

# 2020 Annual Report

## Raymond Terrace Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Raymond Terrace Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Raymond Terrace Public School (RTPS) continues to build a culture in which everyone is challenged and supported through quality classroom practices, community participation and strategic management. The importance of values throughout the school community are continually promoted. RTPS strives to become a model of quality student learning, obtaining excellent student learning outcomes, in a caring environment.

Our vision is underpinned by our key messages of Positive Behaviour for Learning (PBL), values of 'You Can Do It' and four pillars relating to Building Relationships, Explicit Teaching Practices, High Expectations and Common Language/Practices guide our students, staff and community as they learn together.

### The Melbourne Declaration

'Through the promotion of equity and excellence, our students will become successful learners, confident and creative individuals and active/informed citizens' (ref: Melbourne Declaration, 2008)

This reform reflects the focus group discussions of staff and community around the new planning process 2018-2020.

## School context

Raymond Terrace Public School strives to develop in students competence in the core areas of literacy and numeracy, and the ability to think independently and problem solve. The school has a high expectation of success and aims to build excellent relationships between all school members. Students are encouraged to be life-long learners, adapt to change and work as team members.

The school is located thirty minutes north of Newcastle and has a school enrollment of approximately 394 students. Parents are involved in a range of aspects of the school including an active P & C and Aboriginal community group. Approximately 27% of the school's students identify as Aboriginal. There is a significant percentage of children residing in public housing and local caravan parks. Consequently, the mobility rate is relatively high.

Raymond Terrace Public School enrollment zone is within the Hunter River High School (HRHS) intake zone, therefore Raymond Terrace Public School is committed to further developing strong links with HRHS to support transitioning from Year 6 to Year 7.

The school focuses on literacy and numeracy and has shown excellent growth in both. In addition, information technology and the environment are important aspects of the school. Analysis of NAPLAN results indicate that our students need additional support with spelling, grammar and general numeracy, however, it also shows that relevant to similar schools throughout the nation we are in the top group.

The school has adopted early intervention programs in literacy and numeracy. The school implements the MultiLit program in small intervention group work and employs speech pathologists and an Occupational Therapist. In addition, the school operates a Phonics approach, guided reading and has three Learning and Support Teachers.

The school's priority areas reflect the needs as identified by data collected from National Testing (NAPLAN), benchmarking and staff, student and parent surveys.

As a result of strategic targeting in our School Plan over the past three years, there has been significant improvement in literacy benchmark results data and continued positive growth in NAPLAN results from Years 3 to 5.

## 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	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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Pupil Participation in the 21st Century

#### Purpose

To ensure all students have the best opportunities possible to become successful, confident and innovative learners, who think critically and creatively, towards becoming active and informed citizens that engage in the 21st Century as global citizens.

#### Improvement Measures

1. Greater use and innovations by students using technology (including improved learning outcomes) (Jason)
2. 100% of teaching and learning programs contain aspects of Critical and Creative Thinking (CCT) and CCT is explicit taught to students. (Jason)

#### Progress towards achieving improvement measures

##### Process 1: How do we do it and how will we know?

Provide students with the latest variety of technology and quality programs that allow them to engage and promote improved learning outcomes

- Guide students in understanding expectations and leadership through PBL and YCDI lessons, resulting in greater engagement and ability for all to learn in a positive environment

Provide students requiring support with access to intervention programs, differentiated learning, IEPs and appropriate resources promoting improved individual learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The focus on Critical and Creative Thinking (CCT), has been somewhat successful, though staffing changes have made it difficult to achieve purposeful sustainable change in this area. Whilst CCT is evident in teaching and learning programs, it is more likely to be taught incidentally as part of a unit, rather than explicitly. Future planning will look to ensure that CCT is a part of the school's push to ensure quality teaching and high expectations in classrooms. CCT plays an important role in all syllabus documents and is a general capability of the Australian Curriculum. There has been a greater innovative use of technology by students as they have been able to access an increasing variety of resources in this area. Future school planning should decommission the term 21st Century learning and look to adopt Future-Focused learning or Education for a Changing World as part of moving forward. In addition to this, CCT is expected as part of Literacy and Numeracy learning, not as a separate part of the curriculum.</p>	<p>Professional learning and planning days with key focus.</p>

## Strategic Direction 2

### Professional Pedagogy

#### Purpose

To build the leadership capacity of all staff by providing them with the best 21st Century practices possible, to create a high quality learning environment underpinned by evidence based teaching practices and a differentiated curriculum, to assist students in becoming successful, confident and innovative learners, that think critically and creatively towards becoming active and informed global citizens.

