2020 Annual Report

Kirkton Public School

2314

Introduction

The Annual Report for 2020 is provided to the community of Kirkton 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

Kirkton Public School
797 Standen Drive
BELFORD, 2335
www.kirkton-p.schools.nsw.edu.au
kirkton-p.school@det.nsw.edu.au
6574 7152

Message from the principal

We would like to acknowledge the resilience of our students, staff and communities who continued to greet change with strength and embrace learning throughout the challenges of this pandemic year.

School vision

Kirkton Public School is committed to providing quality education in an inclusive school environment where all students can reach their potential. Reflective teachers work in genuine partnership with our active community so that all students can become confident, resilient and responsible lifelong learners.

School context

Kirkton Public School has carefully catered for student learning since 1882. Our small school lies within the rural community and beautiful farming flats of Lower Belford, situated 20km east of Singleton.

In our school every student is known, valued and cared for. In response, our school community embraces a culture of continuous improvement. Kirkton Public School includes an enrolment of 20% Aboriginal students for whom planning for inclusion and success is paramount. We are committed to the provision of a quality learning environment that meets the diverse needs of our students so that each child can achieve with pride.

Our students are provided with a myriad of opportunities to develop interests, skills and knowledge. Our school is a proactive member of the local small schools network building capacity within both staff and students through bringing about professional development opportunities and collegial support and enhancing academic, sporting, social and cultural opportunities for our students.

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

Strategic Direction 1

GreatTeaching, Quality Opportunites

Purpose

Great teaching is a result of a learning culture where students are known and supported by well researched, evidence based pedagogy to create quality learning opportunities for the leaders of our future.

Improvement Measures

80 % of students will achieve their year appropriate expected growth in literacy and numeracy as measured by visible movement along explicit learning guides such as learning progressions.

100% of teaching programs reflect planning for evidence informed pedagogy, monitoring using formative assessment of syllabus outcomes and the National Learning Progressions, and review.

Progress towards achieving improvement measures

Process 1:   Researched based and evidence informed pedagogy

Students are known and supported by school based systems for formative assessment. Teachers combine this knowledge and draw from evidence based pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Quality systems remain in place that facilitate collaborative practice and consistent teacher judgement despite the need to adjust processes for this with COVID 19 restrictions. Whole school scope and sequences in all key learning areas except English were revised, reframed and trialled to ensure continuity of learning for students, and a greater focus on creating understanding within and across key learning areas and topics._x000D_ Priority of funding was given to maintaining two teachers and two classrooms during prime literacy and numeracy sessions. This enabled teachers to deliver teaching and learning programs in literacy and numeracy that was explcit, focused closely on individual student needs and allowed for smaller teacher to student ratios to undertake differentiated instruction and formative assessment. Reflection and online training were also undertaken to support the gathering of formative assessment data using online learning tools for home learning. Whilst there was some interruption to planned professional learning opportunities, through collaboration with the Singleton Learning Community Mathematics Initiative high quality professional learning was undertaken in using PLAN 2 effectively to monitor and inform student progress data and planning in literacy and numeracy in the later stages of the year. The timing of this training does mean that this will need to be continued into 2021 to maximise impact. Internal data indicates that literacy and data analysis for measured impact on student growth through a review of assessment processes will continue as a future area of focus.	Staffing: (0.2 LaST support) Funding source: Low Level Adjustment for Disability - $21 877 & Learning and Support Flexible funding $7 294) (Teaching Principal's relief) $37 328 Course Costs: Nil - Online training was free and provided by the Department of Education Equity Loading contribution to the Singleton Learning Community was carried over into 2020 to assist the delivery of professional learning delivered by the Singleton Learning Community Mathematics Initiative Small schools kindergarten network (no cost) Casual Teacher Relief: Nil - training undertaken in staff meetings after school and during staff's own hours. after school Due to Covid 19, no casual days were used for moderation activities to release teachers from face to face teaching.

