

2020 Annual Report

Lilli Pilli Public School



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Introduction

The Annual Report for 2020 is provided to the community of Lilli Pilli 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

Within the context of a year of challenge and uncertainty, staff continued in their commitment to nurture and support all students. In response to the challenges of educating 385 children both at home and at school, we continued in our pursuit of attaining outstanding learning outcomes for our students. 2020 has been a year of continued growth and achievement for Lilli Pilli Public School in all aspects of educational and community endeavour. Even where aspects of our normal practice were not possible in 2020 we were creative in finding other opportunities and we continued to learn with enthusiasm and optimism. I am fiercely proud of our community, our students and our teachers and what we achieved across all aspects of educational endeavour in 2020.

A wide range of quality educational programs were provided which ensure our students achieved their personal best, were active and involved community citizens and became self-directed learners. Our students excelled in their academic, cultural and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a focus on personalised learning and an extensive teacher professional learning program.

Our dedicated teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms. We are extremely appreciative of this support.

Innovation is a priority for us at Lilli Pilli as we work to develop and educate our students for a rapidly changing future. We expect that over their time at our school, the children in our care will maximise their learning potential and reflect deeply on that learning. As teachers, we are also constantly learning and adapting to new ways of working and new pedagogies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change.

It is a privilege to lead the community of Lilli Pilli Public School. While it is impossible to capture the diversity of learning and achievement in any one document, this annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is with a sense of optimism and pride that I ask you to celebrate our successes and reflect on our future goals as we look forward to 2021.

Jane Shepherd

Principal

School vision

At Lilli Pilli Public School we are working in partnership with parents and the broader community, providing quality education to prepare students for a complex and rapidly changing world in a nurturing and respectful environment.

Lilli Pilli Public School is a respectful, collaborative school with high expectations for all students. We work in partnership with parents and our community to provide quality education and to ensure that 'Everyone Matters'.

School context

Lilli Pilli PS is in the southern suburbs of Sydney on the surrounding shores of the Port Hacking River. All programs at Lilli Pilli Public School are underpinned by a Student Wellbeing Policy which aims to realise the school's mission that 'Everyone Matters'. Programs include student achievement and social responsibility through a balanced, challenging and engaging curricula. The school caters for the individual needs of all students, supported by a strong Learning Support Team. The school, which is on two sites, has a very well developed K/6 ethos, fostered through our Peer Support Program, Buddy and Award Systems and an inclusive philosophy in our educational goals, professional development, school planning and evaluation. The school enjoys a high profile in the community in extracurricular activities that include band and the creative arts, dance, sport, public speaking and debating. Our school works very closely with and is strongly supported by our parent community in all aspects of education. The collaborative and cohesive staff, strive for excellence in providing the best learning environments and opportunities for all our students. At Lilli Pilli Public School 'Everyone Matters'.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

We teach Effectively

Purpose

To build a collaborative learning culture where teachers are activators of learning, have high expectations, are committed to excellence and continually strive to reflect, maintain and improve on quality teaching practice, thereby improving Literacy and numeracy outcomes of our students.

We will drive Literacy and Numeracy forward to ensure continuous development, improvement and refinement of quality educational programs, sustained improvement in student outcomes and excellence in primary education.

Improvement Measures

Increased % of students in top 2 bands for NAPLAN in literacy and numeracy. Increased student growth/value added in internal and external measures (E.G PLAN, NAPLAN, school based data)

Professional learning evaluations recognise whole school and inter school relationships which shows an increase in teacher knowledge through research is being implemented.

An increase in teachers using professional standards and PDP's to identify and monitor specific areas for development or continual improvement.

K- 6 Teaching and learning programs show an increased percentage of stage teams sharing programming and analysing class/stage data. Classroom observations, programs and surveys show that teachers have transformed teacher practice. Teacher PDP, Lesson observation feedback and staff surveys show improvement in teaching practice and collaboration.

Overall summary of progress

Establishment of a community of professional learning teams in numeracy across K-6 staff to work collaboratively, share ideas and resources, analyse data and deliver professional learning with the support of a facilitator. Deliver ongoing quality professional learning in numeracy for all staff through collaborative workshops, professional reading and co-teaching. Provide leadership development opportunities for the school leadership team and teacher leaders to develop a whole school strategic project, lead change, strengthen data collection and analysis skills, design and deliver professional learning and develop coaching skills. Development of model of learning focused on prioritising aspects of research

Progress towards achieving improvement measures

Process 1: Literacy Programs

Literacy programs are supported by quality teaching and learning programs. Targeted and timely feedback is provided alongside support systems for individual students.

