

2020 Annual Report

Riverstone Public School



2970

Introduction

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

It is with great pleasure that I share the achievements, directions and learning of Riverstone Public School for 2020. Despite the challenges of COVID-19 we supported the individual wellbeing of our students and provided a learning environment that allowed every student to thrive towards achieving their personal best at school and during learning from home.

At Riverstone Public School we are proud of our commitment to our core business of student learning. Our programs follow the curriculum for all government schools and teachers differentiate and personalise learning to meet the needs of our students. Extra-curricular opportunities are offered in Music, Sport, Art and Science, however due to COVID-19 restrictions throughout 2020 these were limited. We encourage students to take responsibility for their learning, and work closely with our community, to develop a partnership in learning.

Our school motto of 'knowledge and friendship' truly captured the essence of our school throughout 2020.

Message from the students

2020 was quite a chaotic year! We experienced learning in a way that no other students have ever done before. The staff at Riverstone Public School were very supportive and made it easy, quick and fun to learn at home. They always tried their best and checked in on our families to make sure we were all feeling safe, well and supported. Teachers would ring our houses to give feedback on our learning and work through google classroom and see-saw activities with us. The school executive made sure students had laptops and resources to keep learning. I feel very lucky to have had their support throughout this unprecedented time. When we returned to school learning was not the same as it was when we left. That did not matter though. It was great to be back at school and in a classroom with friends. Our teachers were creative and we still got to experience gala days, book week celebrations and colour fun runs. 2020 taught us about what is most important and that is caring for each other.

School vision

The staff and school community at RPS believes that it is our collective responsibility to ensure every child will:

- * Feel SAFE and valued by others and themselves
- * ACHIEVE their personal best through quality teaching and learning
- * Be ACTIVE, confident and enthusiastic Learners
- * Develop, grow and maintain POSITIVE relationships.

We will engage our students by:

- * Providing high quality teachers who model high expectations for learning and social responsibility with highly visible, dynamic and collaborative leadership
- * Utilising 21st century learning pedagogies to provide highly engaging educational opportunities
- * Developing strategies for staff and students to be active learners through self-reflection
- * Making positive outcomes for students is the centre of our decision making
- * Building positive community relationships
- * Providing our teachers with professional learning to ensure they are at the cutting edge of education

At Riverstone our common goal is : **"Every Student Every Day"**

School context

Riverstone Public School is a growing public school in Western Sydney as part of The Ponds network of schools. It is set on spacious, attractive grounds, and provides excellent educational and extra-curricular opportunities for all students.

In addition to emphasising literacy and numeracy in our 15 mainstream classes, the school provides a range of extra activities to extend and enrich student learning.

We value excellence in academics, the arts, sport and technology.

There is a 2 class Preschool on site that operates on a 2 and a half days per week program with students attending either the Monday, Tuesday, Wednesday morning group, or the Wednesday afternoon, Thursday and Friday group. When vacancies exist there is the opportunity for students to attend 5 days.

The school also caters for students with disabilities in our mainstream classes and in addition we have 1 class for students with Mild Intellectual Disabilities, 3 classes for students who are Multi Categorical. Placements into these classes are through an Access Request process.

The school's inclusive education practices are recognised across the school community.

The school community are active participants in the school with our P&C providing additional support to the school and Wesley Family Services Riverstone who are based onsite at the school providing additional programs that support families in our local community assisting us to build strong partnerships.

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	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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Student Learning and Dynamic Student Engagement

Purpose

To provide support and purposeful opportunities for every student to achieve their potential as lifelong learners through whole school programs encompassing the development of teacher capacity and student engagement.

This strategic direction guarantees that our focus is always on students. Students at Riverstone Public School will be able to take responsibility for their learning and maximise individual potential.

Improvement Measures

80% of K-2 students will be achieving grade appropriate levels for the National Literacy Learning Progression

80% of 3-6 students will be achieving grade appropriate levels for the National Literacy Learning Progression

80% of K-2 students will be achieving grade appropriate levels for the National Numeracy Learning Progression

80% of 3-6 students will be achieving grade appropriate levels for the National Numeracy Learning Progression

90% of staff are using Spirals of Inquiry professional learning model, focusing on evidence based practices that inform teaching and learning. Staff have a good understanding of: What is going on for our learners? How do we know? and Why does this matter?