#### Improvement Measures

100% of teaching staff will:

- \* have deep and thorough knowledge of syllabus documents, with a focus on English and Mathematics (Kylie)
- \* differentiate the curriculum using evidence based teaching and learning programs to suit the needs of individual students (Kylie & Shahn)
- \* have 80% of students reaching end of year expectations inline with syllabus outcomes (Kylie)
- \* school based systems are in place to ensure ALL teaching staff are accredited and or have maintenance programs (Michelle)

#### Progress towards achieving improvement measures

**Process 1:** All teachers demonstrate a deep understanding of syllabus documents, with an emphasis on English and Mathematics syllabuses.

All class programs show differentiation, driven by evidence and assessment, as well as strategies to cater for identified individual students

All students requiring support will have access to intervention programs, differentiated learning, personalised learning and support plans and appropriate resources promoting improved individual learning outcomes.

#### Students

By providing students with opportunities to develop leadership skills within the school's existing processes to prepare for leadership in senior years

By extending leadership opportunities to younger grades to develop leadership skills in preparation for leadership service in stage 2 and 3, 007, student leadership, sports team leadership and library monitor roles.

By regularly revisiting the expectations with staff in consultations with mentors, supervisors and as a whole staff, quality leadership experiences and skills will be built and sustained.

By providing TPL on accessing NESA, advising about accreditation and promotion, HAT attainment, 5 year maintenance staff will attain appropriate accreditation and professional recognition.

Evaluation	Funds Expended (Resources)
Instructional leadership focus in years 3-6 from 2021.	Instructional leaders K-2
Whole school assessment from 2021 to track growth.	Support staff (interventionist)

### Strategic Direction 3

Productive Partnerships within the school and wider community

#### Purpose

To develop a strong sense of culture throughout the school and wider community to support parents in valuing their child's education.

#### Improvement Measures

100% of students have the opportunity to learn the local Aboriginal language (John)

An average of 75% parents attend school functions (John)

Existing affiliated agencies continue to be valuable partners (Andrew)

#### Progress towards achieving improvement measures

**Process 1:** Employ a teacher of the Gatang language to enable students to build a word bank, lead 'Acknowledgements of Country' at school assemblies and official celebrations

Establish a learning area for language lessons where students will recognise the significance, encouraging all students to take an active interest in learning about our local Aboriginal culture

Involve all students K-6 in learning the Gatang language as a 'second language', providing benefits to their understanding and the use of the English language, improving student outcomes

Establish a designated room (Culture room) and area (Yarning circle) by consulting with parents and community members, giving them a sense of 'ownership', which they will enjoy using.

#### Fostering Agency Partnerships

Maintain existing partnerships and commitment to new options including regular review of services and their impact.

Partnership "event" so that external partners can meet, share resources and work together to complement school programs.

Evaluation	Funds Expended (Resources)
<p>The planned Gatang language program encountered difficulty in sourcing a teacher to share the Gatang language. The language teacher we had planned to utilise accepted a full time position elsewhere and was not available. As a result of this, the program was temporarily suspended and has not been initiated since.</p> <p>Every student had access to online learning and at risk students and families were supported to maintain contact and support their children's learning. All students were regularly contacted by school and external providers to maintain wellbeing during COVID.</p> <p>No data was kept to track the percentage of parents participating in school functions. Last year, parent attendance at school functions was terminated due to COVID-19 restrictions making it impossible to achieve the target of</p>	<p>Use of Aboriginal Education Officer, Gatang Language Teacher and SLSO for Language lessons</p> <p>Staffing of programs and coordination through School Learning Support Team accessing Equity funds and in kind support from service providers.</p> <p>Physical resourcing moved from onsite physical support to remote supports accessing various platforms including Information and Communication Technologies.</p>

