

# 2020 Annual Report

## Kemblawarra Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Kemblawarra 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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Kemblawarra Public School

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4274 2024

## School vision

The vision of the Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential -socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and gain joy and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to supporting an environment that creates the joy of learning.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture.

## School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region.

Our enrolments include 105 K-6 students, 35 Support Class students. Our Kemblawarra Public School Preschool includes 70 students and runs on a 5 day fortnight enrolment system. We currently have 4 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 35 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others, and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development.

Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking and a variety of sporting opportunities and gifted and talented opportunities.

Our school continues to be part of the Early Action for Success (EAfS) initiative to improve students' performance in literacy and numeracy.

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

## Strategic Direction 1

### Curriculum-Quality Teaching and Learning

#### Purpose

Our purpose is to create and maintain a whole school approach to professional and quality teaching and learning experiences for staff and students. Our focus is directed towards meeting the educational needs of all students to create and maintain high standards of literacy and numeracy across all Key Learning Areas with an emphasis on learning for the future.

#### Improvement Measures

Students have significantly improved their literacy and numeracy skills and an increased percentage of students are meeting the proficient standard or above for NAPLAN results in all areas for literacy and numeracy.

Teachers are effectively implementing evidence based pedagogies and are effectively using collaborative and reflective practices within their programming. Teachers are supported by their leaders and accessing Professional Development opportunities.

#### Progress towards achieving improvement measures

##### Process 1: Research informed Pedagogy

The use of dynamic and evidence based research to develop and implement quality programs in all learning environments.

Evaluation	Funds Expended (Resources)
<p>L3 training continued with OPL and staff completing all modules required. Phonemic Awareness and Phonics scope and sequence finalised and introduced to successfully track and monitor literacy implementation. Students have demonstrated growth in reading, writing and spelling. All staffed have provided an overview of research and literature moving forward into the next planning cycle and Cognitive Load Theory, Schema and Choice Theory were identified as future focuses.</p> <p>Our support staff and AEO were trained in delivering multilit and supported groups of students for additional intervention. Students who accessed this intervention demonstrated growth in their learning.</p>	<p>Instructional Leader, Intervention programs, Multilit resources through human and physical, Professional Learning opportunities</p>

##### Process 2: Curriculum teaching and learning

The teaching learning cycle is driven through systematic data collection and analysis. Learning is student centred and assessment informs future programming.

Evaluation	Funds Expended (Resources)
<p>Introduction of PAT testing and central data tracking to monitor student growth and align assessment data. All classes accessed a streamlined programming scaffold and lesson sequence process for tracking student growth in literacy and numeracy. Deliberate and planned data collection processes was consistent across all year levels for data analysis to meet the needs of students. Finland Maths merged into Movetoimia and was implemented across years 1-6 successfully. Small group explicit instruction allowed student growth to occur.</p> <p>Get Reading Right was a trial in support and infant classes. It was successful and will be implemented across the school in the next cycle of planning. Professional Learning was accessed and successful around the science of reading and ready to be implemented across the school. Students accessing learning through this intervention program demonstrated growth in their reading.</p>	<p>Learning Support Teacher, support teacher, equipment, technology</p>

## Progress towards achieving improvement measures

### Process 3: Collaborative Practices

Establish and implement consistent and collaborative processes for judgement, assessment and reporting in literacy and numeracy and other key learning areas.

Evaluation	Funds Expended (Resources)
PLAN2 is entered by all teachers for all students using elements within the learning progressions. Teachers and support staff including the AEO are using this tool to monitor, track and plan for lesson sequence and intervention on a 5 week cycle. Data and work samples are displayed visually on a growth wall for staff to access and analyse for future planning and consistent teacher judgement.	Professional Learning, observations, mentoring opportunities, technology

## Strategic Direction 2

### Connect and Communicate

#### Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all staff and students so they can connect, succeed, thrive and learn. The early years are critical for establishing self-esteem, resilience, healthy growth and the capacity to learn.

