

2020 Annual Report

Islington Public School



2212

Introduction

The Annual Report for 2020 is provided to the community of Islington 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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Message from the principal

2020 was a year of unprecedented events and change for our students, staff and community. The worldwide pandemic changed how our school operated in an instant, from face-to-face teaching to online learning platforms. This year proved that our children were able to adapt in times of upheaval, adding to their resilience and determination. The rate at which the staff and children had to learn and use online platforms for learning was nothing short of a miracle. The support that our parents gave their children and the school was astounding and it cemented how strong the bonds are across our network and community.

I was very excited and proud to have gained the Principal position throughout 2020 and to continue to lead such a vibrant school. The atmosphere of Islington PS was welcoming and warm, an environment conducive to fostering connections between all stakeholders. COVID was a challenge for our community members with the inability to come on site, however, the breadth of understanding and consideration from our parent cohort has been amazing and we continue to look forward to working closely in the future. The end of 2020, saw the development of our new School Improvement Plan using the shared knowledge of parents, community, staff and students to inform our situational analysis and collaborate in the generation of our three Strategic Directions of *Student Growth and Attainment*, *Curriculum and Pedagogy* and *Wellbeing*.

Thank you to our wonderful teaching staff. Their dedication, expertise and professionalism was at the fore on a daily basis. Their ability to provide academic, social and emotional opportunities to support and develop the children at Islington Public School was outstanding. Offering a well-rounded curriculum that utilised the strengths of each child, was and is what our teachers do best. In addition to our teaching staff, our school wouldn't run smoothly without our administration, support staff and general assistant. Without these important members of our school, working to capacity daily, our school would not be able to function as efficiently.

It is an absolute pleasure walking through the gate every day and working alongside such a dynamic staff and community. Together we are building a better future and I can't wait to see what 2021 yields.

Sincerely,

Kim Harris

ISLINGTON PUBLIC SCHOOL



L-R: Eliza Ellery, Jules Hall, Mrs Kim Harris, Betsy Smith

School Leaders 2020



www.islingtonpublicschool.com

School vision

To provide an evolving and relevant 21st Century liberal education within an ethic of care.

We believe in providing the best opportunity for every student

We believe in self-belief, self-empowerment and fostering enquiring minds

We believe in the education of critical skills to enhance the lives of individuals

We believe in providing a foundation that will allow students to set the direction of their lives

We believe in the promotion of diversity and cultural richness within our societal context

We believe in fostering innovation and focussing on the possible

We believe in the promotion of personal responsibility for the sustainability of the environment and the benefit of humanity

We believe that this sustainability extends to the management of the schools educational resources, practice methodologies and administrative systems.

We believe in the promotion of integrity, excellence, cooperation, participation, care, fairness, respect, democracy and responsibility

We believe in the promotion of social responsibility

We believe in the founding values of goodness, truth and beauty.

School context

Islington Public School is a small educational and community hub in the inner city of Newcastle with the primary focus on the development and wellbeing of every child.

We offer an outstanding education. We are proud of our students and the staff who educate them, including a range of regional consultants and support teachers based at the school.

In our school, every child is known, valued and cared for. We have a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. This means that each individual child will be known and understood, and their personal potential developed. It means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals with the personal resources for future success and wellbeing.

We are progressive in our approach and delivery of educational services with a strong emphasis on equipping our students with skills for the 21st Century, through the integration of the arts, STEM-based approaches and social responsibility.

We celebrate our unique and diverse population at the school with over 30% of our students arriving as refugees from around the globe.

We respect and value Aboriginal people as Australia's First Nation Peoples.

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

Strategic Direction 1

Delivering Excellence in Learning

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students. This will ensure they become skilled, effective, motivated learners who are empowered to be successful emotionally, physically, socially and academically with an understanding of their individual learning trajectories. They will be empowered to contribute to a thriving community.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and writing.

Progress towards achieving improvement measures

Process 1: IPS Visible Learning

Implementation of IPS visible learning framework to ensure a strong foundation in literacy and numeracy. Providing consistency in assessment as, of and for learning, feedback, data and evidence analysis and transparent reporting at all levels.

Evaluation	Funds Expended (Resources)
Visible learning at Islington Public has seen the development of teachers becoming evaluators of their own teaching. Peer teaching sessions, collegial meetings and discussions, sharing of work samples and TPL under the guidance of the Instructional Leader has further developed visible learning across the school. As a result, teachers see learning through the eyes of students and provide them with the tools to become more invested in their learning journey. Although we still have a way to go, internal student data, particularly in the K-2 sector, has started to increase for literacy. Alternatively, our check-in assessment data for 2020 reiterated the need for improvements in the Stage 2 area to lift the numeracy levels for Yr 5 students undertaking external tests such as NAPLAN.	Teacher release for peer observation \$10000 Instructional Leader \$104000

Process 2: Future Focussed Curriculum

Implementation of responsive and future focussed curriculum model that is underpinned by positive respectful relationships, sound holistic information about students and demonstrates dynamic and personalised learning to help students flourish.

