

2020 Annual Report

Bundeena Public School



3765

Introduction

The Annual Report for 2020 is provided to the community of Bundeena 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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School vision

Bundeena Public School community empowers students to be self-motivated and confident life-long learners equipped to meet the challenges of an ever changing world. Expert teachers build creative and critical thinking in an inclusive, inspirational environment where curiosity, respect and kindness are pivotal.

School context

Bundeena Public School is the centre of a unique community situated in the heart of the Royal National Park on a coastal peninsula. Our quality education is enhanced by the use of the stunning environment. The school has strong community ties and is supported by a dedicated Parents and Citizens Association. Our school motto 'Live for Life' encapsulates our belief in developing students who are well prepared for the challenges that lie ahead. Our highly qualified and approachable school staff provide personalised learning to meet the cognitive, physical, social emotional and spiritual needs of all students. Our school provides positive learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The school integrates the use of a wide variety of technology within learning areas to increase student skills and engagement. Bundeena Public School offers a variety of creative and performing arts opportunities as well as challenging sports programs. The school has an active Learning and Support Team that coordinates a holistic approach to assisting students with specific needs such as Gifted and Talented students and students with disabilities. This is further supported through a strong ethos of student leadership, wellbeing and a playground where students of all ages socialise together.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

Strategic Direction 1

Expert teachers who foster an inspirational environment

Purpose

Our purpose is to build teacher capacity through focused Professional Learning that creates a culture where teachers use high impact teaching strategies that are evidence based and add value to all students literacy and numeracy results.

Improvement Measures

Increased proportion of students achieving in the top 2 bands in literacy and numeracy and the school achieves excellent value added results, above the value added by the average school.

Students are achieving higher than expected growth in internal and external data showing an increasing proportion of students meeting and exceeding targets in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Learning Sprints

This process develops teacher expertise in teaching that causes learning.

Evaluation	Funds Expended (Resources)
<p>Three teachers trained in <i>Additive Strategies</i> and led whole staff training. LST focused on in class support to target numeracy in stage 2. A teaching sprint in numeracy, targeted additive strategies in the middle performing group across K-6 using the Numeracy Learning Progressions and visible learning strategies.</p> <p>Yr 5 Check In Assessment indicates that our comparison score is 15% lower in numeracy than SSSG. Yr 3 Check In Assessment in numeracy indicates that 61.5% of questions were answered correctly compared to 65% SSSG. Yr 5 Check In Assessment in numeracy indicates that 53.9% of questions were answered correctly compared to 62.3% SSSG.</p> <p>Most students targeted in additive strategies made progress along the Learning Progressions, at least 1 ADsL level. Teaching sprints will shift towards an embedded process in 2021. Numeracy will be a focus in our school improvement plan 2021-2024.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and Numeracy Intervention (\$45941.00)

Process 2: Plotting Positive Progressions

This process allows teachers to more accurately locate a students current literacy or numeracy knowledge, understanding and skills to support planning for learning from the curriculum.

Evaluation	Funds Expended (Resources)
<p>Goal 1 and Goal 2 of our PDPs focused on improving numeracy and spelling outcomes. During 2020 we have continued to embed explicit reading strategies in K-1 classes and increase our reading resources K-2 including subscription to PM e-readers, PM guided readers and Key Link Texts. Data was collected every 5 weeks and targeted students received additional support.</p> <p>Data base of kindergarten results indicates that approx. 60% of students achieved expected growth or above in reading. Spelling data results from Sound Waves indicate that approx. 73% of students achieved at or above expected growth in spelling. 46% of Year 1 students required targeting as a result of the Phonics Screening Check Trial. Yr 5 Reading Check In Assessment indicates that our comparison score is 3.5% higher in reading than SSSG. Check In Assessment in reading indicates that 58% of questions</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3835.00)

Progress towards achieving improvement measures

were answered correctly compared to 61.5% SSSG. Yr 5 Check In Assessment in reading indicates that 60.1% of questions were answered correctly compared to 62.8% SSSG.

Phonics Screening Check Trial has been included in our updated Assessment Schedule. We have implemented a school wide phonics spelling program as per evidence-based research. Data is more widely used to differentiate teaching and learning programs.

