

2020 Annual Report

Mogo Public School



2586

Introduction

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

PRINCIPAL'S REPORT - 2020

2020 was truly a challenging year for Mogo P.S and its community. We began the year with our entire community being affected in some way by the fires throughout the Christmas Holiday break. Many in fact were directly affected from family members losing homes and property. We had 7 students and their families who were displaced due to the fires and this was obviously highly distressing for them. The school itself received superficial damage to the main admin building, however lost much of its cultural outdoor learning area, vegetable gardens, and chook shed.

The support offered to Mogo P.S was amazing - there were so many donations that they proved slightly problematic in how to respond to them, how to store them, and how to distribute them. We received backpacks filled with goods, quilts, bikes, toys, books and clothing. One huge positive for the school was The Today show and The Block donating funds and time and labour to rebuild our gardens, and this proved a wonderful project to build community, involving school families, Aboriginal Affairs, Katungul, PCYC, and Aboriginal Health. We also gained a new school patron, Mrs Sallianne McLelland, who has continued to work tirelessly for the whole Mogo community to help them rebuild post fires.

Our staff for the year included Mrs Leyla Taylor who has been at the school for 5 years now, and 2 new additions, Mrs Kylie Parker who was job sharing with myself, and Mr Andrew Craft -both teachers were a great 'fit' for our school and positive additions. We also engaged several SLSO's - Mrs Kat Collins, Mr Warren Potts, Ms Aathne Brown, and Ms Carol Dale - all exceptionally adept in their roles. Mrs Heidi Wade and Mrs Chris McCaul ably continued their role in the office, as did Ms Kizzy Nye as our AEO. Additionally, Mrs Anna Charlton filled the role of EAfS IL with Mogo as her base school but shared with Wyndham, Tanja and Towamba.

Many of our students were quite unfocused and exhibited escalated behaviours during the first term, and school counsellors were an imperative aspect of schooling. Teachers used trauma practices to support classroom management and a whole school approach was taken. Additionally, we connected with Save the Children and ran Journey of Hope, a recovery from natural disasters program.

As behaviour from some continued to escalate, we developed a program with Katungul which we called Mogo Boys @ Katungul. This program is designed as a role modelling and mentor program where our identified boys attend Katungul and take part in a gym/fitness/mindfulness program as well as connecting to country. It has proved to be a beneficial program and this year, although delivered slightly differently, will continue for all of our Year 3-6 boys.

Covid became a major concern for many in our school community and accordingly our attendance rates became concerning prior to and after the government mandated school closure. Throughout the closure, Mogo staff continued to attend school and we had an average of 6-8 students each day. We developed a home learning package tailored to the needs of our students with a choice of online or hard copy delivery. Over 80% of our families identified the hard copy package as their preferred option for their children during this time. This was supported with phone calls each 3-4 days by staff to the children and their parents at home. Unfortunately, our students didn't engage as fully as we would have hoped with the set work and data showed a downward trend in some areas of literacy and numeracy for some of our

students.

An inquiry in 2019 into why our student writing was still an area of need, brought to our attention the need for a revision of spelling practices across the school. Varying options were explored and researched and it was determined that we purchase InitialLit and implement it in our younger classes. Teachers received the appropriate training and InitialLit was started at the beginning of Term 3. Results were seen by Term 4, with students improving between 15-45% from their initial testing results. Concurrently, writing capability also showed improvement. As InitialLit has produced positive results for the students last year, we have implemented it across our 3 classes this year and so far, all students are responding favourably.

One particular relationship that was formed through the bushfires was with the company NEC who reached out to help the Mogo business community. They also offered assistance to our school and as a result, the school was donated 16 refurbished laptops that have been loaned out to year 4/5/6 students so that they may engage in homework completed electronically in preparation for high school. They also facilitated a robotics day for our year 5/6 students so that they had an opportunity to experience an area of IT that they might like to continue learning about in high school. The students embraced these opportunities from them.

Another relationship was formed with a Department initiative of school adoption…Gladesville P.S adopted us and it was a wonderful chance for our country staff to chat with other Dept city staff and for the students to interact. We arranged a STEM Day - Building Bridges, and this was carried out via zoom. All students in years 3/4/5/6 from Mogo participated, and the Yr 4 students from Gladesville took part. It was an excellent day, and Sir Peter Cosgrove, past Aust Governor General called in to share part of the day.