Progress towards achieving improvement measures

Process 1: Effective implementation of evidence based Literacy and Numeracy strategies, such as LISC and feedback, to improve student learning, monitoring and measuring the impact.

Evaluation	Funds Expended (Resources)
The school is continuing to work towards a whole-school instruction model, including the use of Learning Intentions and Success Criteria as an integral part of teacher planning. Teachers are using a range of instructional models including Learning, Language and Literacy (L3), National Literacy and Numeracy Progressions and syllabus outcomes to form learning intentions and success criteria. The school will continue to implement Learning Intentions and Success Criteria in planning and teaching which is clearly identified in planning, teaching and PDPs.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$37477.00)

Process 2: Implementing systems and structures for EAfS and school based Instructional Leaders to build student and teacher capacity in both literacy and numeracy through high quality professional learning and coaching, effective data analysis and use, and differentiated teaching and targeted interventions.

Evaluation	Funds Expended (Resources)
With changes in staffing to the position of Instructional Leader, the structures and processes were also altered to align with best practice and current staffing needs and expertise. The Instructional Leader (IL) closely monitored student progress and made changes to programming based on data and current research. Learning Progression growth across literacy and numeracy will continue to be monitored by IL who presents the data to class teachers and executive during regular Data Talks and executive meetings.	Funding Sources: <ul style="list-style-type: none">Early action for success (\$133868.00)

Process 3: Develop and implement an evidence-informed inquiry structure that keeps learners' progress at the centre of collaborative planning - Spirals of Inquiry approach

Evaluation	Funds Expended (Resources)
Due to COVID-19 and changes in leadership the proposed Spiral of Inquiry	Funding Sources:

Progress towards achieving improvement measures

model was reviewed by staff. Teachers survey responses indicated a greater need for collaborative inquiry. Collaborative Learning Communities were initiated and will continue as a practice that is part of the school culture. The practice offers staff to work with peers and have professional conversations, observe practices and collaboratively program with instructional leader support.

- Support for beginning teachers (\$7000.00)
- Literacy and numeracy (\$7692.00)

Strategic Direction 2

Collaborative Teacher Development and Innovative Leadership

Purpose

Educational practitioners require ongoing capacity building to match the demands of a dynamic educational landscape to create the inspired learning that will develop lifelong capacities in students. Teachers need the capabilities to collaborate with and learn from others, assess their own practice and respond to feedback, and leverage technology to improve student learning.

Teachers must take a shared responsibility for student improvement by observing, supporting and providing quality feedback to colleagues, resulting in improved outcomes for the students at Riverstone Public School.

Improvement Measures

100% of beginning teachers have had completed the induction program and have an established mentor to guide them through the process of PDP and early career teacher programs.

100% of the executive team have established a working relationship with a coach.

All staff have achieved the identified innovation goal with the support of the School Innovation mentor.

Progress towards achieving improvement measures

Process 1: Beginning teachers have access to an ongoing induction mentoring and coaching process that uses quality strategies to support professional development.

Evaluation	Funds Expended (Resources)
A structured beginning teacher program using Strong Start Great Teachers, was interrupted in 2020 due to COVID-19. As teachers returned to school funding for beginning teachers was spent on providing support through the Quality Teacher Advisor, release time to work with a school-based coach or mentor, accreditation support and professional learning to further develop teacher capacity in the area of STEAM. Teachers focused on refining, reviewing and developing new teaching practices to support in-class instruction.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$20606.00)

Process 2: Building leadership capacity and density through professional associations, networking, coaching. Provide additional opportunities by identifying PESG, LEAD program and establish a leadership coach to build their individual and team capabilities.

Evaluation	Funds Expended (Resources)
Participation at PESG, LEAD and other professional conferences was interrupted in 2020 due to COVID-19. Opportunities for building leadership capacity through local networks was conducted online and included participation in Leading Evaluation, Evidence and Data Project, DP Circle and Leading Professional Learning book studies. Opportunities for leadership in 2020 were also awarded to staff who successfully completed an expression of interest for relieving Assistant Principal, Deputy Principal and Principal positions. The principles of coaching underpinned the beginning teacher program and supports given to aspiring leaders. The executive planning time allowed for leaders to hit pause, reassess and make decisions with clarity. This was a valuable resource in 2020.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$6000.00)

Progress towards achieving improvement measures

Process 3: Future-Focused teaching strategies, incorporating innovation practices embedded throughout the school in all Key Learning Areas with the support of the school innovation mentor.

