

2020 Annual Report

Bingara Central School



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Introduction

The Annual Report for 2020 is provided to the community of Bingara Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Bingara Central School provides quality education, inclusive of all through:

- Supporting the development of the whole child, where the school community nurtures respect, pride and honesty.
- Providing high quality curriculum delivered by dedicated and highly skilled teachers who set high expectations and support students in achieving their individual learning potential.
- Preparing students with the skills to be life-long learners who strive for success.
- A commitment to preparing future focused learners who are critical thinkers and problem solvers, who are creative and innovative, who are collaborative and effective communicators.
- Fostering a culture of collaboration and community partnerships to maximise learning opportunities for all students.
- Providing a positive, safe and supportive school environment through the implementation of the Positive Behaviour for Learning program.

School context

Bingara Central is a K to 12 school that is situated on the Gwydir River, 150 kilometres north of Tamworth in the New England Region with a student population consisting of 20% Aboriginal and Torres Strait Islanders.

To meet the curriculum needs of students a variety of organisational structures have been developed which include vertical curriculum delivery, year based and stage based classes, Intensive Literacy and Numeracy class, supervised Distance Education and TVET, variety of Stage 5 elective choices and the delivery of VET courses.

The school is focused on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school and targeted teacher professional learning. Future focused skills aiming to develop well informed, critical and creative thinkers with high resilience are supported through a whole school approach inclusive of wellbeing, PBL and Middle School STEM initiatives.

The school community is committed to a strong learning culture that prides itself on forming productive partnerships with parents and the wider community. In a diverse curriculum, there is a strong emphasis on quality teaching and the maintenance of high expectations across all areas of school life. We are proud of the excellence and commitment of our staff, who ensure that the needs of each student are catered for on an individual basis. Every student is valued at Bingara Central School.

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>

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

Leadership, Systems and Structures - Building Culture and Connections

Purpose

To build greater capacity and partnerships in learning within the Bingara Central School educational community. Through ensuring the expansion and increased development of leadership capabilities and succession planning through the implementation of professional learning, organisational and communication practices.

Improvement Measures

All staff utilise consistent data collection and analysis practices to inform student learning goals and identify learning outcomes.

All staff have PDP's that identify and monitor specific areas for development and continued improvement.

Increase in parent engagement will be evidenced through genuine contribution to student plans, understanding of learning goals and support for wellbeing practices.

Progress towards achieving improvement measures

Process 1: Feedback and Communication

- Utilise effective communication and feedback strategies to ensure that parents, staff and students are well informed about learning expectations, opportunities and achievements, facilitating genuine engagement and contribution.

Evaluation	Funds Expended (Resources)
<p>Whole school data collection methods were reviewed and an assessment strategy from K-10 has been implemented which allows for teacher reflection on students learning and their next steps.</p> <p>The expansion of the use of the Sentral administrative system to include PLPs for all students in Years 7-12 and targeted primary students occurred. This allowed for a clear focus on literacy and numeracy goals for our students and parents. Further focus on utilising the Sentral administrative system to reflect the learning and wellbeing structures of our school will continue throughout 2021.</p> <p>Increased use of social media to promote positive learner characteristics and school communication was evident. Increased communication with parents and students occurred during COVID-19 through the use of online platforms such as Google Classrooms.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Principal Support Funding (\$11960.00)• Staffing (casual days for PLPs) (\$4000.00)

Process 2: Systems and Structures

- Establish shared learning opportunities within and beyond the school to facilitate all teachers as leaders within their classroom and contributors to school goals/strategic directions.
- Development and ongoing implementation of early career teacher programs and support for accreditation at all levels.
- Teachers will collaboratively plan teaching and learning expectations that promote assessment and data driven practices.

Evaluation	Funds Expended (Resources)
<p>Four teachers working towards their proficiency have engaged with the Quality Teacher Adviser and been provided with support through a teacher mentor. Teacher mentor support for specific syllabus planning of teaching and assessment was implemented. Two beginning teachers completed their application for proficiency.</p> <p>Instructional Rounds using the Quality Teaching Framework were delayed due to the impact of COVID-19. The PDP process was reviewed and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$12676.00)• Cultural Awareness Day (\$1780.00)

Progress towards achieving improvement measures

included updates to teacher observations with links to the - What Works Best document. An individualised focus on conversations linked to the school plan in relation to data and literacy and numeracy goals were evident in all teaching staff PDPs.

