

# 2020 Annual Report

## Binnaway Central School



*"At Binnaway Central School we are respectful, responsible, communicators"*

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# Introduction

The Annual Report for 2020 is provided to the community of Binnaway 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.

## School contact details

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Binnaway Central School

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## Message from the principal

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I am so proud to be the Principal of Binnaway Central School. The 2020 Annual School Report celebrates the commitment to continuous improvement, achievements and successes of our wonderful school and community. 2020 has been our year to consolidate and refine the strong practices put in place from previous years, de

In 2020 we have worked to continuously improve our pedagogy across the school, with a specific focus on literacy and in particular, Writing. Our students have shown increased engagement and improvement in this area, especially in imaginative texts. Similar improvements have been found in numeracy, with explicit, targeted teaching practices being applied to classroom programming. Our staff have shown exceptional commitment to improving their practice through regular participation in quality professional development as well as robust discussions, continuous self-reflection, peer observation and analysis of data to guide and improve these areas, as well as self-identified areas of need as related to the School Plan and Strategic Directions.

Our successes in 2020 include a growing sense of community, inclusion and participation across the community - our 'Binnaway family' is a key component of our school, as all members of our school community know that we all care for the children of Binnaway Central School together. In addition, our Leadership Team have worked to ensure that teaching and learning processes, practices and systems are consultative and collaborative as well as innovative and flexible enough to meet the needs of our learners in a rapidly changing world.

In 2021, our key focus areas will include the following - making sure that our school continues to have an agile approach to adapt to changes in the learning needs of all of our students - whether academic, social or emotional, to help our children become confident, creative and independent global citizens; employing agile and distributive leadership in building the capacity of our staff - both teaching and non-teaching; and continuing to build strong partnerships with our community to support families and make sure that every student is known, valued and cared for.

Ken White

(Principal)

## School vision

Our students will succeed as 21st Century learners in a complex, changing world as respectful, responsible, communicators. All students will be happy, confident, active and informed citizens.

## School context

Binnaway Central School is an important part of a small rural community. It provides education from Kindergarten to Year 12 for children, with small classes providing high levels of individual attention. The school motto, "The Effort, Not The Reward", and our core values "Respectful, Responsible Communicators" reminds staff, students and community of our high expectations for commitment in all endeavours.

Binnaway Central School had a student population of 48 students in 2018, with an ATSI enrolment of 35%. The majority of students are drawn from the township of Binnaway with a number of students residing in the small community of Neilrex. Our school area is a meeting place of the Wiradjuri and Kamilaroi nations.

There is an emphasis on literacy and numeracy learning in the school, particularly in Early Stage1/Stage 1. The school delivers the Early Action for Success and L3 literacy programs. We also focus on vocational education and provide workplace opportunities for our senior secondary students.

We aim to enhance the wellbeing and holistic learning of our students through our welfare initiatives such as Breakfast Club, Secondary Study Centre and Positive Behaviour for Learning program.

As a result of the changing community within the Binnaway district, the school has undertaken a consultative process to plan for the future of learning at our school. The school is committed to developing stronger ties with the local community through involvement in a variety of community events.

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

## Strategic Direction 1

### Enhanced Teaching

#### Purpose

To improve teacher capacity to explicitly embed best practice literacy and numeracy strategies, and use evidence informed pedagogy across all learning. To develop learning programs and dynamic delivery structures that engage students as they develop future focused learning skills.

#### Improvement Measures

All teachers embed evidence based practices into their teaching and learning.

All teachers embed the explicit teaching of literacy and numeracy into teaching and learning programs.

Increased teacher confidence and ability to integrate technology into learning.

#### Progress towards achieving improvement measures

**Process 1:** Build staff capacity to explicitly teach and embed literacy and numeracy across all learning areas.

Evaluation	Funds Expended (Resources)
<p>Years K-10 benchmarking has taken place through PAT, Check in and Australian Spelling (K-6). Individualised programs have been developed around evidence based data analysis. Intervention has taken place with targeted students, using Minilit and Maqlit. Individualised results have indicated some growth across the school.</p> <p>Online Professional Learning has been undertaken by staff around evidence based data analysis, both internal and external. There is evidence across the school that the information and skills learnt in Professional Learning has informed practice, positive results are evident in student outcomes.</p>	<p>Registration documents</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$4330.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$560.00)</li><li>• Socio-economic background (\$3000.00)</li></ul>

**Process 2:** Build staff understanding and capacity to embed evidence based practices into teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Continued utilisation of school based assessment data to plan for differentiated teaching and learning activities based on student need including the use of technology to enhance curriculum.</li><li>• restructure of learning and support with a focus to introduce tiered support for students through a variety of intervention programs and specialist support from visiting speech Therapist.</li><li>• Referral practices are have been refined with BCS LST Procedures to ensure referral systems are being followed properly and LST time is being given to students most in need. The impact of this process has been increased time for Learning and Support Teachers in classrooms to support student learning</li><li>• In addition, the school has used RAM funding to allocate additional Learning and Support staff and additional School Learning and Support Officers to provide support for those students requiring additional support in the academic or social and emotional arenas.</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$15698.00)</li><li>• Professional learning (\$2000.00)</li></ul>