Evaluation	Funds Expended (Resources)
<p>Staff have developed a deeper understanding of the research that informs best practice in teaching and learning and the key drivers of high impact instruction.</p> <p>The school is working towards developing a shared understanding of what it means to be an effective learner, the dispositions that enable effective learning and the learning process.</p>	<p>Professional Learning \$</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$20000.00)

Process 2: Literacy and Numeracy Growth

The delivery of student centred teaching and learning programs to support students with individual growth in literacy and numeracy.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on

Progress towards achieving improvement measures

Process 2: teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation	Funds Expended (Resources)
<p>A great range of teachers have an understanding of textual concepts and are embedding them into their English programs, resulting in deeper analysis of texts, author intent and the text purpose happening in classrooms.</p> <p>Programs are being developed focused on a higher order textual concept rather than theme or author leading to more critical analysis of both texts and the core components of English as a subject in its own right.</p> <p>There has been a shift in mindset amongst teachers to view our work in English as much broader and complex than the literacy building blocks.</p> <p>Students are being provided with a broader array of rich tasks in English with a focus on creativity and authentic purpose. Teacher collaboration and creativity in creating these tasks has strengthened.</p> <p>Leadership opportunities embedded into the strategy have built teacher skills and confidence in leading whole school change and peer coaching.</p>	<p>Professional Learning - Grammar and writing, reading Quality Teaching Rounds</p> <p>(Lesson Observations, co-teaching release and resources)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$10000.00)

Next Steps

During the 2021-2024 school plan, The staff at Lilli Pilli Public school will continue to further develop and use our programs to support all stakeholders. The new school plan will enable a strong and consistent approach to the professional development of all staff members.

Strategic Direction 2

Everyone Matters

Purpose

To actively engage all members in dynamic and challenging evidence based learning experiences in the pursuit of personal excellence. We will ensure all students become accountable, self-directed and resilient learners and we will focus on quality relationships and high expectations, integral to being an inclusive school and fostering a shared sense of responsibility for student engagement, student learning and student success.

Improvement Measures

There is an increase in the schools value-added results, significantly above the value added by the average school.

School data shows the student progress and achievement is greater than students at statistically similar schools on external measures and this is consistent with increased student progress and achievement on internal measures.

TTFM data indicates a higher proportion of students feeling included and engaged in school activities.

Staff wellbeing increased as a result of coaching and mentoring from leadership team. as seen in the Wellbeing Assessment Tool and TTFM surveys.

Wellbeing Assessment Tool indicate an increase in levels of student engagement.

Progress towards achieving improvement measures

Process 1: Teaching 21st Century Leadership and Life Skills

- The Leader In Me

Implementation of a school-wide, integrated approach to student leadership model, where students have opportunities to draw on the 7 Habits of Learning.

Parents and the community understand, value and support wellbeing and leadership practices across the school.

Evaluation	Funds Expended (Resources)
<p>Question: Have the staff been able to develop stage and whole school teaching and learning programs?</p> <p>Data: Teaching and learning programs, home learning program, student and parent feedback, student work samples.</p> <p>Findings: Staff has continued to develop and refine teaching and learning programs across the school. This was a critical element of the working from home time during this year. The collaborative effort from all staff has ensured that ALL students know that they are known, cared for and valued. Implication: Students have been able to continue with their regular learning at home and when back at school in face-to-face lessons. Teachers have developed additional ICT skills and the ability to provide feedback in multiple ways.</p>	Quality Teaching Successful Students (QTSS) to increase learning and support teacher.

Process 2: Differentiation for all students.

The whole school community demonstrates high expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Evaluation	Funds Expended (Resources)
2020 has been an incredibly challenging year for the LPPS community. Throughout 2020, the staff, students, and our community have shown great	

Progress towards achieving improvement measures

flexibility in adapting to the new 'normal'. Feedback and high expectations will be a strong element in the new 2021-2024 School Improvement Plan.

Process 3: Formative Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers and research drives the development of assessment practices within stage teams.