Literacy and numeracy teams were formed in both the primary and secondary schools. These teams collaboratively planned targeted lessons to address the following learning progressions: Literacy - Reading and Viewing: Understanding text. Numeracy - Measurement and Geometry, Statistics and Probability, Additive Strategies (primary only) and Number and Algebra (secondary only).

Strategic Direction 2

Student Growth Informing Explicit Quality Teaching and Learning

Purpose

To encourage students to be self-directed learners. Students will participate in self-monitoring tasks to identify areas for improvement in literacy and numeracy against the learning progressions. Learning is highly visible for students, identifying learning intentions and specific individual learning goals. Provision of effective feedback will be an integral feature of teaching and learning.

Improvement Measures

NAPLAN data demonstrates growth in Reading, Writing and Numeracy as compared to previous years.

100% of students will articulate learning goals and understand their progress towards them.

Through the implementation of professional development, staff will be supported to embed the key features of the schools strategic directions.

Progress towards achieving improvement measures

Process 1: Professional Learning

Professional development will focus on the effective implementation of literacy and numeracy pedagogy, Quality Teaching Rounds, use of the Learning Progressions, Visible Learning strategies and explicit feedback to support quality teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Staff have undertaken whole school professional development in areas of data collection and analysis with the implementation of PLAN 2. All students were provided an entry point for the school literacy and numeracy focus areas. What Works Best: 2020 Update professional development was undertaken by all staff. This provided an evidence and research based approach to addressing the core business of schools in relation to high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration. A range of reviews in addition to school planning have been informed by this document resulting in a new school learning and wellbeing model being developed for 2021.</p> <p>The beginning of a three year visible learning project has been undertaken by the school. All staff and the visible learning team have undertaken training based on the research of John Hattie. The school has identified that our baseline data indicates that our students identify a good learner based on their behaviour in class and physical appearance. We identified that only 19% of students were able to make an evidence-based claim about why they have made progress in their learning this year. A focus on learning intentions and success criteria will enhance students abilities to overcome challenges in the classroom and a focus on quality and effective feedback that is just in time and just for the individual will be a benefit to both our students and our teaching staff. Following our data review the implementation of learning intentions and success criteria is now visible within all classrooms. A school designed learning model has been developed and will be rolled out in all classrooms and to the community in 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Visible Learning PD (\$17602.00)

Process 2: Data Driven Practices

Curriculum differentiation will be informed by the confident use of data to identify each students current achievement and aspirational learning goals to support a range of student pathways.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

NAPLAN growth in reading, writing and numeracy is unable to be determined due to COVID-19 and the cancellation of NAPLAN in 2020. With a focus on reading in 2020 our school has determined that 72% of students have shown one years growth for one year of learning. Evidence based learning goals for all secondary and identified primary students were developed.

In response to the school literacy focus and informed by our analysis of internal and external data, the Sound Waves program for primary and Literacy Planet program for secondary will be implemented for 2021. All primary and relevant secondary staff have undertaken training for this program to be implemented successfully. These programs will target the needs of specific students within each year level. The school numeracy program MathsPathway continues to be strengthened with all students from years 5-10 making growth in their learning.

Implementation of the speech program in the early years of learning continued throughout 2020. This program provided an early intervention strategies for our younger students. This program will continue in 2021.

Funding Sources:

- Speech Pathology Services (\$2490.00)
- Literacy and Numeracy Resources/Programs (\$13030.00)

Strategic Direction 3

High Quality Wellbeing Practices Underpin a Rich, Diverse Curriculum for Lifelong Learners

Purpose

To acknowledge the importance of positive wellbeing practices, working to develop holistic approaches to support student achievement and enhanced engagement with the school community. Positive Behaviour for Learning (PBL) will facilitate a clear link between academic success and high quality consistent wellbeing procedures. Our students will be responsible, resilient, future focused learners.

