabled teachers to give students very clear and immediate feedback.	

#### Process 2: Building Better Writers.

Writing is assessed throughout the year and feedback is given promptly and effectively. The school will share assessment techniques and have a common, consistent approach to assessment.

Evaluation	Funds Expended (Resources)
Staff were only able to partially engage with this strategic direction due to COVID-19 and the resulting restriction on professional development and engagement with other schools.  Feedback has been implemented consistently across the school. Staff felt that while COVID-19 made feedback difficult it also gave them opportunity to provide explicit feedback in different ways. The use of Google Classroom and Seesaw in particular enabled teachers to give students very clear and immediate feedback.  This has been especially useful for student writing, where staff have been able to access all of students work in Google Docs to analyse their work.	Professional learning \$4200

## Progress towards achieving improvement measures

Staff have also been able to collaborate so they can view a range of students work samples.

### Process 3: Data Informed Teaching Practice.

Teachers draw on solid research and data to develop and implement high quality professional learning in writing, focusing on assessment and feedback.

Evaluation	Funds Expended (Resources)
<p>The school is taking part in the Leading Evaluation Evidence and Data (LEED) program, targeting our use of quality data. We are gaining a greater insight into the use of data to support teaching and learning. We will continue to engage with this program and share the insights gained.</p> <p>We have signed on to a range of PAT tests to enable us to track data over time. Data has been collected and collated so teachers can use the information to plan, program and track students.</p> <p>Staff have met to analyse student writing. As a result we will be reviewing the Seven Steps writing program and whether we still see that as an effective method for teaching writing at school.</p> <p>We continue to analyse student achievement and individual students are discussed as part of Learning Support Team meetings.</p>	Professional learning \$4200

## Next Steps

The school will continue to take part in the LEED program, which allows us to improve our identification of, and engagement with quality data. Similarly we will continue to refine our PAT assessment tasks, so we are collecting the right data for the right reasons and using it in the right way. Staff at Timbumburi are going to continue to use aspects of Seven Steps for Writing in 2021 and measure its effectiveness in terms of improving student narrative writing.



### Strategic Direction 3

Effective communication and connections.

#### Purpose

To further increase community participation in our school by ensuring that students, teachers and families are all informed and engaged.

#### Improvement Measures

Increased levels of community satisfaction with reporting are evident as measured by parental feedback at interview times and focus group feedback at P&C meetings

Results from the Tell Them From Me survey reflect a greater level of parent and community participation in and satisfaction with the school.

#### Overall summary of progress

Of all the strategic directions, the direction around community engagement and connection was the one most affected by COVID-19. No meetings, other than those deemed essential, took place on school grounds. Parent/teacher interviews were conducted online. After a steady but small increase in attendance numbers for P&C meetings in 2018 and 2019, all meetings at school were suspended for 2020. Engagement with other schools was negatively impacted and planned meetings did not go ahead. Student activities were curtailed and many were cancelled altogether.

Despite this, the pandemic and corresponding restrictions created an environment in which schools were forced to pivot to alternative methods of communication and engagement, forcing many to think outside the confines of what normally took place. The school took the opportunity to review our communication with parents and lift our digital learning and communication strategies. We produced daily videos, live-streamed assemblies, produced online learning materials and engaged with students and teachers through a range of digital programs. Parents indicated that they felt very supported during the time of home learning.

When surveyed through the Tell Them From Me survey tool, 100% of parents indicated their children were in the public school of their choice. Similarly 100% of parents said they would recommend Timbumburi Public School to other parents.

#### Progress towards achieving improvement measures

**Process 1:** The school has explicit processes to collect, analyse and report specific student data.

Evaluation	Funds Expended (Resources)
<p>PAT tests completed in class Years 3 - 6 and data analysed.</p> <p>Stage 1 assessment SENA , maths diagnostic tests, running records, writing assessment, individual class assessments all completed.</p> <p>The handover document has been completed by all staff members, facilitating a smooth transition for students.</p> <p>Student reports are written in line with assessment and reporting policy, and staff have arranged remote meetings with parents.</p>	

**Process 2:** Develop stronger partnerships with public schools in the Tamworth Network to promote a positive image of quality Public Education and increase student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>COVID-19 restrictions meant that the Tamworth Network of Schools and any activities that were planned did not occur in 2020.</p>	

**Process 3:** Students participate in a range of events to promote a positive school culture of high expectations.

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Many activities and opportunities for students did not take place outside the school environment. Students were able to engage in some activities online, and our thanks must go to the Arts Unit for ensuring that public speaking and debating still took place, albeit in an online environment. Students were unable to invite guests into school and were unable to participate in activities in the community for most of the year. Despite this, they made an effort to engage remotely in a range of opportunities.</p>	

## Next Steps

We are hopeful that the reduction in COVID-19 restrictions will allow staff, students and parents/carers to resume normal activities.