Process 2:   Professional learning

Embed high quality professional learning in the daily culture at Kirkton Public School. Teachers will have opportunities for meaningful and ongoing collaboration involving reflection and feedback within school and among schools that is focused on improving student outcomes.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Teachers engaged in targeted professional learning opportunities that supported school priorities, student needs and were underpinned by staff performance and development plans. Teaching programs reflected planning and monitoring of student learning and were informed by developing professional practice through collaboration and research based, evidence informed pedagogy. In term 1 Apple i-teacher offered hands on classroom based professional learning for teachers and students. This enhanced our understanding of how i-pads and Apps could be used in authentic in-class experiences to engage in learning and provide multiple sourced authentic formative assessment opportunities in a variety of key learning areas. Online professional learning was undertaken in the forms of forums, webinars and modules to support practical aspects of how to set up, teach explicitly and monitor progress and learning during home learning. Network professional learning in Visible Wellbeing, specifically the emotional management module, was modified and delivered via online learning platforms. This training assisted staff in explicit support of positive student wellbeing and engagement and to additionally support families in remote learning. Connections with another small school and the curriculum advisor was made to unpack teaching reading and comprehension in the older years to address breaking down broad outcomes into explicit teaching. Some training in additive strategies and continuous assessment practice needed to be postponed due to Covid 19 restrictions. In 2020 we continued to make professional learning connections with our local learning community to participate in joint initiatives around wellbeing and improving literacy and numeracy outcomes for students in our area. This meant some adjustment to modes of collaboration and delivery. We continue into 2021 with this commitment to a sustainable and collaborative approach to professional learning where an inquiry approach informs our research, implementation, reflection and refinement to inform our teaching pedagogy for improved student outcomes.	**Funding Sources:** Professional Learning: $3443 spent out of a total of $4968 (funds to be carried over to support training missed in 2020) QTSS: $3610 Literacy and Numeracy: $2333 Integration Funding: $13 081, employment of SLSO to support classroom instruction and differentiated learning. Cost of casuals to cover preparations for quality home learning preparation. 2 days = 2x $550 (Funding source - professional learning) Portion of Glencore Grant $4400 for course Fees - Apple i-teacher delivering engaging, hands on classroom based professional learning to schools, teachers and students.

Strategic Direction 2

Great Environment, Responsible Students

Purpose

A positive environment that builds resilient, motivated self-regulated learners creates a great
school with strong student voice where reflective individuals connect and engage in an effective learning community.

Improvement Measures

Internal school data demonstrates improved levels of self-regulatory learning behaviours and increased participation.

School data identifies improved levels of student, staff and community engagement and satisfaction, as measured by increased proportion of students, staff and community in the top band of satisfaction in surveys.

School internal and external data identifies improved levels of student achievement in literacy and numeracy through targeted,differentiated learning programs.

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole school integrated approach to student well-being in which every student is known, valued and cared for so that students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
A whole school integrated and structured approach to student wellbeing enabled a successful transition to home learning and back to school that maintained a focus on ensuring each student is known, valued and cared for. Ongoing focus in 2020 remained on providing individualised learning and differentiation within the classroom that reflected the needs of all students. Data gathered to evaluate this included teaching programs, student goals, assessment summaries, and surveys. We built on 2019 training in Visible Wellbeing and character strengths to align our Visible Wellbeing strengths to our PBL framework to embed explicit teaching of strengths language within a known framework into weekly whole school lessons. All students achieved a minimum level of our Bronze FLORA award in our PBL reward system. We conitnued to find success with our whole school processes, such as whole school student meetings at the start of each week and playground structures such as shared eating areas and cumulative and collective playground points to reward positive interactions and behaviour to reinforce FLORA values and strengths language and understandings. One staff member was trained in *Seasons for Growth* which is an evidence based intervention program that strengthens the emotional and mental wellbeing of children when dealing with change and loss. This program was implemented with two targeted groups of children during term 3 and 4. Students and teacher reported that the intervention gave students a safe avenue and strategies to discuss and deal with feelings associated with change and loss. Our transition programs were impacted greatly by Covid 19 in 2020, particularly with transition practices for high school. We attempted to maintain open lines of communication for kindergarten transition with the maximum engagement at school as was allowed within Covid safety guidelines. We look forward to revising transition processes again in 2021.	APLAS - school services - no cost PL completed in own time or as part of Principal time (Relief funded by Principal school support money) Course costs: Seasons for Growth + Casual relief whilst at training 2 days $650 = $1100= Total $ 1750

Process 2: Increased sense of belonging and student voice through initiatives such as house systems, peer support groups and extra-curricular activities.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The school analyses and uses data and feedback from staff, parents and students to monitor and refine a whole school approach to wellbeing that fosters a sense of belonging and student voice. Student voice and belonging was supported through whole school meetings and peer support groups and activities. Students actively engaged in group discussions and participated in processes of planning, negotiation and responsibility. Shifts in understandings about character strengths were evidenced throughout peer support and weekly student feedback opportunities during wellbeing lessons. This was also reflected in many cases by increased student self regulated behaviour. Students actively participated in student and parent conferences and identified and provided feedback on what they liked best about school, what they were most proud of, what they would like to improve in and how they use one of their character strengths. Unfortunately opportunities to extend our activities outside our school were limited this year, however we did establish great connections with students and staff at Singleton PS when we went to Great Aussie Bush Camp with them in Term 4 in lieu of our cancelled Canberra trip.