Improvement Measures

Authentic engagement measured by improved student learning, increased attendance and retention and a decrease in suspension rates, discipline referrals and non-completion of task letters.

The Tell Them From Me data demonstrates growth in social and emotional factors and drivers of student outcomes.

Progress towards achieving improvement measures

Process 1: School Culture

The school, staff and wider community will build a culture that openly demonstrates Pride, Respect and Honesty (PBL) that values education.

Evaluation	Funds Expended (Resources)
<p>There has been a decrease in overall attendance across the school. A continued attention to the engagement of identified students below 90% attendance will be a focus throughout 2021. Behaviour referrals and suspensions also increased throughout 2020. However, external data indicates that there is an increase in the amount of students wishing to pursue a trade or complete university. The implementation of careers lessons from K-10 has contributed to this increase in data and also the expansion of careers options available for our students. The majority of Aboriginal students have indicated that they feel good about their culture and believe that their teachers understand their culture. Technology and classroom upgrades continued in 2020, this provided support for the delivery of lessons, enhanced student access to learning and engaging classrooms for enhanced learning experiences.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Technology (\$63270.00)• Classroom Upgrades (\$23380.00)• Careers (\$28600.00)

Process 2: Positive Behaviour for Learning

PBL strategies will be systematically developed to facilitate a consistent approach to student wellbeing across all learning environments.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me wellbeing data indicates that the percentage of students experiencing positive wellbeing has decreased and the percentage of students reporting positive outcomes (sense of belonging, expectations for success and advocacy at school) have also decreased. The impact of COVID-19 and the community entering their third year of drought are extenuating factors that have contributed to the decline in positive wellbeing at the school.</p> <p>The development of a whole school learning and wellbeing model was developed which incorporated the current PBL values of Pride, Honesty and Respect. The addition of the five learning dispositions - reflective, self motivated, engaged, resilient and creative were developed based on data from students and teachers. This model will inform the review of the wellbeing system which will be undertaken in 2021 which will provide a consistent learning and wellbeing for all students K-12.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• PBL Rewards (\$4320.00)• Visible Learning Day (\$4950.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$51 904	The majority of Aboriginal students are making progress in literacy and numeracy with 100% of Aboriginal students in 2020 graduating with entry into university or with skills in a trade. An additional School Learning Support Officer was employed to provide targeted support to Aboriginal students experiencing difficulties with meeting literacy and numeracy standards. Student in class support and learning support initiatives have assisted in improving learning outcomes for Aboriginal students. The Tell Them From Me report indicates that the majority of Aboriginal students feel good about their culture and the teachers understand their culture. Cultural days have been implemented each term to facilitate a genuine immersion of student into Aboriginal culture. Students participate in language, history, dance and art at the Living Classroom.
Low level adjustment for disability	\$116 851	Students with disabilities and additional learning needs have been supported within the classroom and provided with enhanced learning opportunities to improve student outcomes. The engagement of a School Learning Support Officer to work with students who have additional learning needs from Years K-12. The continuation of the QuickSmart and Multilit program has assisted identified students. The schools learning and support processes have allowed for a focus on supporting teachers and the school in the Nationally Consistent Data Collection. This has also allowed for the development of effective Individual Education Plans, adjustments to support students and provide early intervention strategies for literacy and numeracy skills. The inclusion of a speech pathologist and development of the speech program targeting K-2 students has assisted in providing additional support for students.
Quality Teaching, Successful Students (QTSS)	\$22 752	Bingara Central School has created practices which allowed teachers to plan effective scope and sequences across the stages. All year groups have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice.
Socio-economic background	\$145 128	Students from low socio-economic families received additional financial support to ensure equity in education opportunity - uniforms, school fees and access to technology. This resulted in higher levels of engagement and attendance in school activities. The breakfast program continued to ensure students were provided with a meal on everyday of the week. The employment of a Careers and Transition Adviser supported students with access to School Based Apprenticeships and Traineeships, careers lessons, courses to assist with employment, support in accessing