**Progress towards achieving improvement measures**

75% of parents being present.	
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Asset resources including learning/meeting spaces both indoors and outdoors.</p> <p>Whole staff professional learning opportunities.</p> <p>Staffing including SLSO and teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$148 000.00)</li> <li>• Professional learning (\$12 000.00)</li> <li>• Socio-economic background (\$86 000.00)</li> </ul>	<p>Gatang language lessons have stalled due to accredited and community accepted language teacher no longer being available. The school is working with Youyong AECG to have this in place in the future.</p> <p>A 'Culture Corner' (an existing classroom) was established for the teaching of boys and girls culture groups. Community gatherings were held for families of Aboriginal student to discuss the establishment of a 'yarning circle' and initiate 'yarn-ups', encourage them to suggest ideas for the 'Culture Corner' and recommend work and learning for their children in a culture classroom.</p> <p>All teaching staff participated in 8 Ways professional learning and Stage teams now include 8 Ways framework when developing learning units.</p> <p>8 staff members participated in Connecting to Country training.</p> <p>Additional learning and social support allowed Aboriginal students greater access to curriculum and improved learning outcomes.</p>
<b>Low level adjustment for disability</b>	<p>2x Speech Pathologists.</p> <p>1x Occupational therapist.</p> <p>Release for staff to develop PLPs for individual students and attend Learning Support Team meetings.</p> <p>Development of school intervention team, supporting school LST initiatives.</p> <p>1.6FTE Learning and Support Teacher.</p> <p>Engagement of additional SLSOs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$238 000.00)</li> <li>• Integration funding support (\$18 000.00)</li> <li>• Socio-economic background (\$200 000.00)</li> </ul>	<p>Support for staff by two Speech Pathologists and OT has assisted students with individualised learning and differentiated programs. Speech Pathologists and OT presented professional development for staff relating to language and vocabulary development and sensory needs. Opportunities for staff to develop PLPs with specialist support has been beneficial. In class support provided for students in need by 1.6FTE LASTs. School Intervention Team developed to support students identified by the School Learning and Support Team lead to measurable improvement in targeted students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>1.2 FTE Instructional Leader</p> <p>Release of In School mentors for Beginning Teachers. Mentors working with teachers</p> <p>K-2 TPL and planning Days</p>	<p>All staff K-2 exposed to best practice pedagogy. All K-2 teachers involved with stage planning days and collaborative practice.</p> <p>Beginning Teachers given extra RFF time each week. Also given targeted time to sit with mentor and to work with them on programming, reporting and assessment.</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>SLSOs, Intervention teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$77 000.00)</li> <li>• Socio-economic background (\$215 000.00)</li> <li>• Support for beginning teachers (\$32 000.00)</li> <li>• Early action for success (\$200 000.00)</li> </ul>	<p>Time also used to observe, team teach.</p> <p>Using SLSOs, Aboriginal Education Officer, LaST, interventionist teachers and Instructional Leaders to provide low level adjustments to students who are not at benchmark. These students are mostly in the K-2, some in 3-6.</p> <p>An increasing number of classroom teachers hold high expectations for their students. They are often supported by SLSOs to differentiate and deliver content.</p>
<p><b>Socio-economic background</b></p>	<p>Community Liaison Officer employed (CLO)</p> <p>Additional support staff employed</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$30 000.00)</li> </ul>	<p>Students are offered Breakfast Club each morning. Those who can't afford to attend excursions have these subsidised or paid for by the school.</p> <p>CLO - school gardens and gardening club is successful, development of community partnerships continue to allow opportunities for all students , development of Careers Day engaged students and encouraged a drive for learning.</p>
<p><b>Support for beginning teachers</b></p>	<p>Additional mentoring and RFF time. Access to appropriate and high quality professional learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$32 000.00)</li> <li>• Professional learning (\$8 000.00)</li> </ul>	<p>Beginning teachers capable of articulating best practice and show implementation of Quality Teaching domains in their teaching and learning programs.</p> <p>Beginning teachers are active members of the learning community contributing positively to school teams in the development of teaching and learning programs.</p> <p>Beginning teachers show strong pedagogical practices as observed by mentors and supervisors.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	221	206	209	196
Girls	194	185	180	175

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	93.7	94.1	90.9
1	92.7	91.2	92.3	95
2	91.2	90.4	91.6	93.9
3	94.7	91.1	92.2	90
4	88.8	93.1	91.2	89.3
5	91.6	89.9	93.1	90.1
6	91	89.6	89.3	94.3
All Years	92	91.2	91.9	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.7
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.02