In 2020 teachers committed to using strategies to increase student understanding of learning purpose and increase student voice in reflection on learning. Whilst learning intentions and tools such as exit slips were sourced, used and reflected on, staff felt that competing time challenges with changes resulting from Covid 19 and some professional learning opportunities that were not able to proceed impacted upon the extent that these were implemented. A clear and consistent focus on teaching strategies and tools that facilitate student articulation of their understanding and of what they need to learn next was identified as a continued future focus. More explicit and consistent sharing of success criteria is one avenue to explore further for increasing student voice for future implications. These two areas will aim to improve active student voice and engagement in continuous improvement | Pooled funds to employ two teachers to ensure quality teaching and wellbeing initiatives.

Funding Sources:
 • Socio-economic background ($24.00) |

Great Community, Inspired School

Purpose

Strong and active community partnerships make a great school when they lead and inspire a culture of high expectations for and of students and facilitate opportunities to prepare young people for rewarding lives as engaged citizens.

Improvement Measures

Progressively increase the proportion of students moving into the top two skill bands in literacy and numeracy.

Increase appropriate student movement along explicit learning guides (such as literacy and numeracy continuums moving to national progressions)

Increased levels of parent/carer satisfaction with opportunities to be involved in school life as measured by school surveys.

Progress towards achieving improvement measures

Process 1:   Strong and active partnerships

Adopting a child-centred approach, the school works with parents as equal partners in the learning of their children and engages with the school community to research and implement opportunities to enhance the learning environment.

Evaluation	Funds Expended (Resources)
There is demonstrated commitment within the school community that all students make learning progress and are engaged in a safe environment with a strong sense of belonging. Partnerships with parents support student learning and were mostly very strong through periods of home learning. Whilst restrictions have reduced parent participation in on site events, the P&C remained active pursuing grants that supported effective and flexible learning spaces for the children in our school and initiatives to raise money to subsidise excursions. Parents remained engaged in learning through regular contact with classroom teachers via various communication forms and platforms. Extensive planning and time was spent on ensuring clear communication channels between parents and early education providers as part of our transition to school processes. Most of this communication was in the form of phone calls, surveys and emails with restrictions to adult entry onto school grounds. Parents had opportunity to provide feedback on their child's learning and communication with the school, on their experiences of home learning and any practices from home learning that they felt were valuable to keep post home learning and on their beliefs about homework. This feedback was gathered through surveys, discussion at student led conferences, a car park poll and consultation with each family in the development of the new school planning cycle.	Cost:$4167 Casual cover to keep two adults on site during Covid restrictions: This was used to maintain active connections and communications with parents. School Support Allocation (Principal Support): $11 960 (additional SAM time and teacher time to complete office tasks and analysis) **Funding Sources:** • Socio-economic background ($4167.00)

Process 2:   Culture of high expectations

A culture of high expectations needs to be supported by effective mechanisms and strategies that support every student's learning needs. Curriculum differentiation is an effective means by which this can occur in every classroom.

Evaluation	Funds Expended (Resources)
Ongoing focus in 2020 remained on providing individualised learning and	Also used combination of funding

Progress towards achieving improvement measures

differentiation within the classroom that reflected high expectations for all students. We enlisted the support of our Aisstant Principal Learning and Support to deliver professional learning and resources to Increase awareness of NCCD, Inclusion statements and best practice for Individualised Education Plans (IEP) and Learning Support Team (LST) processes. We used this understanding to review how our current practice aligned with best practice and school planning.

Data gathered from teaching programs, LST documentation, IEPs, Access Requests, counsellor referrals and the School Excellence Framework informed our analysis. From this analysis we found that our students recieved a high amount of engagement with teachers during learning time. That our teachers planned for individuals and reflected on this systematically. We reflected that more extensive documentation that allowed for a centralised system and continuity of tracking LST processes was an area of future development and that our individual education plans could be adjusteded to ensure greater alignment to NCCD reporting requirements and therefore avoid unnessary double up of documentation.

As a staff we discussed the potential for individualised education plans to monitor and track growth for all students in our school and combat the difficulty of detrmining what a year's growth looked like. We recommitted to our plan for early consultation with students, parents and staff that had been interrupted by Covid 19 in 2020 and the review of processes required for this to occur in a small school environment.. A future direction is to reconnect with our AECG to discuss PLP processes. Ensuring sucess criteria and student goals are visible continue to be areas of focus to engage with students around high expectations for their learning.

sources to support the engagement of a teacher 5 days a week, to have two teachers every day and additional SLSO time above integration funding establishment.