Socio-economic background	\$145 128	university and relevant subject selections in Stage 5 and 6. Additional staffing was implemented to support an expanded curriculum K-12 in an effort to enhance learning opportunities for our students. Technology and classrooms have been upgraded to provide an enjoyable and accessible space for a range of student learning activities.
Support for beginning teachers	\$18 856	Beginning teachers are supported and provided with effective mentors and access to the Quality Teacher Adviser. Two teaching staff achieved their proficiency in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	83	77	72	83
Girls	106	105	97	89

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.7	90.4	94	93.7
1	92.2	92	91.5	86
2	92.3	93.5	90.9	87.5
3	92.3	91.9	94.4	88.3
4	91.7	88.1	92	92
5	91.3	90.6	95.2	90.4
6	93.3	88.5	91.7	93
7	89.3	91.4	80.8	92.9
8	87.7	86.5	90.8	86.1
9	84.7	82.1	86.5	89
10	86.7	80.3	86	85.6
11	66	74.7	83.9	80.5
12	72.9	45	82.6	82.2
All Years	89.5	87.7	90.6	88.8
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
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	0	0	30
TAFE entry	0	0	0
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

14.29% of Year 12 students at Bingara Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

90.9% of all Year 12 students at Bingara Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	11.26
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.59
Other Positions	0.1

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	481,385
Revenue	3,497,564
Appropriation	3,436,204
Sale of Goods and Services	18,884
Grants and contributions	41,317
Investment income	1,159
Expenses	-3,471,725
Employee related	-3,036,741
Operating expenses	-434,985
Surplus / deficit for the year	25,839
Closing Balance	507,223

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.

	2020 Approved SBA (\$)
Targeted Total	141,683
Equity Total	313,883
Equity - Aboriginal	51,904
Equity - Socio-economic	145,128
Equity - Language	0
Equity - Disability	116,851
Base Total	2,634,743
Base - Per Capita	40,693
Base - Location	65,984
Base - Other	2,528,065
Other Total	213,389
Grand Total	3,303,698

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 to access the school data.

2020 NAPLAN

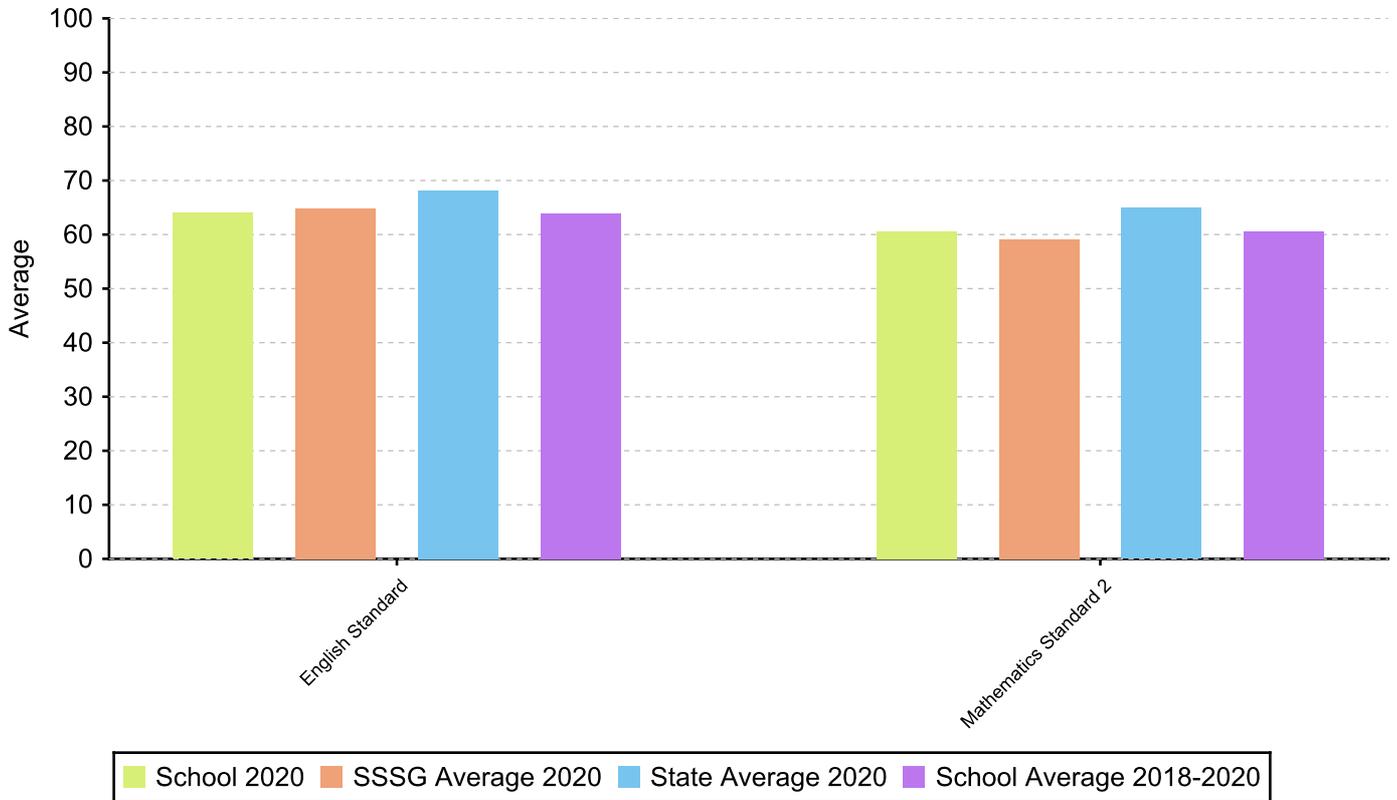
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
English Standard	64.0	64.9	68.1	63.9
Mathematics Standard 2	60.6	59.1	64.9	60.6