Evaluation	Funds Expended (Resources)
Islington Public School teachers have worked tirelessly to provide relevant, meaningful and exciting learning opportunities for the students. Future-focused learning at our school is personalised, with the development of PLSPs and PLPS, and targeted to student needs in classrooms through modeled, guided and independent opportunities. We pride ourselves on the development of whole-school themes for each term which are underpinned by inquiry based learning and technology where necessary. School overviews and scope and sequences will be our focus next year to ensure the continuum of learning is sequential.	Teacher Release \$8000

Process 3: Learning Culture

Develop and sustain key partnerships to support personal and shared aspirations with parents, schools, AECG and community, providing strategic opportunities to support a strong learning culture.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>2020 saw the development of our Junior AECG in consultation with Muloobinba members. This saw the introduction of student led activities across the school for NAIDOC week and stage specific topics with the incorporation of Aboriginal perspectives. Our community were very supportive and were encouraged to share their heritage and cultural perspectives. All Aboriginal and Torres Strait Islander children had a Personalised Learning Pathway (PLP) that was developed in consultation with all stakeholders. In addition, we had an English as an Additional Language (EALD) population of 21% and provided support through the new arrival funding and the implementation of personalised learning to support their development on the EALD progressions.</p> <p>Our P&C is very supportive and have continued to assist the school in implementing our co-developed Environmental Management Plan. Within this initiative our school obtained a grant for the installation of wicking garden beds and are in the initial consultation phase of sourcing a watertank.</p>	Resources \$7500

Next Steps

To continue to strive for excellence in learning, Islington Public School needs to:

- Generate authentic PLPs and PLSPs that are negotiated, flexible and contain meaningful goals
- Develop Scope and Sequences across the school for all KLA's
- Ensure NESA requirements are being met
- Providing opportunities for differentiation and inquiry based learning
- Working from the instructional level of each student to drive improvement.

Strategic Direction 2

Delivering Excellence in Teaching

Purpose

To ensure students are provided with the greatest opportunities for success our teachers will work collaboratively to enhance both personal and collective efficacy. This will drive improvements in evidence informed pedagogies, enhance the evaluation of teacher impact and contribute to a transparent learning culture that provides students with the skills for future success.

Improvement Measures

80% of students will meet Early Action for Success benchmarks against the literacy and numeracy progressions.

100% of staff evidence impact of professional development with reference to the teaching standards.

At least 80% of strategic community learning partnerships add value to the student learning and the school.

Progress towards achieving improvement measures

Process 1: Embedded Evaluation

Develop and embed the evaluative methodologies to sustain improvements to student learning outcomes

Evaluation	Funds Expended (Resources)
Our staff and students have been invested in embedded evaluation throughout the learning cycle to promote the processes of inquiry based learning and drive student improvement. Asking students to make observations, collect and analyse data, followed by sharing their findings underpins these lessons. This strategy has proven successful in the KLA of Science, however needs more traction in Mathematics to promote better problem solving skills across the school.	Teacher release \$5000 Teacher Professional Learning \$3000

Process 2: Evidence Informed Pedagogies

Embed and develop evidence informed pedagogies across K-6 that are consistent, provide targeted support and ensure skill development for future success.

Evaluation	Funds Expended (Resources)
Under the leadership of the Instructional Leader Islington Public School, has been using PLAN 2 and NAPLAN data to guide learning sprints. Within these learning sprints small incremental areas of achievement were identified and taught for periods of 5 weeks with additive strategies and vocabulary being a major focus throughout the year. L3 pedagogies, TEN and number talks continued to be utilised as teacher instruction. 80% of students in Yr 1 & 2 are on track understanding texts and interacting, more work on creating texts is required next year.	Teacher Professional Learning \$4000

Process 3: Communities of Practice

Refine and develop communities of practice model to support staff learning and development, professional standards, and PDP process inclusive of Aboriginal education.

Evaluation	Funds Expended (Resources)
Staff have worked collaboratively with our Callaghan Community of Practice	\$0

Progress towards achieving improvement measures

to begin learning more about formative assessment strategies through Dylan Wiliam. We have also worked closely with the CEPAT team and transition team to streamline school systems and have consistency across the network. 100% of staff have a Personal Development Plan that has both personal and school direction goals aligned with professional standards.

