

2020 Annual Report

Bolwarra Public School



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Introduction

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

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

School contact details

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School vision

A connective and cohesive school community that aspires to develop the social, emotional and academic skills of its learners by providing a high quality and relevant curriculum, producing individuals that make ethical and constructive choices about their personal, educational and social behaviours.

School context

Bolwarra Public School boasts a proud tradition of providing high quality public education to our community since 1852. Bolwarra is a vibrant and evolving learning community of 430 students, their supportive families and an experienced teaching staff. The school is located within a community that is experiencing significant housing growth. Bolwarra is set in a rural setting with 'park-like' grounds and surrounded by a wetlands area and council playing fields.

Bolwarra Public School is proud to have such a fine reputation within the Maitland area as a caring, close-knit community school that strives for excellence, and whose spirit is enriched by the principle of 'Success Through Effort.' This approach of equal responsibility for children's education is made possible by active participation and co-operation amongst parents, students and staff.

The school has 17 classes from Kinder to Year 6 with teaching staff supported by Learning and Support Teachers, School Learning and Support Officers and an active School Learning Support Team. NAPLAN results demonstrate excellent student growth and achievements above State and Regional averages in Literacy and Numeracy.

Bolwarra Public School's FOEI (Family Occupation and Education Index) is 59, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 58% of parents have achieved Year 12, with 28% with Bachelor degrees or above, 39% with trade certificates and certificates 1-1V, 18% with advanced Diplomas and 15% with no non-school qualification.

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

Strategic Direction 1

Empowered Learners

Purpose

To challenge all students to continually build upon their learning capacity, as engaged, future focussed learners.

Improvement Measures

80% of students will achieve at or above expected growth in Literacy and Numeracy

The school achieves excellent value-added results, significantly above the value added by the average school

5% increase in student engagement

Progress towards achieving improvement measures

Process 1: Evidence Based Practice

Continuous tracking of student progress to ensure continued challenge and maximum learning. Assessment For/Of/As is an integral part of the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
<p>Each stage successfully planned and implemented Mathematics scope and sequences and lessons. Stage focus on development areas as analysed from NAPLAN, Check-In Assessment data and PAT assessments. Stage identified areas for development where highlighted in lesson development and maintained in lesson warm-ups to further develop student understanding and application.</p> <p>All staff observed their Assistant Principal present a Mathematics warm-up and where observed by their Assistant Principal, stage peers and a member of the Explicit Instruction team. Feedback was provided to support the key features of a warm-up focussing on lesson pace, hyperspeed and engagement.</p> <p>All staff completed a minimum of two professional learning sessions. The first focused on using the iPad to engage students in literacy and numeracy activities and the effective use of the features of the iPad to enhance student access and capability. This was a key feature of the school's response to remote learning during COVID. The second session developed staff understanding of coding and ways to implement coding into the curriculum. Many staff additionally participated in free iPad sessions with Apple Specialist Teachers to develop their own skill set. The school was recognised by the Department as a T4L Allstar school in 2020.</p>	<p>Casual relief days to support stage planning and whole school development of scope and sequence.</p> <p>Casual relief days to support observations and feedback sessions.</p> <p>Professional learning funds for iPad skill development days.</p> <p>PAT Assessment suite</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)• Professional learning (\$5000.00)• Socio-economic background (\$6000.00)

Process 2: High Expectations

Teaching and Learning Programs support high expectations and are dynamic in response and feedback.

Evaluation	Funds Expended (Resources)
<p>Berry Street trauma informed practices where led by three staff and developed across the school through the school-wide implementation of Morning Circles to strengthen student relationships with peers and teachers. Morning Circles provided a positive start to the school day for students and teachers.</p> <p>Identified at-risk students completed speech screening and plans were co-developed between teacher, speech pathologist and parents to support</p>	<p>Professional learning and casual relief days</p> <p>Speech Pathologist fees and planning days for staff</p> <p>Casual relief days for Learning Support meetings</p>

Progress towards achieving improvement measures

students.

Learning support meetings further developed school/home relationships, provided timely support for students and focused on developing the whole child. Individualised systems of support for students, teachers and families were developed, implemented and review. Communication systems were established between school and home based on individual contexts.

Funding Sources:

- Professional learning (\$1500.00)
- Low level adjustment for disability (\$6000.00)
- Socio-economic background (\$3000.00)

Process 3: Implementation of evidence based programs support improvements in wellbeing and engagement.