In addition to the above courses, students also had the opportunity to study Investigating Science, Industrial Technology, Mathematics Standard 1 and Modern History of which three of these subjects were offered for the first time at Bingara Central School.

Parent/caregiver, student, teacher satisfaction

In consultation with a range of school and community groups such as parents of students in infants, primary, Years 7-10, HSC, P & C and Gwydir Shire Council we requested feedback based on three key areas:

1. Literacy and numeracy data
2. Learning culture
3. Student wellbeing

School community feedback identified the following in relation to what we are doing well:

- Learn in small groups, access to teachers - personalised learning, recognition of achievement, teachers upskill with PD, strategies to manage problems, cater for everyone, SMS reminder for absences, push all students along - including lower bands, expectations are high, integrating academic and real life, pride in uniform, students considered with subjects being offered, staff are doing a great job, support programs for students, Buddy and mentoring programs, change in culture recently - improved self image, personalised, teachers are supportive, safe environment, students accepting of others with special needs, students morale and self confidence improving, presence in the community, MathsPathway program, great support in the lead up to Year 12 exams, knowing students K-12 helps with transition, staff involvement in activities.

School community feedback identified the following in relation to areas that we could do better:

- Continue on with programs that are started, newsletter more parent friendly, more communication between parents/teachers, identify problems earlier - before report card, help students with self image, playground issues - zones may help, volunteering in the community, community mentors, parents cheat sheet for maths and literacy, utilise natural resources in our town, teach younger students resilience for a better understanding, feedback to parents needs to be reflective of reports so they can help students at home, P & C sub branch for strategic directions, use visual cues for learning, perceived loss of learning time, teachers could be respected more, use of a parent platform eg google classroom, enhance awareness days to address concerns.

It was evident in 2020 that the impact of the drought and COVID-19 had affected the overall wellbeing of our students. The Tell Them From Me survey which was undertaken by all students in Year 4 - 12 indicated that the overall wellbeing of students in both primary and secondary had decreased. The students indicated an increase since 2019 in the percentage of positive relationships at school and that they behave positively at school. The secondary student data when compared to 2019 showed increases in explicit teaching practices and feedback, advocacy at school, positive teacher relations, positive learning climate, expectations for success, aspirations to finish Year 12, aspirations to pursue a trade and aspirations to attend university.

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.