2020 Annual Report

Gilgai Public School

1978

Introduction

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

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School vision

At Gilgai Public School we value and nurture the unique skills and interests of every student. A positive learning culture and our safe, respectful learning environment build a sense of belonging. We work in partnership with families to encourage our students to hold aspirational expectations for their learning and for success in life.

School context

Gilgai Public School is located in northern New South Wales in the rural village of Gilgai, on the traditional land of the Kamillaroi People. The school is set on the banks of Gilgai Creek, nestled under magnificent trees and surrounded by bushland, providing a rich, natural environment.

Gilgai Public School offers individualised learning in small, composite class groups supported by personalised teaching, excellent resources and committed staff. The Early Action for Success initiative fosters a strong focus on providing early literacy and numeracy skills to ensure continual improvement throughout all stages of education.

We strive to provide our students with a variety of academic, social, cultural and sporting learning opportunities.

We have a comprehensive technology network across all classrooms, supporting future-focused learning and access to the wider world.

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

Strategic Direction 1

Support high quality teaching and learning experiences with positive collaboration to define targets for each student.

Purpose

To raise expectations and focus on high quality teaching to achieve significant, measurable learning achievement across the school. Students and staff will be actively engaged in meaningful, challenging and future-focused learning experiences, reflecting on data and curriculum knowledge, to inform planning, supporting our students to be adaptable, responsible, productive citizens.

Improvement Measures

 • All teachers will lead and plot student progress along the progression steps in alignment with student PLSP's.
 • All teaching and learning programs show evolving curriculum knowledge and include learning experiences with a future focus.
 • Collaboration within the Sapphire Community of Schools supports consistently high achieving teaching and learning programs.
 • 100% of students show progress against the Literacy and Numeracy Plan 2 and in-school assessments. If this does not occur, the school will have a plan in place to address concerns.

Overall summary of progress

Gilgai Public School made consistent progress towards achieving our goals in Strategic Direction 1 during years 2018 and 2019. 2020 was a challenging year, as it was greatly interrupted by the COVID-19 pandemic. Work with the Sapphire Community of Schools network was interrupted and opportunities for collaborative professional development were limited. The curriculum was modified significantly to adapt with the shortened school year and variety of platforms available for delivery of learning materials. The reliance on technology noticeably improved our senior students' skills and we hope will make them better equipped to change to online NAPLAN testing in 2021.

100% of students showed academic progress when compared to internal school measures, including the literacy and numeracy progressions.

Progress towards achieving improvement measures

Process 1:   Monitoring Student Progress

Implementation of consistent, regular practices for recording and analysing students' learning achievements will inform teachers' planning for individualised student learning.

Evaluation	Funds Expended (Resources)
Were Staff able to develop new school consistent measurement and recording student progress? Due to the COVID-19 pandemic and the changed way in which schools operated throughout 2020, much of the planned work was not carried out. Staff still regularly assessed students against the progressions and developed individualised plans for development and support.	

Process 2:   Educational Culture

Professional learning will reflect the importance of consistent teacher judgement to inform the most effective implementation of visible learning strategies.

Professional learning targets deep knowledge of all NSW syllabi, the development of effective differentiated programming and individualised assessment strategies about and of learning.

Evaluation	Funds Expended (Resources)
How have teachers adapted their practice to cater for the individual learning	

Progress towards achieving improvement measures	
needs of each student? Despite the 2020 pandemic, teachers still had the opportunity to engage with professional development in identified areas. Undertaking training in: online educational platforms, Mathematics, Literacy, understanding disabilities and phonics education How is PLAN data used by teachers to support students understanding of where they are and where to next? PLAN has been used sparingly in feedback conversations with students, with the usual parent teacher meetings being cancelled and then rescheduled using an altered format in light of the developing pandemic. In what ways is feedback used to encourage student self-reflection? Most class teachers have endeavoured to use conferencing, both in the classroom and while students were learning from home. It is a developing tool for teachers to assist and individualise for students.	

Process 3: Visible Learning

> High quality professional learning will facilitate effective implementation of the Visible Learning strategies for enhanced teaching pedagogy

Evaluation	Funds Expended (Resources)
Were students progress meetings informed by data? Most of the school's professional learning conversations in 2020 were in an altered format, as the face-to-face meetings were not possible, due to the pandemic. PLAN data was not used in many discussions, as the priority of the meetings had shifted. Is there use of visual task-specific rubrics to assist student self-assessment? Towards the end of 2020 some classes were using rubric systems more regularly in their day-to-day practice. This was particularly beneficial for substitute teachers, unfamiliar with the tasks. It enabled them to provide consistent judgement around student work.	