#### Improvement Measures

Staff are entirely committed to and effectively utilising our whole school approach of Positive Behaviour for Learning (PBL) within their daily teaching programs.

Steady increase of whole school attendance each year to assist students in reaching their full potential.

A significant decrease in the number of negative playground/play based behaviour incidents P-6. A significant increase in the number of positive incidents being recorded.

Preschool students better prepared socially and academically for transition to Kindergarten. An increase in students transitioning to Kindergarten at KPS from preschool.

#### Progress towards achieving improvement measures

##### Process 1: Student Support/Wellbeing

Develop and maintain positive intervention and a whole school approach to target student engagement, welfare and attendance across the school.

Evaluation	Funds Expended (Resources)
<p>Welfare and attendance in particular were seriously impacted by the COVID pandemic during 2020. Many of these milestones were unable to be assessed due to this and have been passed into the 2021 period and the new School improvement Plan.</p> <p>IEP's completed for all students and PD delivered to staff around ensuring they are quality and have SMART goals. Focus for 2021 around IEP's being communicated home.</p> <p>Welfare Wall to be overhauled and updated. Students will be systematically checked and relevant information passed on to staff.</p>	Youth Worker

##### Process 2: Positive Behaviour for Learning

Implement the PBL framework to strengthen our Restorative practice. Provide staff with easily accessible resources and professional development to inform successful implementation of strategies and programs.

Evaluation	Funds Expended (Resources)
<p>Kangaroo stamps successfully implemented.</p> <p>PBL meetings cancelled for rest of 2020 due to pandemic, to resume in 2021.</p> <p>PBL implemented up to school wide stage, classroom PBL to be outlined in 2021.</p>	PBL stamps, stationary, release time

##### Process 3: Preschool

Support and develop opportunities for all preschool staff to review, amend and implement educational

## Progress towards achieving improvement measures

**Process 3:** requirements and integrate fully into the whole school directions.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Participation in P-2 Gala Days held off as all Gala Days cancelled for the year.</p> <p>SWAY and ELSA continue to be successfully implemented.</p> <p>New QIP for 2020 created and used to a high standard.</p> <p>Preschool continue to participate in whole school activities where appropriate.</p>	



## Strategic Direction 3

### Community and Leadership

#### Purpose

To maintain a high performance culture, with a clear focus on student progress, achievement and educational growth, encompassing the support of all stake holders. We strive for effective leadership in line with exemplary behaviour and evidence-based knowledge to significantly enhance the outcomes of student achievement and staff confidence.

#### Improvement Measures

Increased community participation during all specialised school programs and events.

Staff actively participate in purposeful self identified TPL which links to the School Plan and a functional, systematic whole school PDP process.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Develop and strengthen relationships and programs supporting all stakeholders in meeting student outcomes. Evaluations and feedback are used to collate data and improve targeted interventions.

Evaluation	Funds Expended (Resources)
<p>COVID 19 restrictions did not allow for a number of community events to either take place or allow the community to attend in 2020. Adjustments were made to allow for the community to attend or view as many events as possible through the use of online platforms including zoom.</p> <p>The online Easter hat parade was a success with families at home and at school creating Easter hats for a virtual presentation for all students to access.</p> <p>The talent quest, Kemblawarra Karols, Book week parade, Presentation day assembly and preschool graduation ceremonies were all accessible via zoom for parents and community members with invites to view. Families engaged with these events and feedback was sought from families regarding using technology as a form of communication and accessibility.</p> <p>The colour run was a great event engaging all students across the school. Students and staff had a great fun filled afternoon resulting in over \$3000 in fundraising towards SRC resources.</p> <p>The Year 6 farewell and school market day ran on school grounds with COVID safe practices in place.</p> <p>Teachers stayed connected with families throughout the year with an increased use in school Dojo. a minimum of 95% of all families per class are connected through Dojo and communicate directly with their child's school teacher. Teachers send at least 2 updates home with photographs to allow families to stay connected and in touch with their child's progress.</p> <p>The swimming carnival was postponed until Term 1 2021.</p>	

##### Process 2: TPL/PDP

Ensure adequate professional development opportunities are provided to support all staff in monitoring and improving their own skills and abilities. Leaders work collaboratively with staff to guide and support their learning to create quality teaching and effective learning experiences.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Ian Luscombe returned and mentored new staff in classrooms around the Behaveability model.

