

# 2020 Annual Report

## Kiama Public School



2293

## Introduction

The Annual Report for 2020 is provided to the community of Kiama 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 community working together in a dynamic, engaging learning environment. Developing and empowering individuals to fulfill their potential as we prepare for the future.***

The school community values the traditional with a clear focus on what is required for the future. The P&C and broader community run their own Facebook page displaying their pride in the school - "We Love Kiama Public School". This encompasses high expectations from the community to achieve excellent results with a nurturing view to develop youth ready, not only for high school, but for a future passion for learning. All staff recognise and agree that as a school we have a priority to foster in every child that they can achieve and improve themselves through education and learning.

The wider community has developed our school values - "Respect, Responsibility and Resilience" as the foundation of learning and personal growth.

## School context

We are part of the Kiama Community of Schools, situated in the South Coast area of NSW. A relatively high socio economic community - FOEI 52 (ICSEA 1062). KPS has recently increased student numbers to 530 students and 21 classes.

The school prides itself on a strong culture of providing quality learning and showcases an excellent school band, choir, dance ensemble, drama productions and public speaking/debating. Extra curricular activities are a corner stone of the school. Sport and physical activity is a defining aspect of our school. We offer a broad range of in-school and representative sporting opportunities. We have strong connections with our district and regional PSSA.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. We were recently awarded a place in the nation's top 40 innovative schools. Every student has opportunities to use flexible learning spaces across the school to enrich their learning. These include the outdoor kitchen, the garden, the science room, the library, and more. The garden is an extensive agricultural program where students produce, manage and build gardens and nurture and care for animals. An outdoor kitchen supports students' lessons across the curriculum.

The library has become a pioneering space for STEM, and teacher professional learning in our school. This space includes infrastructure to support 3D printing and robotics. Coding and computational thinking characterise learning in these experiences. Technology is a valued component embedded in classroom practices. Students have access to iPads, laptops and mixed technology resources with Wi-Fi access across the school. Our school has BYOD technology in Stage 3.

These activities are founded on a culture of high expectations and academic excellence. The school boasts outstanding academic results and classrooms foster student development based on Positive Learning practices. We meet the needs of all our students through individualised programs and support.

## 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>

## Strategic Direction 1

### Explicit Teaching and Feedback

#### Purpose

To develop pedagogical content knowledge and empower teachers to ensure all students learn and achieve curriculum outcomes.

To create a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

To provide explicit, specific and timely formative feedback related to learning intentions and defined success criteria, to both students and parents.

#### Improvement Measures

Naplan data shows an increase of 2+% of students in top two bands for each NAPLAN assessment over the period of the plan.

Increase the percentage of students demonstrating expected growth on internal and external measures against syllabus standards in Mathematics.

100% of teaching and learning programs show evidence of best practice Mathematics strategies.

#### Progress towards achieving improvement measures

**Process 1:** Draw on research to develop and implement effective pedagogy and practices in teaching Mathematics.

Evaluation	Funds Expended (Resources)
In 2020 the school provided hands on Mathematics resources to all families to support learning from home and continuity of learning. As a result, a whole school audit of classroom maths resources was conducted and additional resources purchased to replenish maths kits and support implementation of evidence-based strategies to meet curriculum learning. Common Assessment Practices were implemented in all classes K-6 to support collection of observations as a form of assessment and the school staff participated in Professional Learning to ensure consistency of procedures. Stage Teams were released to develop Common Assessment Rubrics to support consistent teacher judgements related to the new school reporting format. Assessment tasks aligned to the scope and sequence were developed relevant for each stage by the Maths team linked to Semester One scope and sequence content. These assessment tasks will be incorporated into the formative assessment schedule from 2021.	10.5 Teacher release days \$5461.00 Maths Equipment \$2440

**Process 2:** Explore aspects of How2Learn pedagogies to promote effective learning habits.

Evaluation	Funds Expended (Resources)
Teacher Professional learning commenced in Term 1, 2020 with Leader and Coach training. The external consultant from Challenging Learning conducted baseline data collections in the form of learning walks, discussions, student, staff and parent focus groups and observations. All staff reviewed the baseline data report and used this to co-construct a baseline statement reflecting where we currently are and areas for future directions in relation to Challenging Learning. We have begun to develop a whole school shared language in relation to what effective learners do and the concept of challenge. As part of the Staff Professional Learning, each teacher has devised mini action plans to apply their new learning into daily practice and to build sustainability into our new practices. Demonstration lessons from the external consultant were observed by identified 'Champions' from across all grades, who then replicated the lessons to build capacity of all staff.	20.5 Teacher Release days \$10,678.00 Course fees \$17,920.00

### Progress towards achieving improvement measures

Teachers then buddied up to share 2 different strategies demonstrating effective use of dialogue structures.