Strategic Direction 2

Respectful Relationships, Building School & Community Culture

Purpose

To develop a school and community culture which is respectful, considerate and understanding of individual differences. Enabling and modelling cohesive, positive relationships to support and improve the social experiences of our students and the wider community.

Improvement Measures

Increased numbers of parents and community members actively engaging in and contributing to PLP meetings, parent teacher interviews, school events, programs and committees.

Increased reports of positive citizenship in the playground and reduced reports of disrespectful playground behaviours between students.

Increased leadership learning opportunities which result in students taking responsibility for speech and actions, while demonstrating increased resilience in learning and social situations

Overall summary of progress

Nearly all events were impacted by the COVID-19 pandemic. Parents and community members had limited opportunity to engage in and contribute to PLP meetings, parent teacher interviews, school events, programs and committees., as they were usually held. In spite of this, the school continued to see regular communication from most families and many noted their positive connection with school staff.

Due to the pandemic many of the leadership opportunities, developed over the past two years, were not possible. The SRC became innovative and hosted many different fundraiser ideas as well as maintaining an active SRC meeting schedule of three times a term. The pandemic provided the opportunity for our older students attending school during the home-schooling period to become actively involved in supporting the younger students' education. With only one class operating for many weeks, students were often assisting each other and developing some very positive play relationships with all ages.

The school also employed an additional staff member to provide wellbeing and learning and support for students from Term 2 onwards. The school successfully adapted the Sentral platform for Gilgai Public School's needs and developed a consistent arrangement/responsibilities for learning and support.

Progress towards achieving improvement measures

Process 1: **Community Relationships**

Connection to parents and community members is enhanced through commitment to shared values and communication processes that support active, respectful collaboration. Consistent modelling of respectful and productive interactions will support students' social and emotional development. There will be shared commitment to building a positive school culture that values partnership between the school and families.

Evaluation	Funds Expended (Resources)
Despite many challenges in 2020 with the COVID-19 pandemic, Gilgai Public School increased the number of Kindergarten applications to 16 students for 2021, with 12 students being accepted. The school used the Facebook page as its main communication tool because of the school shut down. The online communication method received mostly positive feedback. 2020 surveys indicate: *- 100% of parents/ caregivers were satisfied with the quality of education being delivered at Gilgai Public School.*	

Progress towards achieving improvement measures	
- 93% of parents/caregivers responded that the school showed excellent leadership during 2020. - Both parents and families felt well supported in 2020. 93% of parents/caregivers said they felt supported during the pandemic, whilst students reported they felt connected with staff and knew they cared for them. - 100% of parents/caregivers responded that the school had excellent customer service	

Process 2: Social and Emotional Learning

Explicitly teach social and emotional learning in daily school operations and curriculum delivery, using a whole school approach to support the development of self-regulation, positive social behaviour and resilience. Maintaining respect and kindness are central to our expectations of all interactions.

Student leadership is strategically developed, encouraging students to take responsibility as actively contributing school citizens.

Evaluation	Funds Expended (Resources)
The employment of a wellbeing teacher saw the introduction of weekly social and emotional lessons for every student. This teacher also provided parental support and worked with support services to offer opportunities to Gilgai Public School families The leadership team carried out a review of the school's Sentral platform and modified it to suit the school's current needs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$6,184 Additional Teaching Staff $234 School Learning Support Officer **Funding Sources:** • Aboriginal background loading ($6 448.58)	For the 2020 year Gilgai Public had an allocation of $6,448.58 in Aboriginal background loading. The majority of funds were spent on additional targeted teaching staff, enabling well-being, support and targeted teaching interventions.
Low level adjustment for disability	Combined Socio-economic Background and Low Level Adjustment for Disability ($160,534) $111,543.57 Teaching salaries $29,650.82 Non-teaching salaries (SLSO) $13,537.1 Computer hardware and learning subscriptions $2,800 Oval repairs and improvement $1,459 Classroom resources $923.5 Furniture $620 Reptile awareness show **Funding Sources:** • Low level adjustment for disability ($42 263.00)	Combined Socio-economic Background and Low Level Adjustment for Disability • Employed an additional part-time class teacher. Reducing class sizes, improving engagement and assisting with more in class intervention • Part time well-being teacher supported families and students, taught emotional intelligence lessons and assisted executive to review practices • Employed an additional Student Learning Support Officer to run literacy intervention programs • the remaining funds were used on a variety of identified needs, including literacy subscriptions, furniture, educational shows, classroom technology and oval repairs.
Socio-economic background	Combined Socio-economic Background and Low Level Adjustment for Disability ($160,534) $111,543.57 Teaching salaries $29,650.82 Non-teaching salaries $13,537.1 Computer hardware and learning subscriptions $2,800 Oval repairs and improvement $1,459 Classroom resources $923.5 Furniture $620 Reptile awareness show	Combined Socio-economic Background and Low Level Adjustment for Disability • Employed an additional part-time class teacher. Reducing class sizes, improving engagement and assisting with more in-class intervention. • Part-time well-being teacher supported families and students, taught emotional intelligence lessons and assisted executive to review practices • Employed an additional Student Learning Support Officer to run literacy intervention programs • the remaining funds were used on a variety of identified needs including literacy subscriptions, furniture, educational shows, classroom technology and oval repairs.