Evaluation	Funds Expended (Resources)
<p>The employment of a STEAM Instructional Leader for 3 days per week supported the delivery of process 3 in Years 3-6. Future-focused teaching and learning was integrated into science and history teaching programs and shoulder-to-shoulder support with integrating robotics was given to Years 3-6 teachers to enhance and extend numeracy programs.</p> <p>In Kindergarten to Year 2 teachers successfully completed STEAM In Practice professional learning program. Using flexible funding, an external agency modeled integrating the STEAM curriculum into their classroom while teaching shoulder-to-shoulder with teachers. Each K-2 teacher received 8 hours accredited STEAM learning at proficient level.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$60000.00)

Strategic Direction 3

Excellence in Wellbeing

Purpose

Develop a systematic and broad approach to Wellbeing by bringing together the science of Positive Psychology with best practice teaching to encourage and support our school community to flourish.

Our vision is to establish a tiered approach to meet the needs of the community that is responsive to data. We are committed to improving the wellbeing of our community using a research based comprehensive approach based on Applied Positive Education.

Improvement Measures

Student data sources indicate an increase in;

- Social and emotional competencies
- Positive emotions
- Positive relationships
- Engagement through strengths
- Indicated sense of belonging, meaning and purpose.

Staff feedback through the PERMAH workplace assessment indicates higher levels of wellbeing for staff based on the 2018 baseline data collected.

At least 80% of the Community has engaged in school delivered program supporting wellbeing.

Progress towards achieving improvement measures

Process 1: Undertake and develop a school wide shared understanding and system for improving staff wellbeing. The system will be based on data collected and will be implemented in sections as prioritised.

Evaluation	Funds Expended (Resources)
<p>Staff wellbeing was a priority in 2020 with the impact of COVID-19 quickly changing the traditional teacher role and challenging staff to be responsive to student learning needs in unprecedented times. Initiatives focused on maintaining regular virtual catch-ups, assessing how employees are coping and keeping an eye out for changes in demeanour, providing access to support beyond the workplace.</p> <p>PERMAH surveys were not completed by staff in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Flexible Funding (\$18000.00)

Process 2: Provide tiered, researched and evidence based strategies to support student wellbeing for all students. Tiered interventions will be applied by trained internal or external staff.

Evaluation	Funds Expended (Resources)
<p>The expansion of the Learning Support Team to include an Education Support Team (EST) has provided targeted tiered intervention to students based on learning needs and attendance data. The EST meets twice a term to discuss student progress, review data and allocate support.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• English language proficiency (\$27000.00)

Process 3: Deliver opportunities for students, staff parents and key stakeholders to actively participate and engage with the school in wellbeing initiatives working towards quality Social and Emotional Wellbeing.

Evaluation	Funds Expended (Resources)
<p>The COVID-19 pandemic changed the initial planning of school and community wellbeing initiatives. Opportunities for face-to-face contact were limited due to NSW Health regulations. In replace of the initial activities the school community implemented Calls of Kindness, Zoom Assemblies and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Flexible funding (\$12500.00)

Progress towards achieving improvement measures

Parent Q&A Time.

Surveys were also conducted through online platforms and at entry and exit gates to track how our school community were responding to changes to routine and to gain valuable input into the development of our school vision.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$76 277.00) 	<p>Riverstone Public School is committed to improving the knowledge and understanding of Aboriginal and Torres Strait Islander histories and culture. Family partnerships are strengthened through the development of Personalised Learning Pathways in consultation with students, parents, community and staff. The employment of Aboriginal Education Officer and School Learning Support Officers support students in classrooms as required. Funding also supported the weekly release of Aboriginal staff members to meet with Aboriginal and Torres Strait Islander students to further develop a sense of connectedness to each other and their culture.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$67 507.00) 	<p>Class teachers and the EAL/D teacher collaboratively plan, implement and monitor individualised and small group programs of support for EAL/D students. EAL/D scales and the English Syllabus have been used to assess, track, monitor and review student's progress.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$120 322.00) 	<p>Individual learning plans were developed for students in partnership with parents and carers. School learning support officers provided additional support in classrooms to enable student achievement of goals.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$33 633.00) 	<p>The STEAM Instructional Leader was responsible for teacher mentoring, coaching and providing demonstration lessons in quality STEAM practices across Key Learning Areas. The in-class support boost staff confidence and knowledge in robotics and future focused learning strategies.</p> <p>Funding was also used to facilitate the employment of a full-time librarian. The employment of a Dharug teacher who is a published and award winning author and illustrator positively impacted the initiative of developing a love of reading in our school.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$32 815.00) 	<p>All students were provided with equity of opportunity to participate in activities within the school as well as during learning from home.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	136	183	213	210
Girls	127	157	160	175