**Process 3:** Investigate and commence the implementation of a whole school approach to Literacy and Numeracy assessment and programming.

Evaluation	Funds Expended (Resources)
<p>Assessment schedules were developed for all years K-6 in mathematics, including the integration of observation matrix.</p> <p>The school refined their documentation for reporting to parents, including detailed descriptions of student achievement directly linked with the NSW K-6 Syllabus.</p> <p>In 2020 there was a focus group of teachers utilising PLAN 2 data to track, monitor and evaluate student process in 5 weekly cycles.</p>	1.5 Teacher release days \$781.00

## Strategic Direction 2

### Innovation

#### Purpose

*"It is entirely possible that the most important function of education in the years ahead will be to prepare our future citizens for citizenship in a world only barely imaginable today" - DEC Education for a Changing World Symposium, 2017.*

To develop a future-focused learning culture where creativity, collaboration and risk taking is fostered.

To identify expertise within our staff, student and community bodies, and draw on this to further develop effective programs and opportunities within our school and wider community.

#### Improvement Measures

Increased percentage of teaching staff will have demonstrated the learning delivered in STEM professional development within their practice.

100% of students have experienced innovative STEM activities within their classes.

100% of staff and students have access to suitable and equitable technology.

#### Progress towards achieving improvement measures

**Process 1:** Students and teachers will be problem solvers around all aspects of technology, including trouble shooting simple IT issues. Processes are in place to support regular and frequent use of technology K-6.

Evaluation	Funds Expended (Resources)
In 2020, the IT team created a Sentral Issue Tracking system for all staff to use to report IT issues. This was communicated to staff as well as providing some Professional Learning around entering issues into the system and demonstrating how the system works. As a result staff are reporting any technology problems in an efficient manner, enabling increased use of technology to support teaching, learning and admin systems.	

**Process 2:** Teachers will experience Professional Development to ensure they have embedded innovative teaching practices in their regular classroom pedagogy. Resources are shared fairly and equitably across all teachers and classes K-6.

Evaluation	Funds Expended (Resources)
Classroom teachers participated in cooperative teaching with an external provider. This program focused on supporting teachers to integrate Robotics and coding into units of learning. Additional time was allocated for each stage representative to have input into the teaching and learning programs to allow for future use.  Staff participated in Professional Learning around innovation and the innovative equipment already available within the school. This has resulted in an increased use of equipment and programs the school has purchased.  Makers Empire software was purchased in 2019 and has been used effectively to support cooperative teaching in library.  Additional equipment has been purchased and awaiting arrival.  Reviewing our Sentral booking system technology use, we have been able to ensure all equipment is entered and all teachers have access to the equipment. This has resulted in all staff booking equipment and using	Technology resources \$41447.00  Software \$937.00  9 Teacher release days \$4687.00

### Progress towards achieving improvement measures

equipment to support teaching and learning.

**Process 3:** There is a progression of skills and experiences through the school K-6.

Evaluation	Funds Expended (Resources)
<p>Classroom teachers participated in cooperative teaching and developing of classroom teaching and learning experiences with an external provider. Additional time was allocated for each stage representative to have input into the teaching and learning programs to allow for future use in all classrooms for History and Geography. This has resulted in some skills and experiences in the progression of skills to be achieved.</p> <p>Selected students participated in enrichment groups to further build on their knowledge and use of innovative technologies.</p>	Robotics Program \$11073.00



## Strategic Direction 3

### Wellbeing For All

#### Purpose

To create an increasingly positive culture where there is a school wide collective responsibility for student wellbeing and success which is shared by parents, staff and students.

As a school we value the wellbeing of all students, staff and community members.

#### Improvement Measures

Further improve student attendance at school from 2017 baseline. Achieve ongoing reductions in partial attendance.

Increase in range of acknowledgment and feedback provided to students to reinforce positive behaviour and expectations at school. Reduction in student incident reports relative to student population against baseline harvested Sentral wellbeing data.

Increase parent attendance at class information sessions, parent teacher interviews and other school events against baseline data.