Next Steps

To continue to work towards excellence in teaching, Islington Public School needs to:

- Utilise the What Works Best evidence-based practice to improve formative assessment across the school
- Engage in quality teacher observations at other locations
- Work closely with our community to utilise their expertise
- Implement strategies to ensure both our internal and external data is showing comparable growth
- Undertake professional learning in current evidence -based pedagogies.

Strategic Direction 3

Delivering Excellence in Leading

Purpose

To ensure a self-sustaining and self-improving community based on high expectations the school will engage strong, strategic and effective leadership processes. This will build a contributive culture with innovative service delivery, strategic resourcing and a shared sense of responsibility. This will provide the foundation for the journey of continuous improvement beyond excellence.

Improvement Measures

High Level implementation of Turning Policy Into Action for Aboriginal Education.

Improve parent engagement in our school-home partnerships by 20%.

Improved service delivery for students, staff and community.

Progress towards achieving improvement measures

Process 1: School Improvement

Develop and embed transparent collaborative processes to reflect the partnership of school improvement focussed on accountability and high expectations.

Evaluation	Funds Expended (Resources)
Under the leadership of executive staff, all classroom teachers had multiple opportunities to work collaborative and evaluate practice to drive student improvement. Having open discussions, team teaching and providing conducive feedback has fostered high expectations across the school. Using PLAN 2 and NAPLAN data to identify deficits in student knowledge and adapting intervention to accommodate has given Islington PS the flexibility to try to minimise gaps in learning.	Teacher team teaching & Feedback \$4000

Process 2: Strategic Resourcing

Implementation of systematic resourcing targeted to point of need and cyclic renewal. Policies and systems will ensure equitable and sustainable support that is focused on improved student outcomes.

Evaluation	Funds Expended (Resources)
A majority of monies spent were allocated to human resources to support student improvement through individual and small group instruction. This process was supported and consolidated through the Learning Support Team and recording student identified areas of development and achievements on their PLSP's and PLP's.	ESL Teacher 4 days per wk \$40000 LST Teacher 2 days per wk \$40000

Process 3: Service Delivery

System design to lead and support service delivery across the school. This will ensure the alignment of policies and practices, pedagogy, wellbeing and strategic community partnerships including the AECG.

Evaluation	Funds Expended (Resources)
Effective management of school resourcing and functioning by executive and School Administration Manager has meant that our school operates well on a daily basis. The adoption of Sentral and Skoobag has enabled easier communication with parents and one location for teachers to record attendance, incidents and reports. Communication continues to be an area to improve.	Online Subscriptions \$5000 SAO Employment 3 days per week \$30000

Next Steps

To continue our plight to reach excellence in leading, Islington Public Schools needs to:

- Continue to utilise our Instructional Leader to drive student improvement and tracking K-2 closely in creating texts and additive strategies
- Continue to develop and build capacity and leadership skills of all staff
- Utilise the What Works Best evidence-based practice to improve explicit teaching across the school
- Monitor budgets closely to provide optimal human and physical resourcing to support teaching and learning
- Build the knowledge of all stakeholders and develop a consistency of communication
- Use Sentral more effectively, particularly Markbook, student merit cards, parent notifications (sms's).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • (\$14 685.00)	Aboriginal funding has enabled us to purchase additional resources that were utilised in the primary sector of the school. Teachers and students were able to develop our schools Junior AEGC which saw the team meeting twice a term to discuss important issues and plan for events across the school. This team organised NAIDOC Day celebrations that was student lead and incorporated activities such as traditional games, bush tucker gardening & incursion, jewellery making, traditional art and basket weaving.
English language proficiency	Funding Sources: • (\$27 966.00)	Money and time was allocated to human resources to provide further teaching and learning opportunities for students that have English as an Additional language or Dialect. Pre and post testing was conducted to group students according to what skills they needed to develop. Students received small group targeted instruction to support their development on the EAL/D progressions.
Low level adjustment for disability	Funding Sources: • (\$102 860.00)	Low-level adjustment and disability funding was utilised for the employment of an SLSO in a full-time capacity to support particular students. The role of our SLSO was to support differentiation and implement an adjusted curriculum when required.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • (\$29 862.00)	Our QTSS funding was utilised to fund teacher costs to eliminate the need for a job-share position. It was also utilised to provide additional release to our Assistant Principal to assist with school daily operations.
Targeted student support for refugees and new arrivals	Funding Sources: • (\$19 655.00)	Due to the COVID pandemic no new arrivals were received during this year, however, we continued to provide individual instruction to students who arrival less than 12 months earlier.