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 (\$24 230.00)</li> </ul>	<p>A number of students benefited from Mathematics assistance in both a classroom and small group setting.</p> <p>Literacy support was provided in both individual, small group and whole class sessions, using MacLit, MiniLit and additional SLSO support in mainstream classrooms. A number of students made significant improvements, with some of them achieving at sound levels and no longer requiring support.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$19 900.00)</li> </ul>	<p>Literacy support was provided to individual students with additional SLSO support in small groups and mainstream classrooms. A number of students made significant improvements, with some of them achieving at sound levels and no longer requiring support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$30 737.00)</li> </ul>	<p>QTSS allowed the two assistant principals additional release time to establish collaborative practices in the school. It provided staff with the opportunity to be released to work together twice a year, developing lesson plans and assessment tasks.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$28 800.00)</li> <li>Socio-economic background (\$5 000.00)</li> </ul>	<p>Low socio-economic funding was applied to support students with assistance for a range of activities such as excursions, uniforms and school activities. In addition, funding was used to provide additional learning support for students in need of extra assistance for a range of reasons.</p> <p>In 2020 a total of 28 students accessed learning support, from all classes K-6. The provision of learning support has allowed students to engage more confidently with learning in a school environment, which has led to increased levels of confidence and improved learning outcomes.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$2 298.00)</li> </ul>	<p>Due to COVID-19, professional learning opportunities were limited. Nevertheless, the additional time provided allowed the beginning teacher to access limited professional learning and additional time to complete their accreditation.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	77	86	93	78
Girls	69	73	79	76

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.9	95.7	95.1	95.1
1	92.3	95	95.1	94.8
2	94.1	93.5	95.1	95.3
3	92.7	95.7	93.9	94.5
4	94.3	95.6	97	94.1
5	94.9	95.1	93	95.5
6	93.3	96.2	94.4	93.9
All Years	93.9	95.2	94.7	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	5.88
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	285,926
<b>Revenue</b>	1,713,241
Appropriation	1,656,729
Sale of Goods and Services	1,698
Grants and contributions	54,441
Investment income	373
<b>Expenses</b>	-1,765,255
Employee related	-1,478,235
Operating expenses	-287,021
<b>Surplus / deficit for the year</b>	-52,014
<b>Closing Balance</b>	233,912

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<b>Targeted Total</b>	16,777
<b>Equity Total</b>	119,957
Equity - Aboriginal	24,230
Equity - Socio-economic	34,444
Equity - Language	0
Equity - Disability	61,283
<b>Base Total</b>	1,449,758
Base - Per Capita	41,367
Base - Location	28,508
Base - Other	1,379,884
<b>Other Total</b>	58,060
<b>Grand Total</b>	1,644,551

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The information gathered from parent/caregiver, student and teacher satisfaction surveys is generally very positive and speaks to the high regard Timbumburi is held by its community.

Thirty one parents responded to the parent/caregiver survey. In all areas of the survey, Timbumburi performed above the NSW government norm. In particular, parents and caregivers scores for feeling welcome were well above those of the state (8.8 compared with 7.4), as well as two-way communication (8.0 as compared to 6.6) and inclusivity (8.0 as compared to 6.7).

The lowest scores received were in the area of the school supporting learning, where the Timbumburi score was 8.0 as compared with 7.3, with a score on homework expectations reducing the overall score. Homework has not compulsory at Timbumburi PS for a couple of years following a survey taken by parents which indicated that they did not feel compulsory homework was necessary. Parents can request homework if their child does not receive any.

We believe that parents are generally satisfied with the educational opportunities offered by Timbumburi PS. It also appears that they feel the school is a safe and positive place for students. When surveyed through the Tell Them From Me survey tool, 100% of parents indicated their children were in the public school of their choice. Similarly 100% of parents said they would recommend Timbumburi Public School to other parents.

Sixty students were surveyed in 2020 in Years 4, 5 and 6. Their responses were similar to those of the parents, in that they were overwhelmingly positive about their experience of schooling at Timbumburi Public School. Responses were above the NSW government school norms in virtually all areas. Students are proud of their school and proud of the role they play in their own education.

Teachers at Timbumburi took the opportunity to express how they felt about their school. The Focus on Learning teacher report showed Timbumburi PS teachers rated their school at or above the NSW government norms in all areas except collaboration. They indicated they would like more formalised opportunities to work with other staff, sharing plans, programs, teaching resources and feedback. The school has taken this information and planned for greater collaborative opportunities in 2021.

Overall, Timbumburi Public School is seen as a positive place to learn and work.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.