**Process 3:** Investigate and implement innovative and future focused inquiry based learning.

Evaluation	Funds Expended (Resources)
Feedback from students, staff and parents.	Google form survey

## Next Steps

Planning towards the next cycle 2021-2024 has commenced. The school leadership team is developing and prioritising high quality service delivery and enhanced student achievements through:

- \* Utilising current talent within our school to focus on inspiring instructional leadership which deepens high-impact pedagogical expertise of all teachers.
- \* Strengthening teacher collective efficacy focused on the development of high expectations for every student.
- \* Inclusion of more rigorous assessment practices and feedback to inform teaching and learning.
- \* Further enhancing curriculum planning and implementation that focuses on engaging and empowering all students.

## Strategic Direction 2

### Enhanced Learning

#### Purpose

To foster a rich environment where personalised learning with appropriately differentiated curriculum results in students who are motivated and aspire to learn at school and beyond.

#### Improvement Measures

Increase the proportion of students showing growth in literacy and numeracy.

Increase the proportion of students who transition from school into employment, training and further education.

Progress and achievement of equity groups within the school is equivalent to that of all students in the school.

#### Progress towards achieving improvement measures

**Process 1:** Build processes where learning is personalised, informed by data, monitored and tracked. Clear learning goals articulated and adjustments are challenging, leading to improved learning.

Evaluation	Funds Expended (Resources)
Data collection has been a focus in 2020 for the Learning Support Team, with data compiled on the shared Google Drive and Sentral. The Learning Support Team share and analyse the data collected with classroom teachers during stage meetings, with future teaching and learning programs and school resources allocated as a result of this analysis.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Socio-economic background (\$2450.00)</li></ul>

**Process 2:** Investigate and develop programs that build student and community aspirations.

Evaluation	Funds Expended (Resources)
<b>School to Work Transition</b> <ul style="list-style-type: none"><li>Binnaway Junior Judging Event ran successfully with over 15 schools participating</li><li>Hospitality class ran school cafes once per fortnight</li></ul> COVID 19 led to cessation of work placement and work experience programs	VET Funding <b>Funding Sources:</b> <ul style="list-style-type: none"><li>VET support funds (\$5000.00)</li></ul>

#### Next Steps

Planning towards the next cycle 2021-2024 has commenced. The school leadership team is developing and prioritising high quality service delivery and enhanced student achievements through:

- \* Continuation of L3 program (Language, Learning and Literacy) in 2021 to for Year 1 and Year 2 teachers. This will support improved student progress in literacy and enhance confidence in Stage 1.
- \* Focus on ensuring that L3 is sustainable and the key fundamentals of the program is integrated as a component of our whole literacy plan. when APIL position discontinues.
- \* Provided progressions training with a focus to utilise PLAN 2.
- \* Refine our student data storage and record keeping
- \* Introduction of all executive as Instructional Leaders to support teacher development.

## Strategic Direction 3

### Enhanced Relationships

#### Purpose

To continue to develop positive and respectful relationships valuing common goals and cultural diversity across the school community, including enhanced communication and collaboration with community partners.

#### Improvement Measures

Increase the proportion of students who report resilience and positive, respectful relationships.

Improved communication and collaboration between school and community to support student learning and wellbeing.

Increase authentic learning opportunities where students engage with culture.

#### Progress towards achieving improvement measures

**Process 1:** Continue to implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling. Involve all stakeholders in developing an environment in which this can occur.

Evaluation	Funds Expended (Resources)
<p>Positive Behaviour 4 Learning has continued to be refined with staff and students. Sentral has been adjusted to reflect this to enable easy collation of data. Lessons have been incorporated as part of the weekly assembly program and staff actively issue Binnaway Stars for positive behaviour.</p> <p>This overlaps with data from the school climate data which highlighted the variation in expectations between students, parents and staff regards to importance of school attendance and achievement at school. This wellbeing trend of overlaps with the school's focus on High Expectations as part of What works Best . Working on parental confidence and support for attendance strategies and the resultant expectations of academic success and student engagement need to be a focus of the 2021-2024 SIP .</p>	<p>PBL in school coach training</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2400.00)</li></ul>

**Process 2:** Establish partnerships and develop structures to support community engagement and collaboration that supports student well-being and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Improved communication with whole school community since introduction of school Facebook account. This offers immediate school promotion re school events, student and staff successes and school activities.</li><li>• Attendance is an area where we have a significant improvement goal. We have 45% in the 80-90 % percentage range and only 3% in 90-100. Due to our small size only a few students can make a difference. However, a specific focus needs to be made to move the percentage of students into the 90-100 % band.</li><li>• Attendance at 3 way interviews and PLP signoffs as well as Parent Teacher evening continue to be an issue</li></ul>	<p>School Learning Support Team</p> <p>HSLO/ASLO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$580.00)</li><li>• Professional learning (\$580.00)</li></ul>