Mogo P.S has been able to secure a School Chaplain through the Chaplaincy program. Mid Term 3 last year, we employed Dan Vagg who lives locally with his family. The students enjoy working with Dan and he has formed excellent relationships with many of our students. He runs our gardening program which encompasses all of our students, and he also runs a woodwork program and mechanics program for our senior boys. The boys are engaged in these workshops and are an added incentive for demonstrating controlled and mindful school behaviour.

At the end of 2019, we received a Local Community Grant for \$15,000 to construct a Yarning Circle. The fires set us behind initially, and then Covid did as well, however, we were able to start the project half way through the year, and finished in October. To date, we have not been able to officially open the Yarning Circle, or have our community utilise it due to the restrictions around Covid. Our kids though are exceptionally proud of the area though, as well as the redecorated COLA area and new flag poles that the grant enabled. The Yarning Circle was Auntie Kizzy's baby and we are all truly grateful for her efforts in the project.

Auntie Kizzy, also in her role as AEO, worked with OZ Harvest to distribute food baskets to those affected by the fires. She also spent a great deal of time co-ordinating and delivering goods for those affected in the community, and they have all greatly appreciated the time and effort she has given.

I'm sure there are many other aspects that could have been brought forward but I hope that this has given you an insight as to how Mogo P.S has been operating over the past 12 months.

Thank you

Lyndall Schuchmann

Relieving Principal

School vision

Vision

Mogo understands the need to nurture a love of learning so that all students have the opportunity to engage in society to their maximum potential.

Purpose

In achieving our vision, the staff and wider community of Mogo Public School deliver high standard education to develop the individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

School context

Mogo Public School is situated, ten kilometres south of Batemans Bay and sixteen kilometres north of Moruya, on the Princes Highway.

Mogo Public School's student population fluctuates between 35-55 in any given school year. We hope to maintain approximately 40 students for this year. The school community extends from Batemans Bay to Moruya, taking in the villages of Broulee, Tomakin, Mossy Point and Mogo. There are three main buildings, which include: one permanent classroom block housing the library and a primary class, the administration block, and a separate double classroom for the K/1 class and other primary class.

Mogo Public School has an active Parents & Citizens' Association and Aboriginal Community Group which meet on a regular basis. The school's strong Aboriginal Education program includes mandatory cultural units for each class, with special focus and cultural days throughout the year. "Dhurga" the local Aboriginal language, is taught across the school and at the local Mogo Pre-School.

Mogo Public School is a part of the Eurobodalla Learning Community and enjoys participating in leadership, creative arts and other educational activities.

The core value of the school is CARE - Confidence, Achieve, Respect and Engage.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Welfare and Wellbeing

Purpose

The school's wellbeing approach focuses on creating an effective environment for learning where expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Improvement Measures

Community Engagement

An 8% decrease in unexplained absences and a 2% increase in the school attendance rate by 2020.

Student Behaviour

PBL practices visible in the classrooms and across the school.

Progress towards achieving improvement measures

Process 1: Community Engagement

- Develop dynamic and diverse school/home and external agency partnerships which enhance and support student wellbeing.

Evaluation	Funds Expended (Resources)
<p>The school focused significant fund allocation towards engaging external support agencies including Katungal, Police Citizens Youth Club, and Aboriginal Affairs to ensure connection to community and country. The Mogo Boys @ Katungal mentoring program endeavoured to reduce the number of negative incidents involving Aboriginal boys within school. This was moderately successful and resulted in students engaging in their learning.</p> <p>Aboriginal Education workers and an Aboriginal Education Officer were employed to support students at risk emotionally, socially and academically. These staff played a significant role in strengthening the connection between school and home post bush fires and throughout the Covid period in particular.</p> <p>PCYC engaged with MPS in fitness and well-being activities to enhance public relations and build a sense of confidence and trust in the Police Department.</p>	<p>Engage 3 x Aboriginal Education Workers</p> <p>Engage 1 x Aboriginal Education Officer - 0.8FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$70000.00)• Socio-economic background (\$100000.00)• Low level adjustment for disability (\$10000.00)

Process 2: Student Behaviour

- To develop procedures that promote respectful relationships across the student, staff and community and strengthen student wellbeing to ensure positive learning conditions across the whole school.

