

2020 Annual Report

North Sydney Public School



2766

Introduction

The Annual Report for 2020 is provided to the community of North Sydney 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

North Sydney Public School

Bay Rd

Waverton, 2060

www.nthsyddem-p.schools.nsw.edu.au

nthsyddem-p.school@det.nsw.edu.au

9955 2822

Message from the principal

North Sydney Demonstration School continued in 2020 to be a dynamic place of learning, despite a disrupted year due to the COVID-19 pandemic.

As a result of the COVID-19 pandemic our way of operating changed, the school calendar was changed, events were lost, adjusted or postponed and safety and health became our first and our highest priority. Despite the many challenges we faced, it was the year we managed and got through together as a school community by being resilient, flexible, and cooperative.

As we learned of the pandemic mid-Term 1, as a school we had two very clear goals:

- **To provide the best possible learning experiences for students at all times.**

We had to navigate a number of different scenarios with very little notice - remote learning, a staggering return to school, and then full-time face-to-face teaching with an adapted curriculum. The teaching staff at the DEM adapted seamlessly with each stage and exceeded expectations, pivoting quickly with each new phase to ensure no child's learning was disadvantaged.

- **To provide the best care and connectivity across our school community despite not being able to come together face to face.**

Regular communication with all stakeholders became the key. Our PBL core value of Care became our major focus and regular well-being check-ins were our priority in Terms 1 & 2. Initiatives were established to allow us to stay connected as best we could - students connecting with their peers and teachers via Google Classroom and Zoom, meeting via Zoom for parent-teacher interviews, creating virtual tours for new students, online information evenings and online P&C meetings became the new norm.

Our school community continued to value: sport, the Arts, emerging technologies, critical and creative thinking, problem-based learning, and the development of strong literacy and numeracy skills throughout 2020.

Positive Behaviour for Learning (PBL) was introduced at North Sydney Demonstration School in 2020. The whole-school community contributed to developing a positive, safe and supportive learning culture. The framework is aimed to improve social, emotional, behavioural, and academic outcomes for students. At North Sydney, we introduced the students to the three core values of **Care, Respect** and **Ownership** (Crow). The school strengthened its use of school-wide data to identify patterns of problem behaviour, monitor student progress, reflect on teaching effectiveness and inform decisions that strengthen the learning environment.

Parents are actively involved in our school and this contributes to the inclusive culture that supports all student achievement. A strong partnership between the school and the P&C was evident throughout the school year. The P&C generously supported the installation of air conditioning in classrooms, classroom resources and additional support staff. We are looking forward to continuing the strong partnership in 2021 and renewing community connections.

At all times the school culture maintained focused on striving **towards the highest** and fostering a sense of belonging for all. The strength and resilience of our school community shown during 2020 is something to be very proud of and something we will continue to build on as we move forward.

Ms Fiona Davis - Principal

School vision

North Sydney Demonstration School is a school community committed to supporting students in all areas of their development so that they may grow into confident, skilled and compassionate human beings who are knowledgeable of themselves and the world around them and who are capable of achieving greatness.

School context

North Sydney Demonstration School is a unique NSW public school that maintains a long-standing partnership with the Education Faculty at the University of Sydney. The school is located in a high-density metropolitan suburb in Northern Sydney. In 2020 students came from approximately 55 different language backgrounds with many students born overseas. The staff at North Sydney Demonstration School are passionate about education and are committed to creating a safe, happy and academically challenging environment for all children. Through professional dialogue with the University of Sydney the school takes pride in contributing to the future of Australia's teaching profession and developing teaching practices and school structures in line with the best of current educational research. The school's parent community works with cooperation, support and compassion to support the school in maximizing student outcomes and reflecting our multicultural communities' aspirations.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Empowered Learners

Purpose

All students should be supported in becoming empowered and independent learners so that they can confidently respond and contribute to the world in changing times.

Improvement Measures

Increased proportion of students in the top two bands of NAPLAN.

Increased number of students with high value added.

Increased number of students who can articulate 2-3 achievements they have made this year in writing, maths and reading and 2-3 specific goals.

Progress towards achieving improvement measures

Process 1: Teachers regularly conference with students using work samples to identify individual 'I can' statements and new learning goals.

Evaluation	Funds Expended (Resources)
The Strategic Direction team presented an outline to re-introduce Visible Learning in order to upskill staff in feedback. Teachers will undertake professional learning in 2021 to develop skills in conferencing and facilitating student goal setting.	Sentral - Software purchased and professional learning provided. QTSS funds have been used to implement Spirals of Inquiry for teacher professional development.