Funding Sources:
 • Socio-economic background ($24892.00)
 • Integration funding support ($13081.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing **Funding Sources:** • Aboriginal background loading ($3 527.00)	This funding was combined with other equity funding to provide an additional staff member during prime literacy and numeracy sessions to support students in class and thus strengthening systems and processes within the school to improve levels of student engagement in learning. Use of funding in this way also assisted teachers to have collaborative planning time to gather evidence, create and review Personalised Learning Pathways for Aboriginal students. The additional staff member supported differentiated learning and targeted small group in class teaching practices that enabled teachers to focus closely on improving student engagement and their educational outcomes. Due to restrictions associated with Covid 19, staff training and cultural excursions were cancelled.
Low level adjustment for disability	Staffing: $21 877 Flexible: $ 7 294 (teacher and additional SLSO time) **Funding Sources:** • Low level adjustment for disability ($29 171.00)	Low level adjustment for disability funds were used to assist the staffing of a second teacher 5 days a week. This enabled collaborative planning time to create and review student goals and individual education plans. This also supported differentiated teaching during literacy and mathematics sessions through teacher and SLSO intervention and small group and individualised instruction and the implementation of strategies outlined in classroom program differentiation and student individualised education plans.
Quality Teaching, Successful Students (QTSS)	Staffing **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3 610.00)	In 2020 staff could not visit other schools to undertake networking opportunities to enhance quality teaching practice as initially planned and so funds were distributed to the engagement of teaching staff. This funding was then used to support the engagement of a second teacher five days per week. This enabled the facilitation of shared teaching and collaborative planning, performance and development within school to support implementation and reflection on quality teaching practices.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	21	10	8	9
Girls	16	11	12	12

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	94	91.1	95.9	97.3
1	96.2	88.3	96.9	91.6
2	96.2	92	91.5	98.4
3	96.1	88.1		93.2
4	95.7	89.5	95.7	
5	95.5	95	95.3	95.3
6	92.7	93.2	92.9	91.9
All Years	95	91.4	94.3	94.5
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		92.1
4	93.9	93.4	92.9	
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.

Kirkton Public School 2314 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	134,007
Revenue	468,453
Appropriation	459,638
Sale of Goods and Services	1,814
Grants and contributions	6,867
Investment income	134
Expenses	-500,615
Employee related	-382,295
Operating expenses	-118,320
Surplus / deficit for the year	-32,162
Closing Balance	101,845

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	13,081
Equity Total	57,589
Equity - Aboriginal	3,527
Equity - Socio-economic	24,892
Equity - Language	0
Equity - Disability	29,171
Base Total	334,992
Base - Per Capita	4,810
Base - Location	1,286
Base - Other	328,896
Other Total	42,020
Grand Total	447,683

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.

Kirkton Public School 2314 (2020) Printed on: 23 April, 2021

Parent/caregiver, student, teacher satisfaction

In 2020 parents were surveyed in term 2, a car park poll was conducted in term 4 and consultation with every family and a survey was completed in term 1 2021 to inform evaluation and planning for the next school plan.

Parent Feedback: Surveys had 100% responses in agree or strongly agree for aspects of positive school culture and communication. Responses identified strengths to include: the students enjoying being at school; personal and focused attention; friendly and inviting atmosphere; student growth (academic and social); and involved teachers dedicated to student learning. The car park poll rated the school at the highest ratings in satisfaction levels. When asked what is going well common themes were the school seeking to continually improve, great teaching, and adjusting to changes well with support and encouragement. Comments for improvement were about being able to enter school again when restrictions lifted.

Themes for parent priorities for their children moving into the new cycle were: belonging, differentiated teaching, positive wellbeing and interactions, safety.

Student Feedback: Students gave informal and formal feedback about school and their learning throughout the year. In preparation for student led conferences, students identified what they liked best about school, what they were most proud of, their improvements and goals in writing and mathematics and about how they use one of the Visible Wellbeing character strengths at school. Their responses indicated a wide variety of things they liked about school that were both academic and social. Students identified that they were most proud of various areas of academic improvement and some of their character strengths. Character strengths that most students talked about using with specific examples at school included creativity and kindness. Each child could talk about their goals. Their responses were broad and indicated that they were at the start of this process.

Staff Feedback: Staff feedback was measured through staff surveys, staff reflection on professional development, evaluation against the school excellence framework and through the PDP process. This feedback highlighted the enormous changes staff had adjusted to in a short amount of time and the isolation and time pressures felt as a small school under Covid restrictions. Staff reflected positively on the chance to see student resilience and response to change also and reflected on how this influenced their teaching practice. Staff responses indicated that students were at the centre of decision-making and that continuous improvement through evidence based practice and sustainable processes was important to all members of staff.

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.