Evaluation	Funds Expended (Resources)
<p>Students were targeted for additional programs including the Chaplaincy support program. Regional DoE staff supported further assessments leading to students accessing integration funding support and/or support class settings more suitable. TTFM surveys supported these initiatives.</p> <p>Beery Street Trauma Informed Learning strategies are being implemented across the school following intensive professional learning in 2019. The school underwent a review of the student welfare policy modifying procedures and practices in accordance with current evidence-informed research and student identified need.</p> <p>2021 will see the continuation of these programs, continued focus on</p>	<p>Chaplain engaged</p> <p>Katungal</p> <p>Sentral</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School Chaplaincy Program (\$17500.00)

Progress towards achieving improvement measures

authentic reporting and analysis of data gather to inform future programs for students.

Process 3: Student Well Being

- To develop procedures and processes in keeping with the DoE guidelines for enhancing and promoting student wellbeing especially in crisis times

Evaluation	Funds Expended (Resources)
<p>TTFM data indicated strong support for school procedures and practices in successfully seeing staff and students return to school and learning during 2020.</p> <p>TTFM Parent results showed positive opinion of the inclusive practices implemented by the school. Parents offered they would appreciate further understanding how to better support their child's learning from home opportunities and success. TTFM results showed parents acknowledged the schools supports around positive behaviour, this is consistent with above state scores as well.</p> <p>Student TTFM data for 2020 demonstrated a strong sense of belonging, they are interested and motivated; culturally students felt good about their culture when at school. Students felt a lack of connection when learning from home during the COVID period. Students benefited from the generous donation of refurbished laptops to support their learning from home, this donation came about as a direct result of TTFM data shared with NEC.</p> <p>TTFM data for Staff indicated 100% staff felt supported by school leadership, they felt the school is inclusive. Staff understand the necessity to use data to inform their practice.</p>	<p>20 Laptops donation supported student learning and high school transition from NEC</p>

Strategic Direction 2

Quality Education For All

Purpose

Create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Quality Teaching

- TTFM results show an improvement in the drivers of student outcomes.

Evidence Based Practices

- An increased proportion of students demonstrating expected growth in internal and NAPLAN measures.

Progress towards achieving improvement measures

Process 1: Quality Teaching

- Professional learning targets the Literacy and Numeracy needs of teachers to ensure student growth.

Evaluation	Funds Expended (Resources)
Leadership at the school determined additional teaching staff met the academic, social and emotional needs of students as evidence in the TTFM surveys and school anecdotal records.	Additional teaching staff
Instructional Leader engaged through the Early Action for Success initiative building teacher capacity across the school.	InitiLit resources
PL provided by staff internally enhanced teacher skills and understanding in data informed practice.	PL days
Whole school engagement in the Improvers' Collective PL led to stronger understanding and capacity in embedding sustainable practices.	Funding Sources: <ul style="list-style-type: none">• Teaching Principals Relief (\$41000.00)• Early action for success (\$142788.00)• Socio-economic background (\$10000.00)

Process 2: Evidence Based Practices

- Utilise assessment data to determine areas of need and drive differentiated learning to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Through rigorous processes implemented by Instructional Leader and staff, authentic data analysis informed individualised student learning and well-being plans, ensuring student learning improvement and progress. External support complimented school initiatives.	External resources/personnel
2021 these processes and collaboration will continue, a greater focus on classroom teachers managing this process will be apparent.	

Process 3: Quality Education

- Development of staff skills and ability to develop programs enhancing education for all students during crisis

Evaluation	Funds Expended (Resources)
As a result of COVID at Home Learning demands, staff selected a combination of online and hard copy at home learning resources and lesson plans for students to engage with during the offsite period.	Computer donations School computers

Progress towards achieving improvement measures

Technology was shared, staff jointly engaged in PL to better utilise software ie Google Classroom, SeeSaw.

In 2021 further consideration for preparedness by staff in the event of an 'At Home Learning' period will see a continued mix of online and hard copy learning opportunities. Additional technology now available in the school due to donations as well as T4L 2021 will see all senior students able to access and utilise a computer if this eventuated.