Process 2: Conduct teacher surveys at the beginning and the end of the year to ascertain confidence with supporting students with reflecting on and articulating learning progressions in *writing*.

Evaluation	Funds Expended (Resources)
All stages upskilled in their pedagogy in writing in the targeted action learning processes Spirals of Inquiry. The learning progression professional learning has been delayed to 2021.	Sentral - Software purchased and professional learning provided. QTSS funding used for off-class Execs to plan, monitor and deliver professional learning. Funding also used to employ extra support staff and to release teachers to plan individual learning programs with specialist staff.

Process 3: Conduct teacher surveys at the beginning and the end of the year to ascertain confidence with supporting students with reflecting on and articulating learning progressions in a focused area of reading.

Evaluation	Funds Expended (Resources)
The Learning Progressions were introduced through the Spirals of Inquiry professional learning in 2020. Goal setting and feedback structures was and will continue to be supported by whole school professional development on Visible Learning.	Sentral - Software purchased and professional learning provided. QTSS funding used for off-class Execs to plan, monitor and deliver professional learning.

Progress towards achieving improvement measures

Process 4: Conduct teacher surveys at the beginning and the end of the year to ascertain confidence with supporting students with reflecting on and articulating learning progressions in *number*.

Evaluation	Funds Expended (Resources)
Teachers undertook professional learning in how to effectively use feedback to guide student growth. Additional professional development in Visible Learning will further upskill teachers in giving feedback and guiding goal setting.	Sentral - Software purchased and professional learning provided. QTSS funding used for off-class Execs to plan, monitor and deliver professional learning.

Strategic Direction 2

Collective Wellbeing

Purpose

Students, parents and staff should be supported to be confident and resilient with a capacity for emotional intelligence and an ability to maintain healthy relationships and responsible lifestyles so that they can connect, succeed and thrive.

Improvement Measures

Improved staff engagement and wellbeing as measured by pre and post surveys.

Improved student engagement and wellbeing as measured by questions 28-30, 38-41, 42-45, 60-64 and 75-79 of the TTFM survey and other school determined questions.

Increased numbers of parents accessing parent education within the school and beyond

Positive Behaviours for Learning established and embedded school wide.

Progress towards achieving improvement measures

Process 1: Deliver professional learning to all staff on emotional coaching (GOTIT! NSW), wellbeing and school wide approaches.

Evaluation	Funds Expended (Resources)
All class teachers received training for GOT IT approach during 2019. Following advice from the Learning and Wellbeing DoE team, the implementation of the spirals adaptation of emotional coaching was delayed for 2020 due to the implementation of the PBL program.	Resources and funding provided by NSW Health grant to upskill teachers and provide support to school based mentors during Spirals of Inquiry. School TPL funds along with parent funded Sport and Wellbeing Program used to cover teacher release.

Process 2: Deliver parent education sessions for emotional coaching (GOT IT! NSW).

Evaluation	Funds Expended (Resources)
Attendance and feedback from participants indicated further sessions would be valued in 2021. Clinical professionals from NSW Health to be invited back in 2021 to coincide with classroom programming.	School executive to continue to liaise with NSW Health team regarding ongoing programming and available services.

Process 3: Surveys are written which seek to ascertain current wellbeing of staff and students and their knowledge of preventative and reactive strategies to support positive wellbeing.

Surveys are written to ascertain staff and students awareness of school wellbeing procedures and school values.

Evaluation	Funds Expended (Resources)
Wellbeing Self Assessment Survey (SAS) findings are discussed and directions taken from staff feedback. Action plans developed. From finding; Programming and possible PBL lesson structure adhering to school rules/expectations developed - PBL team members assigned to K-6 to develop programs and lessons based on parental, student and staff feedback. Surveys developed for the students, staff and community and implemented. Results discussed and results evaluated.	Assistant Principal - Positive Behaviours for Learning to run staff TPL School Support Services engaged and programs reviewed from resident experts in student and staff wellbeing. 2 casual days allocated to the administration and collating the findings. A \$1000.

Progress towards achieving improvement measures

Process 4: Wellbeing and Positive Behaviours for Learning Committees are formed.