Evaluation

Students successfully completed a variety of targeted of SEL programs. Staff accredited trainer established for Seasons for Growth.

Assistant Principal - Wellbeing positioned established. Support provided to families, students and staff. Evaluation of the position was positive and the position was maintained for the next year.

Funds Expended (Resources)

Purchase of resources for SEL Programs and Sensory Tools for classroom

Staffing allocation for Assistant Principal - Wellbeing

Funding Sources:

- Socio-economic background (\$3000.00)
- Quality Teaching, Successful Students (QTSS) (\$45000.00)
- Professional learning (\$1000.00)

Strategic Direction 2

Excellence in Teaching

Purpose

To ensure a learning culture of high expectations and consistent teacher practices through the implementation of evidence based programs.

Improvement Measures

NAPLAN growth 3-5 5-7 at or greater than state average for 75% of students.

100% of teaching programs demonstrate expected pedagogy, learning goals and content delivery.

100% of lesson delivery demonstrates evidence based practice.

Progress towards achieving improvement measures

Process 1: High Performing Staff

Develop outstanding teacher expertise and collaborative practice across all settings with a focus on Futures Learning.

Evaluation	Funds Expended (Resources)
Explicit Instruction team collaborated with consultant to develop best practice guide for maths warm-ups. EI team led staff professional development sessions and provided feedback to staff during the observation process.	Consultancy Fee Casual relief days to support Explicit Instruction committee. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$5500.00)• Quality Teaching, Successful Students (QTSS) (\$6000.00)

Process 2: Explicit Teaching

Use of Evidence based pedagogy to inform explicit teaching and whole-school collaborative planning of Literacy and Numeracy

Evaluation	Funds Expended (Resources)
Three staff led the implementation of the Initialit Reading Program across K-2. The program was successfully implemented and monitoring systems for student performance implemented across the school. This led to the identification of students requiring reading intervention, MiniLit and MacqLit programs were established to support students requiring intervention in Years 1-2, 3-4 and 5-6. The purchase of kits and readers supported staff in the implementation of the program. The Initialit leaders along with the Principal conducted observations on teaching staff K-2 and provided feedback to support teachers in their implementation of the program. Expert guidance from Macquarie University provided additional feedback to the school and informed future planning.	Initialit and Intervention Professional Learning Fees Initialit and Intervention kits and readers K-2 Funding Sources: <ul style="list-style-type: none">• Professional learning (\$16124.00)• Socio-economic background (\$25878.00)• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Process 3: Effective Feedback

Use of effective feedback to provide staff and students with a clear understanding of how to improve.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Needs Analysis informed individual professional learning to develop teacher need in areas identified and included into individual Professional Development Plans. Assistant Principals provided stage support where required.</p> <p>Community surveys for COVID, Reports and TTFM provided information that supported school programs, planning and communication systems.</p> <p>Staff professional learning provided teachers with skills to work remotely and provide timely feedback through a variety of means depending on individual circumstance.</p>	<p>Casual relief days for Needs Analysis</p> <p>Software subscription for surveying community</p> <p>Professional learning for providing feedback.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6116.00)• Professional learning (\$9000.00)

Strategic Direction 3

Leading Community

Purpose

To enable a self-sustaining, self-improving community that fosters a shared sense of responsibility for student engagement and learning.

Improvement Measures

Successful achievement of school plan as per milestone evidence and progress mapped against SEF

Staff form learning networks as part of the MLC and evaluate effectiveness

Increased parental support for learning at home as measured by the Tell Them Me Survey- Partners in Learning
Baseline data 6.5 (2017)

Progress towards achieving improvement measures

Process 1: School Excellence

The school regularly reviews its performance against the School Excellence Framework and develops plans and systems for continuous improvement towards an excelling standard.

Evaluation	Funds Expended (Resources)
Implementation of COVID remote learning led to the fast tracking of school processes for distribution of iPads, a change in the development staff professional development and a planned response to the support the needs of students and staff remotely. The introduction of reading implementation program resulted in a fourfold increase in the number of students receiving intervention across the school. APLaS support within the school provided school Executive with skills to support student need through writing access requests, individual behaviour and education plans and support for families.	School Support Allocation - Principal Support Literacy and Numeracy Intervention Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$21877.00)• School Support Allocation (\$23139.00)

Process 2: Collaboration

Collaborative teaching practices within and outside the school are based on continuous improvement and high expectations.