The Preschool enrollment process was refined with the Principal hosting 100% of enrollment meetings for students commencing in 2021, including providing enrollment and orientation packages. The preschool administration systems have been refined to enhance communication between all stakeholders. The preschool was advertised through a variety of sources including local media and person to person delivery.

All new preschool and all kindergarten students were allocated a school buddy from students in year 4 or 5. This made the transition easy for new students as they were happy to separate from their parents as they arrived to school.

All staff nominated themselves for a roles and responsibility group to either align with their PDP or to focus on their area of strength or weakness.

All teaching staff attend a stage meeting for 30mins a week. Minutes are taken and recorded. The aim for 2020 is to focus on limited communication but PD around planning and programming to meet the curriculum needs in Literacy and Numeracy.

100% of teaching staff and executive completed their PDPs with their supervisor using the Growth Coaching Model.

Supervisors approached selected staff to be a part of the 'Joining the Dots Initiative'. One teacher from the school was nominated. Nicole Hughes by Nicole Josevski.

7 staff members including teachers and SLSO attended the MAPA foundation course at Warilla office. This was followed by a further 7 staff members including exec, ED teachers and SLSOs who completed the MAPA physical interventions training in house.

The parent hub met for their initial meeting. This was a poor turn out with only 3 parents meeting with Calum. Calum to organise schedule of events that parent hub are part of.

An online payment system was introduced , the POP payment system, to allow parents to make payments easily and conveniently.

Scope and sequences with support documents for Literacy and numeracy were created and provided to each teacher to provide a guide for the teaching requirements.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading (\$82, 077)	<p>All teachers continued to access collegial SWAY professional learning and resources to support the initiative and learning program.</p> <p>The AEO and support staff targeted students to improve reading and numeracy growth for students.</p> <p>Movetoimia employed additional intervention staff to support smaller explicit instruction groups. Students in these small groups demonstrated growth in their learning outcomes.</p> <p>The didgeridoo program was accessed by students and supported cultural awareness, music appreciation and links to Aboriginal perspectives.</p>
<b>English language proficiency</b>	English Language Proficiency(\$7,212)	<p>Delivery of the literacy intervention groups and Movetoimia math program allowed students to access consistent small group instruction enabling them to show more growth when meeting their learning outcomes. Professional Learning and observations, collegial feedback and mentoring increased teacher knowledge of the literacy and program and quality learning experiences for students.</p> <p>All funding allowed for additional support in small group explicit instruction to support the individual needs of student learning.</p>
<b>Low level adjustment for disability</b>	Low level adjustment for disability (75,315)	<p>Above establishment Instructional Leader and intervention teacher to provide on site professional learning for staff and increase student learning in the classroom. All staff increased their understanding of the science of reading and developmental progression of numeracy to better support student learning outcomes.</p> <p>Additional support staff working 1-1 with identified students based on data analysis for literacy and numeracy. Students accessing 1-1 support demonstrated growth in their learning.</p> <p>Additional Professional Learning and equipment in the area of technology to support a COVID learning environment during a pandemic. This allowed students to access a needs based curriculum while working from home.</p> <p>All funding allowed for additional support in teaching and learning and to support the development of social and emotional wellbeing. Smaller class sizes and additional access to small group explicit teaching allowed student growth.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Including part socio-economic funding	Additional teaching resources in the form of teacher, support staff and resources were