Evaluation	Funds Expended (Resources)
<p>Successful implementation of the PBL and review of the current school Welfare systems the below points have been identified as priorities for 2021 Term 1;</p> <p>Design and coordinate initial budget based on needs now after SAS surveys - eg collaborative programming/scope and sequence of PBL lessons and data collection (signage later after staff input on expectation and needs); Reviewed Fair Disciplined Policy changes distributed to staff for consultation and review;</p> <p>Introduce staff with milestone success of strategic direction 2 inline with the Department's Wellbeing self assessment tool.</p> <p>Introduce the Statement of Direction for NSDS - PBL in conjunction with the Smiling Mind programs;</p> <p>New playground PBL behaviour slips and activities developed by the PBL team ready to be reviewed by staff;</p> <p>New Smiling Mind program to be trialled and reviewed Term 4 2020 and introduced school wide in Term 1 2021;</p> <p>New PBL signage/image agreed upon/unveiled sent to graphic designer for installation in Term 1, 2021</p>	<p>PBL team chosen and 3 days professional learning budgeted for. 8 times 3 casual days \$12000</p> <p>Signage and nominal stationary changes - \$5000</p> <p>Review and guidance from DoE supervising team</p>

Process 5: Complete Wellbeing Self Assessment Tool for schools.

Evaluation	Funds Expended (Resources)
<p>Teachers will undertake further professional learning and support in both the Smiling Mind Program and Positive Behaviours for Learning. There will also be a review of the Tell them from Me results in Semester 1 2021 to clarify the current impact and direction of both programs.</p>	<p>Resources and experts provided by NSW Health GOT IT! team. Department of Education Strategic Support Services</p> <p>Positive Behaviours for Learning Executive</p>

Process 6: Action Wellbeing Self Assessment Tool findings. (2019/20)

Evaluation	Funds Expended (Resources)
<p>Teachers will undertake further professional learning and support in both the Smiling Mind programs and Positive Behaviour and Learning. There will also be a review of the Tell them from Me results in Semester 1 2021 to clarify the current impact and direction of both programs.</p>	<p>Resources and experts provided by NSW Department of Education Smiling Mind team</p> <p>Department of Education Strategies Support Services</p> <p>Positive Behaviours for Learning Executive</p>

Strategic Direction 3

Future Focused Schooling

Purpose

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Improvement Measures

Improved student and staff knowledge and understanding of digital systems and representation of data.

Improved teacher confidence in supporting students to develop the skills necessary to communicate, collaborate and think critically and creatively.

Improved parent confidence in supporting students to become safe and discerning, respectful users of digital technologies.

Progress towards achieving improvement measures

Process 1: Familiarise students and staff with a K-6 digital technology and ICT program that aligns with the ACARA Digital Technologies curriculum and the NSW Science & Technology syllabus.

Evaluation	Funds Expended (Resources)
Staff engaged in professional learning on the integration of ICT with the view to purposefully integrate ICT to enhance student learning outcomes. A future focus will be purchasing further digital technologies to integrate within key learning areas. Staff expertise will be utilised to support this initiative. Further professional learning is required.	RAM funding used to purchase resources and utilise specialist staff expertise.

Process 2: Incorporate explicit teaching of critical thinking skills, creative thinking skills, communication skills and collaboration skills with and without the assistance of technology in teaching and learning programs.

Evaluation	Funds Expended (Resources)
Following teacher professional learning, teaching staff are now more confident embedding creative and critical thinking skills into teaching and learning sequences. Ongoing professional will be required during 2021.	RAM funding used to purchase resources and utilise specialist staff expertise.

Process 3: Increasing parent awareness and strategies for supporting students' technology use.

Evaluation	Funds Expended (Resources)
Due to Covid restrictions, parent workshops were unable to be held. These have been postponed to 2021.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	English as Another Language/Dialect (EAL/D) teacher to employed to support identified students. School Learning Support Officers -work in classrooms to further support identified students.	Class teachers collaborated with specialist EAL/D (English as a Second Language or Dialect) teachers to scaffold and support language learning for all EAL/D students. Lesson design included specific language building practices such as building vocabulary as well as increased opportunities to practise and revise the key language across the unit of work. Through these supports, EAL/D students gained a deeper understanding of the language content and had more opportunities to consolidate their learning.
Low level adjustment for disability	Through utilising our Learning and Support allocation (0.7) and the literacy and numeracy intervention allocation (0.42), two teachers were utilised across the school to work with students to strengthen literacy and numeracy outcomes. Engagement of additional Student Learning Support Officers (SLSOs), school-funded and community-funded assist with in-class and playground adjustments.	SLSO allocations and learning support resourcing and advice/coaching has improved learning outcomes for students within classrooms and in both small group and one-to-one learning contexts.
Quality Teaching, Successful Students (QTSS)	QTSS funding entitlement allowed for the release of Instructional Leaders to support, coach and mentor staff.	The impact of observations included quality feedback and tailored professional learning for every teacher regardless of their experience or expertise. This impact has been more readily observed through changes in teacher practice rather than in shifts in student achievement. The impact of this Spirals of Inquiry included improvement in student achievement and confidence in a specific area of learning, for example writing, evidenced through work samples and student pre and post surveys. It also enabled staff to share what they are learning and develop their growth mindset. Teachers work as learning communities where they are able to build capacity and responsibility for their learners in the grade.
Support for beginning teachers	Several Early Career Teachers were successfully supported in being accredited as proficient during 2020. During the year, the unique professional learning demands of early career teachers were supported through observational rounds, collaborative planning and participation in action learning. Additional administrative time was provided through	The impact of these initiatives include: the achievement of proficient status for many early career teachers. and Beginning Teachers feeling well-supported and confident with the skills and knowledge required for their role.