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.3	89.9	88.6	90.4
1	91	92	89.9	88.2
2	92	92.8	87.8	88.5
3	94.1	93.8	90.5	88.9
4	92.8	91.6	88.3	93.4
5	91.6	91.3	90.5	86.4
6	90.8	92.6	86.7	90.1
All Years	91.8	92	88.9	89.4
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)	4
Classroom Teacher(s)	18.89
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	10.22

*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	126,207
Revenue	5,197,655
Appropriation	5,139,881
Sale of Goods and Services	-30,056
Grants and contributions	57,136
Investment income	494
Other revenue	30,200
Expenses	-5,197,257
Employee related	-4,651,231
Operating expenses	-546,026
Surplus / deficit for the year	398
Closing Balance	126,605

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	72,116
Equity Total	677,160
Equity - Aboriginal	86,277
Equity - Socio-economic	292,340
Equity - Language	133,184
Equity - Disability	165,358
Base Total	3,443,735
Base - Per Capita	107,575
Base - Location	0
Base - Other	3,336,160
Other Total	859,126
Grand Total	5,052,137

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

In 2020, we surveyed students, parents/carers and teachers through Tell Them From Me surveys about student engagement and wellbeing.

TTFM 2020

Student Survey

The first student survey conducted prior to the COVID-19 period indicated that students rated all three social-emotional outcomes above state norms: 'sense of belonging' rated 83% compared with 81%; 'positive behaviour at school' rated 89% compared with 83% and 'interest and motivation' rated 80% compared with 78%. However, the second student survey results demonstrated a drop in these areas (74%, 84% and 71% in order of measures reported above).

The results indicate 84% of students believe that their teachers hold high expectations for all students to succeed and 80% believe that important concepts are taught well, and class time is used effectively. Further, results indicate a significant reduction of students who identified as being victims of bullying reducing to 20% from 38% in 2019. In addition, 81% of students indicated they have a strong sense of pride in their school.

There were two areas that dropped by 9%: 'sense of belonging' and 'interest and motivation'. Results also show an increase of 10% indicating that their perseverance level is low. These may be the focus areas for future planning.

Parent Survey

The 2020 TTFM parent survey results showed that RPS parents rated the school above state norms in the areas of 'parents are informed'; 'parents support learning at home' and 'inclusive school'. Some measures have seen a steady increase over the past five years, specifically 'inclusive school' which was rated 7.2 in 2020 compared to 6.6 and 'safety at school' was 7.1 in 2020 compared with 6.1 in 2015. This increase is also evident in 'parents are informed' which has increased to 6.9 from 5.5 in 2017. Regarding methods of communication about student learning, formal interviews rated most highly as useful method, with 100% agreeing a degree of usefulness. Responses regarding Learning from Home indicate that 76% of parents believed that there was adequate school support and 85% felt that the amount and type of resources was appropriate. The measure of 'school supports positive behaviour' may be an area of focus as for the past two years it has rested at 7.5 below the state norm of 7.7.

Teacher Survey

The 2020 teacher survey indicates an increase in 11 out of 12 areas of measure when compared with results from 2019. The 12th measure remained at the same level. Significantly, the increases were a result of the responses recorded by teachers of K-2 rather than teachers of years 3-6 students, whose results indicated a decline in most areas. Some of the most significant areas of increase were: 'learning culture' (increase 1 decile); 'data informs practice' (increase 1 decile); and 'teaching strategies' (increase 1.1 decile). Similarly, 8 out of 12 measure are above state norms and 2 out of 12 are on par with state norms. The two most significant areas for improvement are 'parent involvement' which is 6.4 compared with the state norm of 6.8 and while 'quality feedback' was rated 7.2 increasing from 6.7 (2019), is still just below state norm of 7.3.

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.