Experience overall increase in Workplace wellbeing as indicated by the PERMA Workplace profiler from baseline measure at implementation of plan.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
In 2020, feedback from students and staff on our Positive Behaviour for Learning mascot design competition in 2019 were sought, resulting in the launch of our mascot 'Sunny'. Staff participated in professional learning on the SPIT (Specific, Positively stated, Immediate and True) model of behavioural feedback to acknowledge expected behaviours across the school. This coincided with a trial of a school-wide 'free and frequent' acknowledgement system using tangible 'Sunny' tokens in Term Four. Staff continued the use of sociograms to monitor and support student wellbeing. Students successes continued to be communicated via the positive phone call home system established in 2019. Finally, a Student Learning Support Officer and School Administrative Support Staff member joined the PBL team to provide an integrated approach to wellbeing.	Resources \$200

**Process 2:** Review wellbeing procedure across the school starting, with teachers and then students and the community.

Evaluation	Funds Expended (Resources)
Staff participated in professional learning reviewing the evidence-based logics of Positive Behaviour for Learning in Term One of 2020. Additionally, upon feedback from staff, the school-wide responding to challenging behaviours flowchart was amended and staff professional learning undertaken to understand these change procedures. The PBL team reviewed the matrix of behavioural expectations across school settings, created accompanying digital lessons and designed schoolwide signage conveying expectations. Explicit lessons responding to data from major and minor incidents were implemented across the school, particularly the ABCDE strategy for managing strong emotions, box-breathing and joining in games. The PBL team additionally drafted a scope and sequence for teaching expected behaviours aligned with the schools social skills program and began developing a program of lessons.	8 Teacher Release days \$4163.00

## Progress towards achieving improvement measures

**Process 3:** Provide resources and skills in resilience and mental health for students and staff.

Evaluation	Funds Expended (Resources)
During remote learning, classroom teachers regularly checked in with the community via phone calls to support mental health and wellbeing of students and families. The school developed family 'Units of Learning', providing differentiated learning tasks that all students could access relevant to their stage.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18,614.00	<p>Student Learning and Support Officers (SLSOs) employed to support students to develop and work towards achieving Personalised Learning Pathways.</p> <p>100% Aboriginal students having a Personalised Learning Pathway.</p> <p>Increased consultation with local Aboriginal community members.</p>
<b>English language proficiency</b>	0.2 FTE EALD Teacher \$5796.00	<p>EAL/D teacher appointed 0.2FTE to support students engaged in the New Arrival initiative.</p> <p>EAL/D students are progressing through the continuum clusters and ESL scales as evidenced through PLAN data analysis and EAL/D data analysis.</p> <p>This activity has increased access to the curriculum for students with limited English as a first language.</p>
<b>Low level adjustment for disability</b>	0.7 FTE LaST \$121,735.00	<p>0.7FTE Learning and Support Teacher employed to support learning needs of students across the school.</p> <p>The Learning and Support Teacher also led the Learning and Support Team.</p> <p>Learning Support Teachers facilitated small group targeted teaching programs including:</p> <ul style="list-style-type: none"> <li>• Year 2 Intensive Reading</li> <li>• Stage 2 Reading Comprehension</li> <li>• Stage 2 Numeracy</li> <li>• Stage 2 Extension Mathematics</li> <li>• Year 3 Whole number</li> <li>• Year 1 Social Skills</li> <li>• Year 6 Whole Number group</li> <li>• 6 Week Intensive Individualised Student Support- Year 1 student</li> <li>• 3 x Kindergarten Phonological Awareness</li> <li>• Year 6 Boys Social skills group</li> <li>• Year 6 Girls Social skills group</li> <li>• 3 x Kindergarten writing groups</li> <li>• 3 x Year 1 numeracy groups</li> </ul> <p>Feedback from students and parents about targeted intervention programs was highly positive. Many students made very positive improvements in their learning.</p> <p>4 School Learning and Support Officers employed to support the individual needs of students within our school.</p> <p>A range of internal and external assessment data demonstrates that the additional SLSO time and Learning Support Team interventions were highly effective in improving student Literacy and Numeracy outcomes.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$95,930.00	100% of teaching staff engaged in coaching/mentoring practices with their supervisor to devise, implement and review