Socio-economic background	**Funding Sources:** • Socio-economic background ($118 272.00)	Combined Socio-economic Background and Low Level Adjustment for Disability • Employed an additional part-time class teacher. Reducing class sizes, improving engagement and assisting with more in-class intervention. • Part-time well-being teacher supported families and students, taught emotional intelligence lessons and assisted executive to review practices • Employed an additional Student Learning Support Officer to run literacy intervention programs • the remaining funds were used on a variety of identified needs including literacy subscriptions, furniture, educational shows, classroom technology and oval repairs.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($14 481.00)	Beginning teacher funding was used for a variety of purposes, notably for additional teacher release, teacher mentoring, targeted professional development in Literacy, Mathematics and behavior management.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	29	27	23	22
Girls	30	23	27	32

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.7	87.9	90.7	91.8
1	94.9	87.4	92.4	93
2	90.9	95.3	92.5	94.1
3	92.5	92.9	92.8	92.8
4	87.1	93.4	93.5	93.2
5	93.3	92.4	92.2	96.6
6	93.5	95.2	82.6	95.8
All Years	92.2	92.6	90.7	93.9
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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	408,026
Revenue	1,109,544
Appropriation	1,102,027
Grants and contributions	6,944
Investment income	573
Expenses	-1,085,190
Employee related	-978,166
Operating expenses	-107,024
Surplus / deficit for the year	24,354
Closing Balance	432,380

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.

Gilgai Public School is in a strong financial position, with approximately $156, 653 saved in school and community funds and a further $275,678 in Funds will be carried forward to 2021. The strong financial position is largely due to the uncertainty surrounding developments with the school's car park and bus zone, which has limited the school's ability to spend on identified infrastructure projects.

The school has been working towards saving funds for major school improvements over several years. Future improvements include;

- School multi purpose sports court ($120,000)
- School ground improvements including guttering on walkways, an irrigation system, New sports/storage shed, new play equipment, classroom refurbishment, some new paths ($50,000)
- the school has committed $115,500 towards the Regional Renewal Project to the upgrade of the school bus zone/car park.

As part of the school's longer term strategy, Gilgai Public School is retaining $120,000 to fund an additional teacher as the school had projected enrollments to fall below its current teacher entitlement. A further $30,000 is allocated as an emergency fund.

Gilgai Public School employed an additional 1.5 FTE teaching staff above entitlement and 3 full time teachers aides. This was targeted to reduce class sizes, run specific programs including Visible Learning, STEM and sports programs and increase the instructional leader's involvement across all classes and to support targeted students.. Throughout the year, Gilgai Public School adapted our focus and staffing make up to support students and families as staff personal circumstances and the situations changed around Covid-19.

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	76,841
Equity Total	166,983
Equity - Aboriginal	6,449
Equity - Socio-economic	118,272
Equity - Language	0
Equity - Disability	42,263
Base Total	679,473
Base - Per Capita	12,025
Base - Location	11,626
Base - Other	655,822
Other Total	140,429
Grand Total	1,063,726

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

Gilgai Public School greatly values the opinions of parents/caregivers, students and staff of the school. These stakeholders are encouraged to give regular feedback throughout the year, both formally and informally. The school analyses this feedback to enhance the processes, facilities and educational delivery within the school.

The school regularly seeks student feedback. Staff meet with the SRC three times a term to discuss important topics with our students. At the conclusion of the year the school surveyed all students. They were asked:

1. *Did you enjoy learning from home in 2020?'*

73% of our students responded 'No'.

Common reasons for students saying 'No' included: feeling disconnected from peers, distractions at home making completing work difficult, difficulty getting assistance when having trouble and struggling online.

2. *What makes Gilgai Public School great?*

Common responses included:

- feeling connected with staff and knowing they care

- Participating in targeted literacy programs

- The school's small size and having close friendships

- Teachers taking time to talk individually with students on how they can improve their work

- Seeing parents and volunteers helping out at school

- The variety of activities/events including excursions, sports, fundraisers, swim school and debating.