Staff reflective practice around *What Works Best* and in 2021 staff will focus on the elements of High Expectations, Effective Feedback and Explicit Teaching as a whole school as well as in their PDPs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$60,800 AEO</p> <p>\$120,763 SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$102 563.00) • Socio-economic background (\$7 000.00) • Integration funding support (\$72 000.00) 	As a result of the additional local Aboriginal staff members representing Moruya, Mogo and Batemans Bay areas student needs were met on a daily basis supporting their social, academic and emotional wellbeing.
Low level adjustment for disability	<p>Additional School Learning and Support Officer 0.4FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$46 134.00) 	The additional allocation ensured full time support for students with disabilities and/or requiring learning adjustments in the classroom.
Quality Teaching, Successful Students (QTSS)	<p>Classroom Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$6 126.00) • Teaching Principal Support funding (\$40 828.00) 	Quality Teaching, Successful Students funding and teaching Principal support funding enabled the engagement of additional teaching staff supporting the Principal's role as well as a third classroom teacher.
Socio-economic background	<p>Classroom teacher and professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$97 044.00) 	This funding supported the engagement of the additional classroom teacher in addition to professional learning specifically targeting the home learning space.
Early action for success	<p>Instructional leader 0.4FTE allocation to Mogo PS</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$143 320.00) 	An EAfS IL was engaged via a joint school initiative with Wyndham PS, Towamba PS and Mogo PS. The Instructional Leader provided 2 days per week support at Mogo PS with the specific focus on tracking student learning and targeted teaching in evidence informed teaching practice in English and Numeracy.
Integration funding support	<p>Additional SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$87 416.00) 	Previously evaluated.
Literacy and numeracy	<p>Purchase InitiaLit</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$4 038.00) 	This resource saw all K-Yr 3 students demonstrate directly related improvement in spelling and other associated literacy skills.
Professional learning	<p>Professional learning - release time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$6 055.00) 	The result of professional learning investment enabled 3 staff to be formally trained in the InitiaLit program. These staff shared their learning with other staff through staff meeting opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	24	19	15	18
Girls	23	16	19	22

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.7	85	75.7	71.4
1	88.4	89.7	88.9	69.1
2	86.7	82.4	89	84.1
3	84.4	78	84.7	79.7
4	87.2	72.8	84.9	87
5	85.3	91.5	79.7	70.1
6	90	72.7	87.3	85.5
All Years	87.8	81.6	84.6	78.2
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
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.3
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	50,025
Revenue	1,184,672
Appropriation	1,135,856
Sale of Goods and Services	3,427
Grants and contributions	45,229
Investment income	161
Expenses	-1,081,652
Employee related	-965,950
Operating expenses	-115,702
Surplus / deficit for the year	103,020
Closing Balance	153,045

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	87,416
Equity Total	245,740
Equity - Aboriginal	102,563
Equity - Socio-economic	97,044
Equity - Language	0
Equity - Disability	46,134
Base Total	495,002
Base - Per Capita	8,177
Base - Location	1,256
Base - Other	485,568
Other Total	165,637
Grand Total	993,796

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent survey results for 2020 demonstrated parents/carers saw Mogo PS as being inclusive. Parents felt welcomed by the inclusive practices of the school. Survey results were well above state average for parents/carers feeling supported by the school staff in the challenges of home learning during 2020. In addition, our Tell Them From Me results were above the state average for recognition of the school support positive behaviour.

Student Tell Them From Me survey results indicated 90% of students felt good about their culture while at school. 100% of students agreed or strongly agreed that their teachers have a good understanding of their culture. Student results for Expectations for Success resulted in a school mean of 7.2, below state average. This has led to a strong focus on high expectations in the new school planning cycle 2021-2024.

The People Matter Survey results in 2020 showed 80% of teachers believed school leadership was driving positive change. 100% of staff agreed or strongly agreed they had the skills and confidence to meet the needs of students with disabilities or higher needs. The Staff survey demonstrated that Mogo PS was below the state norm for learning culture, including data-informed practice. As a result of this survey the new school plan is strongly focusing on learning culture, data informed practices and research driven teaching.

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.