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2020 Actual (\$)
<b>Opening Balance</b>	1,600,417
<b>Revenue</b>	5,255,493
Appropriation	5,212,761
Sale of Goods and Services	13,582
Grants and contributions	26,419
Investment income	1,951
Other revenue	780
<b>Expenses</b>	-5,351,975
Employee related	-4,835,834
Operating expenses	-516,141
<b>Surplus / deficit for the year</b>	-96,482
<b>Closing Balance</b>	1,503,935

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	81,718
<b>Equity Total</b>	1,136,258
Equity - Aboriginal	148,637
Equity - Socio-economic	748,874
Equity - Language	0
Equity - Disability	238,747
<b>Base Total</b>	3,207,967
Base - Per Capita	98,313
Base - Location	0
Base - Other	3,109,654
<b>Other Total</b>	682,039
<b>Grand Total</b>	5,107,982

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parent/caregiver feedback was difficult to obtain due to COVID-19 issues. Overwhelmingly parents were grateful for the school's response to COVID restrictions and the production of at home learning opportunities in both physical and digital form. With COVID restrictions in place the school moved to more digital forms of communication that has been widely accepted by the community body but there is still a wish for communication to be provided in both digital and traditional forms. Some Parents reported some disconnection from their children's learning while other appreciated the chance to be more hands on.

The school discovered that largely Parents and Carers preferred to hold Parent Teacher interviews and goal setting meetings by phone rather than face to face due to the convenience. This was also supported by staff and both forms will be used in the future.

Communication with families is still an area the school needs to work on and the use of third party digital communication methods are preferred by the majority of families.

Student surveys were conducted in order to gather student voice. 88 mainstream students in Stage 2 completed the survey and 90 mainstream Stage 3 students completed the survey via a google form. To ensure validity and consistency in delivering the survey, each class completed the survey in the computer room with an IL, who explained each question to the students. This was also done to ensure that students took the time to respond honestly and purposefully, as in the past students have tended to rush through external surveys such as Tell Them From Me, partially due to supervision and delivery. Key results of the survey:

### Staff Advocacy

- 89% of Stage 3 students felt that there was an adult at RTPS who believes in them and can help solve their problems, 10% believe that maybe there was an adult who could assist them, with less than 1% unable to identify a staff member who would advocate for them.
- 80% of Stage 2 students felt that there was an adult at RTPS who believes in them and can help solve their problems, 13% believe that maybe there was an adult who could assist them, with less than 7% unable to identify a staff member who would advocate for them.

Students reported the following statements as being the main motivational factors in following our PBL expectations:

- I want to be a respectful student all or most of the time - Stage 3 (83.4%), Stage 2 (69.3%)
- I want to learn and be the best I can be all or most of the time - Stage 3 (80%), Stage 2 (71.6%)
- PBL Reward Days all or most of the time - Stage 3 (67.8%), Stage 2 (64.8%)

The least reported items that motivate students to follow PBL expectations:

- You've been spotted cards rarely or never - Stage 3 (36.7%), Stage 2 (35.3%)
- Dojo Points rarely or never - Stage 3 (44.4%), Stage 2 (59.1%)
- You Can Do It Awards rarely or never - Stage 3 (39%), Stage 2 (65.9%)
- Frog Charts rarely or never - Stage 2 (38.7%)

Students rated their sense of belonging at RTPS in regards to feeling known, valued and cared for - 3 stars all the time through to 1 star for some of the time.

- Stage 3 students - average rating was 2.08 stars, with 29% of students feeling known, valued and cared for all the time
- Stage 2 students - average rating was 2.18, stars with 44% of students feeling known, valued and cared for all the time

As part of the Strategic Improvement Plan staff were consulted extensively through surveys, focus groups and rotation groups. Teacher workload is still a concern for most with a feeling of additional and often competing demands making it difficult to sustain the delivery of high quality teaching and learning opportunities for students.

The building of effective collaboration processes was identified as an area for future school development as well as opportunities to access evidence based professional learning that can be transferred into classroom was also identified as areas of development. 3-6 teaching staff noted the access K-2 staff had for supported professional learning in classrooms as part of everyday practices and would like to access a similar model. This will be a key part of the 2021-2024 strategic plan.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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