Evaluation	Funds Expended (Resources)
Successful parent information night was held in conjunction with a school disco. Two presentations included information about stage based classes and the school iPad program. Both workshops were well attended. The impact of COVID meant that the school's plans for collaboration changed dramatically. Collaboration between schools and colleagues was completed via a variety of means including Zoom meetings and Microsoft Teams collaboration. Stages collaborated via Teams during remote learning. During the first and last term the school collaborated face to face with staff from the University of Newcastle to support with inclusive practices, Macquarie University to support with intervention programs for reading and primary reading groups, and identified schools with exceptional performance in integrating technology.	Teacher planning days

Process 3: Future Focus

Long term financial planning focussing on physical environment, technology and staff expertise.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school was recognised as a T4L AllStar school for the programs delivered during COVID remote learning, this was due staff developing their technology capabilities and working together to keep connected with students and each other during this time.</p> <p>Two staff achieved SeeSaw Ambassador recognition and all staff started their individual Apple Badge training.</p> <p>The school was selected by Apple Education, as one of two in the country, to participate in a leadership pilot to develop a school technology action plan. This pilot commenced in late term four and will continue in 2021.</p>	<p>Professional learning occurred on Staff Development Days and after school hours as part of staff meetings.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$15 570.00) 	<p>Personalised Learning Plans developed and implemented for all indigenous students. Plans were collaborated with teachers, students and families. Students were able to provide a comment on their School Reports.</p> <p>Indigenous SLSO supported students with transition programs, in-class and playground support. SLSO worked closely with ACLO and school staff to develop positive relationships between school and home to support students.</p> <p>Whole school participation in "Speaking In Colour" program for NAIDOC Week was a highlight of the school year. Students participated in a variety of workshops with the day culminating in a whole school performance and presentation. The success of the program was reinforced by a planned series of workshops for 2021.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$400.00) 	<p>Students identified as EAL/D have been targeted via the learning and support team. Students were assessed against the EAL/D Learning Progression and individual needs were identified. Depending upon identified need, students received individual or small group instruction in areas of expressive and/or receptive language, reading, writing, and comprehension. Students gained both skills and confidence from the additional support and continued their learning progression.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$87 507.00) • Low level adjustment for disability (\$44 152.00) 	<p>Learning and Support teachers implemented Reading Intervention programs for students in Years 1-6. Intervention programs involved small groups of students working intensively. School systems implemented to track and monitor student performance and growth. Student's successfully completed programs.</p> <p>Learning support meetings provided for all students, Zoom meetings utilised to maintain contact with parents, where required. Meetings provided all stakeholders with an opportunity for input to collaborate together in the creation of student plans. The school utilised the SeeSaw iPad app to develop systems of two-way communication and to celebrate student success.</p> <p>SLSO support utilised to implement individual programs, classroom adjustments and to support student growth - academically, socially and emotionally. SLSO support is flexible and responsive to varying student needs. The introduction of playground activities led by SLSOs was successful, SLSO led activities included dance groups, science clubs, signing choirs and gardening clubs.</p>
Quality Teaching, Successful	Funding Sources:	QTSS allocation was successfully utilised to

Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$73 741.00) 	<p>support all staff in the participation of professional learning, observations of colleagues, stage planning to inform programming and lesson preparation, whole school initiatives including the creation of PBL lessons.</p> <p>In Semester 2, QTSS was used to create an Assistant Principal - Wellbeing position that was filled by an expression of interest. The position supported the staff and students across wellbeing and behaviour throughout the school. The position will be maintained in 2021.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$37 878.00) 	<p>The purchase of the PAT assessment suite for Reading, Spelling and Maths provided the school with additional data on individual student performance and to identified areas of strength and areas of development. Student growth will be measured yearly.</p> <p>Speech therapists provided initial assessment of students, strategies for families and teachers to use to support the student. The breaking down of the initial barrier allowed families to access continued speech therapy services.</p> <p>Purchase of resource kits and books for Initialit, MiniLit and MacqLit provided all teachers with the resources required to successfully implement the program within their class or intervention group. Further provision of home readers will occur in 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	235	226	222	222
Girls	200	197	210	210