Strategic Direction 2

Confident, life-long learners

Purpose

Our purpose is to provide a learning environment that is innovative, relevant and engaging so students are productive and equipped with the skills for future focused learning.

Improvement Measures

Increase of teachers using general capabilities across learning areas evident in scope and sequences, programs and observations.

Increasing range of assessment strategies that optimise learning are evident through observations, programs and reflections.

Increase in the area of student intellectual engagement from TTFM Student baseline 2017

Increase in the areas of Technology and Parent Involvement from TTFM Teacher survey baseline 2017

Progress towards achieving improvement measures

Process 1: Embedding Quality Teaching Practices

This process allows teachers to develop skills and knowledge to embed high impact teaching strategies such as formative assessment, collaborative learning and explicit teaching.

Evaluation	Funds Expended (Resources)
<p>Stage 2 and Stage 3 goal setting in literacy and numeracy was implemented and success recorded in teacher and student comments as part of semester 2 reports. PDHPE scope and sequence updated and units completed for 2020 across K-6. The Sound Waves spelling scope and sequence has been followed K-6. LaST also collaborated to implement the program with Year 1 students. Pre- and post-assessment results recorded in a central location on Google Drive and referred to as part of assessing and reporting. Reflection tasks based on What Works Best themes completed by all teachers. MiniLit and MacqLit reading programs implemented with targeted low progress readers in Years 1 and 3 by support teachers.</p> <p>Sound Waves program was well-received and implemented by teachers. The sequenced order of lessons was maintained across the school throughout the year. Spelling data results from Sound Waves indicate that only 27% of students achieved below expected growth in spelling. 8-10 of these students participated in MultiLit interventions. Results of MiniLit and MacqLit post-testing not yet available. In three-way goal setting approximately 85% of students were reported by teachers as having achieved their literacy and numeracy goals.</p> <p>We now have one (even) year of PDHPE units of work and, to complete the odd/even cycle, units for the odd year will need to be written K-6 for implementation in 2021. (Three-way goal-setting to be extended to include year 2 students in 2021.) Sound Waves program to continue in 2021. MiniLit and MacqLit, as evidence-based reading programs, will continue to support low progress readers in 2021 across Stage 1 and upwards.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$22375.00)

Process 2: Confident Students- Creative Classrooms

This process actively engages students in authentic and challenging learning experiences, creating learning environments that foster innovation and creativity.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

All students K-6 participated in Scope IT lessons in coding and the sustainability program Life Lab. The school received a grant for \$15000 that was used to establish a vegetable garden and teacher release time. The project offered students learning experiences to develop a respect for food, food producers, living things and the environment through weekly lessons in the school garden, bush tucker trail and classroom kitchen. Students lead the planting and upkeep of the school garden. Using the fresh produce from the school garden, students were taught healthy recipes and taught about the importance of sustainability. Parents were updated weekly using Facebook, Seesaw and the fortnightly newsletter.

Success of The Life Lab has been determined by the quantity of produce that is harvested from the school garden. The project has seen approximately 8 square meters of vegetables planted in the school garden, which has contributed to fortnightly cooking lessons. A key highlight for teachers was seeing students who are often disengaged from school, actively involved and enjoying lessons focused on sustainability. The sustainability project allowed time for well planned and well resourced lessons that captivated every student in the school. Observations have shown that the general acceptance and engagement level of the students regarding living a sustainable life has increased since the beginning of the project.

Next year a Gardening Club will be established for maintenance and continuation of growing fresh vegetables. These will be used by the canteen.

Sustainability Grant- \$15000

Strategic Direction 3

Leading with the community

Purpose

Our purpose is to develop a culture of high expectations and embedded student wellbeing to cater for the range of equity issues through a shared responsibility with the parent community.

Improvement Measures

Increased proportion of family involvement in school events including parent involvement in workshops, response to surveys, and membership of P&C from 2017 baseline.

Increased proportion of students who feel confident and resilient towards their learning from TTFM survey baseline data 2017.

Increase of staff and students using school wide expectations.