Support for beginning teachers	increases to RFF for these teachers.	The impact of these initiatives include: the achievement of proficient status for many early career teachers. and Beginning Teachers feeling well-supported and confident with the skills and knowledge required for their role.
---------------------------------------	--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	436	416	431	435
Girls	445	439	456	422

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	94.8	95.9	94.7
1	94.9	95.4	94.6	95.2
2	94.4	94.9	94.9	94.1
3	94.7	94.8	93.9	93.7
4	94.8	94.9	94.8	95.3
5	94.9	95.5	94.2	96.9
6	93	94.7	94.5	96.6
All Years	94.7	95	94.8	95.1
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.39
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	5.17

*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	1,087,882
Revenue	7,583,070
Appropriation	6,896,518
Sale of Goods and Services	8,906
Grants and contributions	672,665
Investment income	4,282
Other revenue	700
Expenses	-7,751,822
Employee related	-6,880,233
Operating expenses	-871,589
Surplus / deficit for the year	-168,753
Closing Balance	919,130

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	176,089
Equity Total	272,702
Equity - Aboriginal	2,748
Equity - Socio-economic	6,103
Equity - Language	124,553
Equity - Disability	139,298
Base Total	5,904,597
Base - Per Capita	213,327
Base - Location	0
Base - Other	5,691,269
Other Total	464,346
Grand Total	6,817,733

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

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.

In 2020 the school participated in four surveys run by 'Tell Them From Me'. These were the 'Student Outcomes and School Climate ' Student Survey (twice) and the 'Partners in Learning' Parent Survey and the 'Focus on Learning' Teacher Survey. The results of these surveys are outlined below.

Student Survey

319 students from Years 4-6 completed this survey between 15 September 2020 and 25 September 2020.

Results of the survey included;

- 70% of students have a positive sense of belonging.
- 90% of students believed that they demonstrated positive behaviours at school.
- 80% of students believed that important concepts were taught well and that class time was used efficiently.
- 81% of students believe that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 80% of students know where to seek help if needed.

Areas for improvement:

- 70% of students feel accepted and valued by their peers and others at their school. The school is committed to working with students to increase this percentage.
- 64% of students report being interested and motivated in their learning. The school is committed to exploring this finding further through the use of student forum groups
- 30% of students report being subjected to bullying in person or online. The school is committed to exploring this finding further with more probing anonymous survey questions.

Parent Survey

159 parents responded to the 2020 Parent Survey. The survey was sent home to families via the weekly school newsletter and Schoolstream App. Every family receives the newsletter via email and all parents have access to Schoolstream.

Highlights of the survey included:

- Parents indicating that they feel welcome at the school
- Parents feeling they could easily speak to their child's teachers
- Parents believing that teachers listen to their concerns
- Parents believing that teachers take an interest in their child's learning
- Parents believing that the school was a safe place for their child
- Parents believe that school Administrative staff are helpful if they have a question or problem.

Areas for improvement included:

- Parents are relatively less confident that they were being informed about opportunities concerning their child's future.
- Parents opting to not involve themselves in school committees (eg. P&C)
- An adjustment to the timing scheduled parents activities may need to occur (eg. P&C meetings)

Teacher Survey

29 members of the teaching staff responded to the teacher Survey between 9 August 2020 and 22 September 2020.

Highlights of the survey included:

- Teachers felt that the school leaders create a safe and orderly environment.
- Teachers felt that school leaders had provided useful feedback about their teaching.
- Teachers felt that school leaders had supported them through stressful times.
- Teachers felt there was a collaborative culture, with teachers sharing lesson plans and other materials with each other, to support student engagement.
- Teachers set high expectations for student learning.
- Teachers discuss the learning problems of particular students with other teachers.
- Teachers set high expectations for student learning.

Areas for improvement include:

- Utilising data from formal assessment tasks to decide whether a concept should be taught another way.

- Teachers assisting students to set challenging learning goals.
- Assisting students to use computers or other interactive technology to track progress towards their goals.
- Teachers asking parents to review and comment on student work.

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.