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>(\$265,011)</p>	<p>timetabled to support 1-1 and small group instruction across all KLA's to allow for individual support to be allocated to students to meet specific needs. Education plans focusing on literacy, numeracy, technology and wellbeing were designed to improve student outcomes.</p> <p>The youth worker role allowed additional wellbeing support for students to increase engagement with education and learning.</p> <p>Additional SAO time to support school leadership initiatives and administrative requirements needed to increase student learning.</p> <p>All funding allowed for additional small group instruction and 1-1 learning opportunities to support the development of individual student needs. Smaller group learning allowed for higher impact learning to occur.</p>
<p><b>Support for beginning teachers</b></p>	<p>Including part socio-economic funding (\$265,011)</p>	<p>Allocated time for Professional Learning, mentoring and Accreditation support for beginning teachers.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Refugee students support (\$2,123)</p>	<p>Learning and Support Teacher small group instruction to targeted students. Students demonstrated growth in their reading and numeracy development.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	64	62	61	59
Girls	41	38	54	61

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	85.9	93.2	88.2	71.4
1	86.8	86.5	83.6	76.2
2	85.3	87.8	71.1	82
3	91.1	86.7	83.3	72.7
4	95.1	91.1	90	68.4
5	88.6	95.2	89.9	71.4
6	90.7	89.3	87.7	64.8
All Years	89.4	90.7	86.2	73
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)	11.57
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	9.86

\*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>	173,104
<b>Revenue</b>	3,333,290
Appropriation	3,250,244
Sale of Goods and Services	15,080
Grants and contributions	37,616
Investment income	703
Other revenue	29,648
<b>Expenses</b>	-3,394,560
Employee related	-2,813,752
Operating expenses	-580,808
<b>Surplus / deficit for the year</b>	-61,269
<b>Closing Balance</b>	111,835

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>	66,052
<b>Equity Total</b>	429,615
Equity - Aboriginal	82,077
Equity - Socio-economic	265,011
Equity - Language	7,212
Equity - Disability	75,315
<b>Base Total</b>	2,105,315
Base - Per Capita	37,615
Base - Location	0
Base - Other	2,067,700
<b>Other Total</b>	569,890
<b>Grand Total</b>	3,170,873

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

The opinions of all students' years 4-6 were sought regarding aspects of their social-emotional outcomes and their motivations at school relating to work, culture and social well being. Their responses were as follows-

There is a clear distinction between male and female students where the female students score higher in all areas.

85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

66% of students have friends at school they can trust and who encourage them to make positive choices.

66% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour.

90% of students participate in school sports and clubs giving them a sense of belonging.

Additional feedback includes

35% of students do homework for their classes with a positive attitude and in a timely manner.

69% of students favourite part of learning is Movement maths.

73% of Aboriginal students feel good about their culture when at school with 75% agreeing that their teachers have a good understanding of their culture.

The opinions of all teachers were sought through the self-evaluation survey regarding aspects of student learning and classroom and school practices. Their responses were as follows-

Teachers strongly believe that they strive to understand the learning needs of students with special learning needs with additional effort made to include these students into class activities. Teachers use individual education plans to set goals for students with additional learning needs.

Teachers agree that they establish clear expectations for classroom behaviour and are effective when working with students who have behavioural problems.

Teachers use results from formal assessment tasks to inform lesson planning and set high expectations for student learning. Ensuring that two or more teaching strategies are used in most class periods.

Teachers agree they work collegially with school leaders and other teachers to create a safe and orderly school environment and to discuss learning problems of particular students. They also discuss with students ways of seeking help that will increase learning.

When surveyed about their perceptions of their child's well being and their learning at school and at home parents responses were as follows-

The school average was greater than other NSW government schools with parents agreeing that they feel welcome when they visit the school, and that written information from the school is in clear, plain language, including reports on their child's progress are written in easy to understand terms.

100% of parents have spoken with a teacher about their child's learning or behaviour since the beginning of the year.

Parents agree that their child feels safe going to and from school, that their teachers expect their child to pay attention in class and that they regularly praise their child for doing well at school.

91% of parents would recommend their child's school to other parents.

# 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.