This is a picture of NAIDOC activities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	67	75	82	87
Girls	70	77	82	80

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	96.2	95.2	94.9
1	94.1	93.6	95.1	94.7
2	94.4	95.1	92.1	97
3	92.8	92.9	94.8	95.7
4	93.2	92.6	93.2	93.8
5	95.6	92.1	92.3	92.4
6	96	94.8	90.5	93.7
All Years	94.1	94	93.6	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.05
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.82
Other Positions	3

*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	480,014
Revenue	2,909,223
Appropriation	2,876,078
Sale of Goods and Services	5,198
Grants and contributions	27,287
Investment income	659
Expenses	-2,831,147
Employee related	-2,574,407
Operating expenses	-256,740
Surplus / deficit for the year	78,076
Closing Balance	558,090

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	69,564
Equity Total	204,540
Equity - Aboriginal	14,685
Equity - Socio-economic	59,031
Equity - Language	27,966
Equity - Disability	102,860
Base Total	1,630,243
Base - Per Capita	41,925
Base - Location	0
Base - Other	1,588,319
Other Total	840,470
Grand Total	2,744,818

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

Parent Feedback

Overall our situational analysis highlighted that parents are happy with Islington Public School. They advocate for holistic education and providing life experiences. 72 parents were interviewed/surveyed over the phone due to COVID-19 restrictions where 8 questions were asked. All answers were recorded anonymously by an independent person. Some of the results include:

- Parents value literacy, numeracy and differentiation the most
- Priorities for parents are generally reading, numeracy and STEM
- Suggested and desired improvements include playground equipment, nature play, sport and some elements of the school uniform
- That communication through Newsletter, Facebook and Skoolbag is widely appreciated

Student Feedback

Our students generally report to be very happy and confident in the school environment. When asked what they like about school, a high proportion of students reported:

- Enjoying playing with their friends
- Learning new concepts
- Having nice teachers

When asked what students thought Islington Public School could do to improve their educational experience they reported:

- Better playground equipment
- More sporting opportunities and games
- Faster working technology

The Tell Them From Me student survey responses continue to rate very highly in most areas. Advocacy, Sense of Belonging and High Expectations shows a decline over the last 3 years and is currently sitting at 96%. It still however, sits well above state average of 69% and SSSG at 87%.

Teacher Feedback

All Early Stage One and Stage One classroom teachers are confident and competent in L3 pedagogy and complete guided reading lessons on a daily basis. Running records drive this process and reading levels are collected every 5 weeks. Explicit teaching is effectively used to model guided writing and independent writing sessions, which is also underpinned by the Seven Steps of Writing Program. Consistent Teacher Judgement (CTJ) and teacher feedback continue to highlight the need to adopt a school wide phonological program, as there are numerous gaps in primary as a result.

K-2 teachers effectively complete a minimum of 2 number talks per week, during ignition activities. No scope and sequence is evident in this sector of the school. TEN lessons are taught K-2.

3-6 staff are happy and enjoy teaching in the primary sector of the school. They enjoy the eclectic mix of our students and the discussions that result from varied perspectives. Teachers in 3-6 have demonstrated that internal data is showing student growth, however, it is not matched in external measures such as the NAPLAN and Check-in assessment. Teachers have begun to work more effectively in corporate programming and developing tasks that can be issued across multiple grades to ensure more consistency across the school.

The staff were increasingly excited about the development of a draft English, science, history & geography scope and sequence K-6 in Term 4 and the impact, consistency and direction that this will have moving forward into 2021.

When staff were asked what would their area/s of improvement be, the following information was provided:

- More emphasis on using the collected data to drive teaching activities, differentiation and consistent teacher judgments.
- Offering of students more experiences
- The need for Scope & Sequences, the need for consistent programs across the K-2 & 3-6 sectors of the school
- Uniforms seemed to be an issue
- Project based learning was advocated alongside sustainability

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.

Islington PS has an effective Junior AECG who organised and ran our cultural events. The children taught lessons on:

- Aboriginal and Torres Strait Islander cultural games
- Bush Tucker plants around our immediate environment
- Basket weaving
- Beading
- Art

In addition, Islington PS has very supportive Aboriginal parents who volunteer their time to work closely with the classes to upskill staff and students in traditional ways. The employment of Uncle Perry, an Aboriginal Elder and our school general assistant, means we have access to a "wealth of knowledge" to support and inform school programs to develop more authenticity across the school.

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.

Islington PS has 21% of students that identify as English as an Another Language or Dialect. We advocate and support multiple cultures at our school and enjoy celebrating diversity. Harmony Day is one of the events that we undertake to celebrate multiculturalism. Our parents and community play a huge role in cultural immersion.

Our school received funding under the New arrival funding component for 2020, which was utilised to provide one on one support and small group instruction for new arrivals and refugee students in language development, literacy and numeracy.