<b>Quality Teaching, Successful Students (QTSS)</b>	\$95,930.00	<p>Performance Development Plans. These plans were linked to both personal goals and school goals. Plans were revised at the end of the school year and will be built upon when undertaking the PDP cycle in 2021.</p> <p>100% of teaching staff engaging in collaborative meetings on a weekly basis with teachers and leaders across the school.</p> <p>All staff engaged in Professional Learning in digital and non-digital programming for remote learning.</p> <p>100% of teaching staff engaged in the review and development of assessment schedules to promote teaching and learning and enhance consistency when evaluating student achievement.</p> <p>100% of teaching staff engaged in peer teaching observations followed by feedback and reflection sessions to enhance teaching practices across the school.</p>
<b>Socio-economic background</b>	\$13,390.00	<p>STEM/Robotics facilitator employed by the school to provide opportunities for students to engage in specialised Robotics programs and initiatives.</p> <p>Financial assistance provided to families in need.</p> <p>Resources purchased to support teaching and learning for classrooms/learning spaces and for the duration of 'At Home Learning' throughout the COVID-19 period.</p> <p>Additional teaching staff employed as needed to support teaching and learning.</p>
<b>Support for beginning teachers</b>	\$12,387.00	<p>100% of Beginning Teachers engaged in regular coaching/mentoring practices. This resulted 1 beginning teachers successfully completing their Accreditation at a Proficient level with the New South Wales Education Standards Authority.</p> <p>100% of Beginning Teachers engaged in professional learning conferences designed around their Professional Development Plan goals.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	271	281	293	296
Girls	237	245	242	248

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95.6	93.8	95.8
1	93.4	93.6	93.4	94.4
2	95.5	93.8	94.1	95.8
3	94.6	95.3	93.8	95.9
4	93.4	92.9	94.1	94.4
5	92.7	93.4	94	95.4
6	93.7	91.1	92.3	93.2
All Years	94.2	93.6	93.7	95
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	531,553
<b>Revenue</b>	4,534,329
Appropriation	4,430,781
Sale of Goods and Services	7,097
Grants and contributions	95,084
Investment income	1,000
Other revenue	368
<b>Expenses</b>	-4,372,806
Employee related	-4,044,377
Operating expenses	-328,429
<b>Surplus / deficit for the year</b>	161,522
<b>Closing Balance</b>	693,075

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	124,695
<b>Equity Total</b>	177,340
Equity - Aboriginal	16,876
Equity - Socio-economic	32,934
Equity - Language	5,796
Equity - Disability	121,735
<b>Base Total</b>	3,799,772
Base - Per Capita	128,670
Base - Location	6,284
Base - Other	3,664,819
<b>Other Total</b>	244,662
<b>Grand Total</b>	4,346,469

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020, the school undertook a comprehensive annual school self-valuation process. The process included analysis of data and feedback collected through:

- a school-based Appreciative Inquiry Process
- the Tell Them From Me survey;
- analysis of school-based data and NAPLAN data; and
- feedback from student, parent and teacher focus groups.

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year, Kiama Public School used Tell Them From Me to collect this information. Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools.

In 2020, 198 students participated in the Tell Them From Me Student Feedback Surveys.

- 86% students have friends at school they can trust and who encourage them to make positive choices. (NSW Govt Norm: 85%)
- 88% of students feel they display positive behaviour at school (NSW Govt Norm: 83%)

**Perspectives of Parents** The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

The survey was scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

In 2020, our school had 23 respondents who completed the parent survey between 10 Sep 2020 and 27 Sep 2020. Results for the survey are as follows:

- Parents support learning at home: 7.2 (Govt Norm: 6.3)
- School supports positive behaviour: 7.7 (NSW Govt Norm: 7.7)
- 91% of parents would recommend Kiama Public School to other parents

75 parents participated in an internal Appreciative Inquiry Survey on 4 December 2020. Results for the survey identified:

- 87% of parents reported their children having a high or very high connection and sense of belonging to the school

In the Focus on Learning Teacher Survey in 2020, teachers reported on the four domains of Classroom and School Practices. The scores for each of the four Dimensions of Classroom and School Practices are scored on a ten-point scale. Results for the survey are as follows:

- Challenging and Visible goals 7.4 (NSW Govt Norm 7.5)
- Planned Learning Opportunities 7.8 (NSW Govt Norm 7.6)
- Overcoming Obstacles to Learning 7.8 (NSW Govt Norm 7.7)
- 82% of staff believe School leaders in my school are leading improvement and change.
- 100% of staff have a performance development plans that outlines individual objectives

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.