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	95.6	93.5	94
1	94.8	93.7	93.6	92.5
2	94.7	95	94.2	93.4
3	94.4	92.2	93.2	93.7
4	94.8	92	92.4	94.3
5	95.5	93.5	92.4	91.3
6	93.4	93.5	90.7	92.6
All Years	94.7	93.6	92.8	93.1
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)	4
Classroom Teacher(s)	15.12
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*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	260,480
Revenue	3,896,953
Appropriation	3,608,002
Sale of Goods and Services	13,949
Grants and contributions	274,151
Investment income	852
Expenses	-4,125,782
Employee related	-3,675,405
Operating expenses	-450,377
Surplus / deficit for the year	-228,829
Closing Balance	31,650

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	167,275
Equity Total	185,507
Equity - Aboriginal	15,570
Equity - Socio-economic	37,878
Equity - Language	400
Equity - Disability	131,659
Base Total	3,009,260
Base - Per Capita	103,898
Base - Location	0
Base - Other	2,905,362
Other Total	173,760
Grand Total	3,535,803

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.

Parent/caregiver, student, teacher satisfaction

The school conducted two main surveys throughout the 2020 year:

School Response to COVID Remote Learning:

The school surveyed the parent community about the school's response to COVID and remote learning.

1. I was satisfied by the level of communication from the school during the remote learning period.

Strongly Agree 68%

Agree 24%

Neither Agree or Disagree 4%

Disagree 5%

2. I was satisfied by the quality of lessons provided to my child.

Strongly Agree 59%

Agree 35%

Neither Agree or Disagree 4%

Disagree 2%

3. I was satisfied by the quality of feedback provided to my child by the classroom teacher.

Strongly Agree 59%

Agree 31%

Neither Agree or Disagree 6%

Disagree 4%

4. My child found the SeeSaw platform user friendly.

Strongly Agree 60%

Agree 33%

Neither Agree or Disagree 6%

Disagree 2%

5. Overall, I would describe Bolwarra Public School's response to remote learning to be:

Outstanding 64%

Excellent 28%

Satisfactory 7%

Poor 2%

Tell Them From Me Survey (TTFM)

The TTFM survey was implemented for students at the end of Term 1 and the beginning of Term 4. Teachers and students completed the survey during Term 4. Highlights of survey include:

Students:

Students with positive relationships: students have friends at school they can trust and who encourage them to make positive choices: School 92% NSW Govt Norm 85%

Students that value schooling outcomes: student believe that schooling is useful in their everyday life and will have a strong bearing on their future: School 87% NSW Govt Norm 96%

Students with positive behaviour at school: students that do not get in trouble at school for disruptive or inappropriate behaviour: School 85% NSW Govt Norm 83%

Students who are victims of bullying: Students who are subjected to moderate to severe physical, social or verbal bullying, or are bullied over the internet: School 21% NSW Govt Norm 36%

School Pride: I feel proud of my school: 41% Strongly agree, 31% Agree, 21% Neither Agree or Disagree, 6% Disagree, 1% Strongly Disagree

Teachers: Eight Drivers of Student Learning

Leadership: School leaders have helped me create new learning opportunities for students 7.9/10

Leadership: School leaders have taken time to observe my teaching 8.5/10

Leadership: School leaders have helped me improve my teaching 6.8/10

Collaboration: Teachers in our school share their lessons and other materials with me 9.1/10

Collaboration: I talk with other teachers about strategies that increase student engagement 8.6/10

Learning Culture: I set high expectations for student learning 9/10

Learning Culture: Students become fully engaged in class activities 7.4/10

Data Informs Practice: My assessments help me understand where students are having difficulty 8.1/10

Teaching Strategies: Students receive feedback on their work that brings them closer to achieving their goals 8.3/10

Technology: Students have opportunities to use computers or other technology for describing relationships among ideas or concepts 9/10

Technology: I help students overcome personal barriers to using interactive technology 8.1/10

Inclusive School: I strive to understand the learning needs of students with special learning needs 9.3/10

Parent Involvement: Parents are regularly informed about their child's progress 7.9/10

Parents: Partners in Learning

Parents feel welcome: School 6.3 NSW Govt Norm 7.4

Parents are informed: School 5.1 NSW Govt Norm 6.6

Parents support learning at home: School 7.5 NSW Govt Norm 6.3

School supports learning: School 6.7 NSW Govt Norm 7.3

School supports positive behaviour: School 7.3 NSW Govt Norm 7.7

Safety at school: School 5.8 NSW Govt Norm 7.4

Inclusive school: School 6.3 NSW Govt Norm 6.7

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.