**Process 3:** Engage with the Aboriginal community and AECG to facilitate communication, cultural understanding and achievements of Aboriginal students so as to enhance the implementation of the Aboriginal Education Policy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Gamilaraay word of the week on assemblies and in class</li><li>• AEW employed 3 days / week to support Aboriginal students and support</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading</li></ul>

## Progress towards achieving improvement measures

classroom programs

- NAIDOC day activities very successful
- Quality Assurance of programs shows integration of aboriginal perspectives and cultural awareness into lessons
- Aboriginal Education Team and Junior Aboriginal team met regularly to review educational programs

(\$26972.00)

- Socio-economic background (\$2000.00)

## Next Steps

Refinement of school communication tools for parents and community stake holders with a focus on parent and community engagement.

The school will be working to streamline Student Learning Support Plans for all students with additional needs, including Aboriginal students and students with additional learning or support needs and ensuring that students are active participants in the development as well as the implementation of their SLSP.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Gamilaraay language kit and books  Employment of AEW  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$26 972.00)</li> <li>• Socio-economic background (\$94.00)</li> </ul>	<ul style="list-style-type: none"> <li>• AEW was employed to work with students, families and staff</li> <li>• Aboriginal Education team met each 3rd week to review plan culturally appropriate educational activities</li> <li>• Gamilaraay work of the week continued and implemented into class routines</li> <li>• NAIDOC day run with COVID restrictions being adhered to</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$15 698.00)</li> </ul>	SLSOs assisted students significantly to access content and succeed in class. LaST interventions assisted students to develop their literacy and numeracy as well as provided professional learning to assist teachers more effectively differentiate.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$5 797.00)</li> </ul>	Assistant Principal enabled to work with K-6 to analyse literacy/ numeracy data, and allow for guided teacher reflection on effective classroom practice and evidence based planning
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$43 000.00)</li> </ul>	Improved attendance and engagement was achieved. Funding allowed for additional LaST and SLSO time to support classes. SLSOs assisted students significantly to access and succeed in class. Also allowed for extra on above establishment classroom teacher for specific teaching in Years 5&6 for 3 hrs /day
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$3 500.00)</li> </ul>	2 Teachers supported with release for reduced classroom teaching load and /or release to work with supervisor to refine teaching practices.  Due to COVID pandemic many PL opportunities were cancelled

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	29	25	25	28
Girls	30	28	28	25

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.4	95	94.6	86.8
1	89.8	93.5	90.8	92.7
2	96.7	91.3	94.8	93.3
3	93.5	94	91.6	92.3
4	94.5	92	95.4	89.6
5	87.3	90.8	93	93.3
6	84.1	96.2	89.6	89.8
7	91.1	86.7	89.1	88
8	89.2	92.3	78.8	87.2
9	81.1	88.2	68.3	89.3
10	94.1	97.5	88.1	74.6
11	80.8	90.4	84.1	86.7
12	88.1	87.6	81.8	88.5
All Years	88.7	91.7	89.6	89.3
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

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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	14	0
Employment	0	14	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	14	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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100.00% of Year 12 students at Binnaway Central School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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50% of all Year 12 students at Binnaway 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)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.01
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	3.48
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 <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>	384,362
<b>Revenue</b>	1,848,921
Appropriation	1,830,456
Sale of Goods and Services	-200
Grants and contributions	17,545
Investment income	521
Other revenue	600
<b>Expenses</b>	-1,891,007
Employee related	-1,727,254
Operating expenses	-163,753
<b>Surplus / deficit for the year</b>	-42,086
<b>Closing Balance</b>	342,276

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	84,151
<b>Equity Total</b>	171,291
Equity - Aboriginal	26,972
Equity - Socio-economic	95,806
Equity - Language	0
Equity - Disability	48,513
<b>Base Total</b>	1,356,130
Base - Per Capita	12,747
Base - Location	20,600
Base - Other	1,322,782
<b>Other Total</b>	127,836
<b>Grand Total</b>	1,739,407

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.

## 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.

## Parent/caregiver, student, teacher satisfaction

School survey data showed the school had a high correlation of success (Over 85% agreement) with students sense of belonging and positive relationships at the school. Staff satisfaction was almost identical to state averages. Parent feedback was very positive.

Parents expressed an appreciation for the school facebook page which provides frequent updates showing the activities being undertaken by students. Increased use of SMS messages with parents improved communication effectiveness between school and parents.

# 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.

Teachers continued to engaged in 8 Ways: Aboriginal Pedagogy implementation in programming . An Aboriginal Education Worker was employed to work with staff and students to staff develop culturally appropriate lessons and student engagement. An Aboriginal Education Team which met every three weeks to promote Aboriginal Education within the school, review Gamilaraay language word of the week program. A junior Aboriginal Education team also commence this year, meeting at recess every week.

## 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.

Harmony Day and the National Day of Action Against Bullying raised student awareness and opposition 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.