Progress towards achieving improvement measures

Process 1: Connect, Succeed, Thrive

This process ensures our teaching and learning environments enable the development of healthy, happy, successful and productive individuals

Evaluation	Funds Expended (Resources)
<p>Through PBL each class created a set of classroom expectations which were taught and displayed as visual prompts. Teachers trained in PAX, Good Behaviour Game, as a companion to PBL to further emphasise focus on our classroom management practices.</p> <p>The Wellbeing Officer was employed one day per week. Students referred via the LST, classroom teachers and student self referrals. Targeted students were tracked along the Personal and Social Capability Learning Continuum. All students increased their social capabilities by one level and 3 students increased 2 levels in the sub elements of Understand themselves as learners, Develop reflective practices and Understand relationships. These students are now performing above stage expectations in these sub elements. The Wellbeing Officer has reported that most individual referrals are for students with social/emotional issues and anxiety related issues. These students often demonstrate an inability to self regulate their emotions.</p> <p>TTFM student survey results indicate the following: Advocacy at School has increased by 5% from 2019 (75% to 80%) in 2020. Sense of Belonging has fallen by 17% from 2019 (84% to 67% in 2020.) Expectations for Success has increased by 9% from 2019 (90% to 99%)in 2020.</p> <p>TTFM survey results indicate that we are experiencing some instability in student confidence and resilience, and will inform our future directions. It is anticipated that the PAX program will be implemented across the school in the next school plan. The Wellbeing Officer reported weekly to the LST and provided a weekly timetable of interventions and introduced <i>The Mates Program</i>, using senior students to support social interactions in the playground. The position of the Wellbeing Officer will be funded again in 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Fathering Project

The process allows a core group of dads, "Champion Dads" to lead and implement activities for the school community.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>This year's community engagement has been hindered by current health regulations, however, one successful event that involved the fathers in the school was the Online Trivia Night in lieu of a Father's Day Stall. The event was very well supported via a ZOOM session.</p> <p>The second benefit was the use of the Fathering Project garden that was part of a new program delivered by one of the staff to all students. The garden has seen a dramatic increase in parent interest and student involvement.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$8 458.00) 	<p>This year PLP's were developed and reviewed with parents. For 3-6 students this was completed in 3- way goal setting interviews. Two teachers competed the Leadership in Aboriginal Education online conference.</p> <p>Average NAPLAN scores by Aboriginality is now increasing as it has been declining over the last 5 years.</p> <p>Future directions will be the close the gap program where Aboriginal students will have a mentor and be targeted with in class support to increase numeracy and literacy growth.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$9 265.00) 	<p>The teacher planned and worked collaboratively alongside classroom teachers to support Language Background Other Than English (LBOTE) students with explicit and targeted learning in speaking and listening, at word, sentence and whole text level in writing, and to build comprehension and inferencing skills in reading. This was facilitated with the use of ongoing formative assessment to identify individual LBOTE student's point of need within class learning.</p> <p>Significant Lexile growth was also evident in EAL/D students throughout the year as class teachers assessed comprehension levels at the end of each term. Writing samples also show growth in the structure of types of texts, language choices based on text type (eg literary devices in imaginary texts), sentence structure and spelling.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$59 000.00) 	<p>Two teachers were trained in Mini Lit/Maq Lit. After the Phonics screener students were targeted for additional support in literacy. All students on the program exceeded expected growth. The phonics screener is now compulsory and will be used to identify students that need intervention literacy.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35 222.00) 	<p>Each teacher was given 1 hour per week to meet with their supervisor to implement evidence based strategies in the classroom. Topics were timetabled for each week. Coaching by instructional leaders allowed the sufficient time and focus to be allocated to each staff member to develop personal PDP goals. Classroom observations have also been linked to PDP goals. All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. All staff achieved their PDP goals. Instructional leaders ensured that the implementation of syllabuses were adhered to and professional development attributed to whole school improvement. Instructional leaders supported teachers in their implementation of Learning Sprints and data collection.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 177.00) 	Instructional leaders supported the trail of goal setting and three way conversations in Stage 2 Stage 3 refined their practice from 2019 and aligned student goals with the learning progressions for tracking of student growth. All students self assessed and added their achievements to their Semester 2 report. Future directions will be to have 3 way goal setting for all students 2-6.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$26 000.00) 	Both beginning teachers have established well-formed routines in their classroom. They assessed and reported on the students in their class through interviews and written reports. Both have attended professional learning for beginning teachers and also towards their specific learning goals. Accreditation process completed and reviewed by supervisor.
Location	Funding Sources: <ul style="list-style-type: none"> • Location Funding (\$23 080.00) 	Due to the remoteness of Bundeena Public School it is often expressed by the community that they have difficulty in sourcing specialist support. Location funding was used to support CISP speech and language screening programs for kindergarten, a speech therapist and to provide weekly coding lessons. CISP screening allowed for identified students to receive follow up intervention.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	106	97	92	92
Girls	98	93	101	96