3. *What would make Gilgai Public School a better school?*

The most repeated answers were

1. Improving the school's sports facilities and equipment. (eg a basketball court, a volleyball court or sports court, exercise equipment)

2. More sporting opportunities. (eg competition teams, playing different sports and playing on the top oval)

3. Practical STEM technology-based lessons and using technology within classrooms. (robotics, sowing, building, Art and using iPads more regularly)

4. School beautification

5. Gardening, helping the environment

Comments included:

"Hurry up with the sports court. We want to play basketball and we don't have anywhere to play."

"Experiencing more technology and doing STEM lessons."

"Planting new trees and gardens because it is good for the environment and looks good. It's sad we have lost so many trees."

"We need some new sports equipment and a better sports shed. I also think younger kids would love to have new playground equipment to play on."

"I would like the chance for all teachers to work with us."

"Our sports shed is broken and looks terrible."

The school surveyed families about the 2020 school year at the first parent teacher meetings in 2021. 43% of our

2020 families completed surveys.

They were asked the following questions:

1. Were you satisfied with the education provided to your child/children in 2020?

100% of parents/caregivers responded yes.

Sample comment responses included:

"The effort and support given to not just our students, but the whole family, was invaluable during the uncertainty that was 2020."

"I was very satisfied with the education provided."

2. Did you feel the school and its staff supported you and your family adequately during the pandemic?

93% of parents/ caregivers responded 'Yes'.

Sample comment responses included:

"Home schooling was very well done and all expected lessons were able to be completed as per syllabus."

"Yes, very satisfied. School kept in very close contact."

3. How would you rate Gilgai Public School's customer service from office staff?

100% of parents/caregivers responded 'Excellent'.

Sample comment responses included:

"Great service both in person and on the phone."

"Perfect - All staff very approachable and happy to speak with parents."

4. Did you feel the teachers who worked with your child/ren were knowledgeable?

93% of parents/caregivers responded 'Yes', 7% did not answer.

Sample comment responses included:

"They are not just knowledgeable, they listen to the children and parents and try to make learning fit the children."

"Very imaginative with the curriculum and planning."

5. Did the school handle complaints or dissatisfaction in a timely and professionally manner?

80% of parents/ caregivers responded 'Yes', 20% either didn't know or did not answer.

Sample comment responses included:

"Concerns with our children have been handled great."

"Yes. Always."

6. How would you rate the school's leadership during 2020?

93% of parents/ caregivers responded 'Excellent', 7% did not answer.

Sample comment responses included:

"Always approachable and follow up on issues."

"I was so anxious during 2020's pandemic. But the way the school stepped up, led the way and re-assured both the students and parents, it was very exemplary beyond their duties."

7. Would you recommend Gilgai Public School to other families?

100% of parents/ caregivers responded 'Yes'.

Sample comment responses included:

"I already have. Some are already here and have commented how happy they are."

"Yes! I do all the time."

"I love the small school and the great ratio of teachers to students."

The same group of parents were surveyed to identify priorities for school improvement Three things were identified significantly more often.

1. 60% of parents/families' surveyed cited improving the safety and quality of Gilgai Public School's car parking and bus zone as a priority.

2. 60% of parents/families surveyed cited improving the school's sporting facilities and equipment as a priority.

3. 47% of parents/families surveyed wanted the school to develop and use online payment systems.

The next most reoccurring submissions with 20% of people surveyed included: school beautification and improving classroom technology.

Feedback from throughout the year 2020

Throughout the year the school received predominantly positive feedback. Academically, the school received regular positive feedback from both parents and students about the academic programs being offered. The Social and Emotional Learning Program, Gold Rush educational unit in 4/5/6, the continuation of the targeted phonics education program for junior students and the specialised literacy program for students with identified needs, all received significantly positive feedback during the year.

However, there have been some key issues that have consistently been raised as concerns, mainly pertaining to infrastructure. These included:

1. The safety and quality of Gilgai Public School's car parking and bus zone

2. Lack of progress on building the new multi-purpose sports facility

3. The slow completion of work on school's canteen facilities

The school's implementation of the Department of Education's COVID-19 Operational Guidelines for Schools differed, at times, to individuals' own positions on specific topics. However, our community was generally supportive and understanding of Gilgai Public School's implementation of the guidelines.

During 2020 the school undertook significant works to improve the drainage around the school's undercover area, beautification of main student use area and completed works on the school's sports oval, which all received extremely positive feedback. The school continued to advocate for a solution to the work, health and safety issues surrounding the school's bus zone and car park, which in early 2021 was accepted onto Co-funded Regional Renewal Program.

Gilgai Public School will continue to use the feedback received in 2021 to enhance school operation and guide long-term priorities.

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.

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