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	96.6	96.7	95.4
1	96.8	92.9	96.1	95.5
2	94.4	94.7	93.7	94.5
3	94.6	93.8	94.1	94.5
4	96	93.5	94.2	94.5
5	94.3	94.9	93.5	93.2
6	94	91.3	93.1	94.2
All Years	94.9	93.9	94.4	94.6
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)	2
Classroom Teacher(s)	6.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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 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	272,445
Revenue	1,949,548
Appropriation	1,858,074
Sale of Goods and Services	758
Grants and contributions	90,167
Investment income	549
Expenses	-2,143,831
Employee related	-1,743,116
Operating expenses	-400,714
Surplus / deficit for the year	-194,283
Closing Balance	78,162

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	16,777
Equity Total	115,905
Equity - Aboriginal	8,458
Equity - Socio-economic	10,177
Equity - Language	9,265
Equity - Disability	88,005
Base Total	1,570,150
Base - Per Capita	46,417
Base - Location	23,080
Base - Other	1,500,653
Other Total	117,105
Grand Total	1,819,937

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

Student Satisfaction

The student survey was completed by students in Years 4, 5 and 6. Seventy-six students completed the survey in April and seventy-nine students completed the survey in September. The student survey was based on the most recent research on school outcomes and climate. Students are actively engaged in school life but are below NSW Gov Norm in Sense of Belonging, Advocacy and Positive Relationships. Students feel that what they are learning is directly related to their long-term success and this view is reflected in their classroom and school behaviour. Some students indicate they are not truly engaged in their learning although effort and quality instruction is high and meeting NSW Gov Norms.

Year 5 boys are below SSSG in most areas of wellbeing. Seventy-four percent of stage 3 students are showing early signs of disengagement. This does not seem to be associated with factors such as poverty, parenting styles or parental involvement. Parents/teachers often refer students to the LST due to factors of stress and anxiety. Positive learning climate seems to have the greatest effect on disengagement.

Parent Satisfaction

Communicating with parents via email has been successful and we had the most survey respondents in 4 years increasing to 26 respondents. The survey includes 7 separate measures of parents' perceptions of their children's experiences at home and school. The key responses are outlined below:

Strengths:

The school's administrative staff are helpful when I have a question or problem.

Written information from the school is in clear, plain language.

Reports on my child's progress are written in terms I understand.

My child is encouraged to do his or her best work.

My child is clear about the rules for school behaviour.

Teachers expect my child to pay attention in class.

My child feels safe at school.

Areas of Improvement

Parent activities are scheduled at times when I can attend.

I am well informed about school activities.

I am informed about my child's social and emotional development.

I am informed about my child's behaviour at school, whether positive or negative.

Behaviour issues are dealt with in a timely manner.

School staff create opportunities for students who are learning at a slower pace.

Teachers try to understand the learning needs of students with special needs.

Teacher satisfaction

All staff completed the learning survey. The survey is grouped to assess eight of the most important drivers of student learning and four dimensions of classroom and school practices. The key responses are outlined below:

TTFM teacher survey indicated we are below the norm for leaders observing teaching and giving helpful feedback. Teachers have requested further opportunities for peer observations as a strategy to learn through reflective practice to facilitate quality teaching. Teaching Sprints have been a useful process and targeted students have shown growth, but teachers feel they need dedicated time to employ new strategies. Teachers reported instructional leaders gave them support in this area. To move from sustaining and growing to excelling in **Collaborative Practice and Feedback** the school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the

modelling of specific and timely feedback between teachers. This will drive ongoing, school-wide improvements in teaching practice and student results. To move from delivering to sustaining and growing in ***professional learning***, teachers will actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice

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.