Evaluation	Funds Expended (Resources)
<p>Question: Have staff and students been able to demonstrate their understanding of personal learning goals? Has formative assessment become regular and routined in all classrooms?</p> <p>Data: The focus, upon returning from online learning, was ensuring student comfort in the classroom and dealing with the many changes occurring across the school during 2020.</p> <p>Implication: Work within the What Works Best Toolkit will be a focus in the new school plan.</p>	

Next Steps

Our school community recognised an increasing need and imperative to ensure we had strategies to foster high levels of wellbeing for our students and staff. Our understanding of what we need to do to foster positive wellbeing has evolved and we now recognise the importance of explicitly teaching our children skills to strengthen their emotional intelligence, form strong social connections, respond to difficult situations in a productive manner, have expert skills in emotional regulation and have an understanding of what mental health is. Through engaging with research we increasingly became aware of the importance of embedding the principles of positive psychology in our wellbeing approaches as reflected in the NSW Department of Education's Wellbeing Framework - Connect, Succeed, Thrive.

Strategic Direction 3

We provide a positive learning environment - Future Focused Learning

Purpose

To develop an inclusive and accepting environment that fosters collaborative interactions between staff, students, parents and the wider community.

To provide students with Future-focused learning environments that inspire them to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

To prepare students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity.

Improvement Measures

Teaching and learning programs across the school show increasing evidence that they are adjusted to address future focused approaches including critical and creative thinking practices.

There is increasing evidence of Staff evaluating professional learning activities to identify and systematically promote and implement the most effective contemporary strategies and teachers are supported to trial innovative or evidence-based, future-focused practices as is evident in teaching and learning programs.

Learning spaces are increasingly and flexibly utilised to enhance student learning.

Overall summary of progress

Educational thinking and research is redefining what it means to be a successful learner, citizen and worker in response to a constantly evolving world. Creative and critical thinking is one of the most powerful tools we can give our learners to thrive in a world characterised by uncertainty and change.

Using an action research approach, professional learning and collaboration in a cyclical manner, goal was to foster a learning culture that is driven by current educational research, innovation, open-ended problem solving and authentic learning strategies and embed these new ways of learning and teaching in school practices. Quality Teaching Rounds Professional learning gave both leaders and classroom teachers opportunity to collaborate. The leadership team participated in collaborative Teaching in Practice Professional learning and In doing this our staff will have the capabilities and confidence required to navigate an increasingly complex world.

Progress towards achieving improvement measures

Process 1: Future Focused Learning

The use of evidence-informed research will assist our school team to develop a collective vision for future-focused learning and teaching.

Developing the design, implementation and evaluation of practices and learning spaces aimed to successfully equip students with the skills and capabilities needed for a successful future.

Evaluation	Funds Expended (Resources)
<p>Staff have developed a deeper understanding of the research that informs best practice in teaching and learning and the key drivers of high impact instruction.</p> <p>The school is working towards developing a shared understanding of what it means to be an effective learner, the dispositions that enable effective learning and the learning process.</p> <p>Leadership opportunities embedded into the strategy have built teacher skills and confidence in leading whole school change and peer coaching.</p>	<p>Expenditure of professional learning funds is embedded throughout all other strategic directions and strategies. Significant funds in addition to allocated funds were committed to professional learning.</p>

Next Steps

The school will continue to develop a strong focus on building teacher quality through rigorous professional learning. This will be embedded through all school improvement strategies across literacy and numeracy and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background loading: \$2095	The school had an improved focus in strengthening cultural awareness focused on Aboriginal and Torres Strait Islander cultures and histories. This included professional learning for some staff members and initial work in the development of a Reconciliation Action Plan. The school had 5 Aboriginal students who were supported to access a range of learning opportunities with this funding with a focus on literacy and numeracy.
Low level adjustment for disability	Additional School Funding: FTE:0.2 Learning and Support Teacher FTE 0.4 School Learning Support Officers Funding Source: Low level adjustment for diasbility \$90 581	Funds were used to provide Learning and Support Teacher support and School Learning Support Officer support for targeted students. Funds also contributed to teacher professional learning initiatives to build staff capacity in meeting the needs of students with disabilities. Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. Funds enabled the school to strengthen processes and personalised learning and support provisions for targeted students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: QTSS \$66 724	QTSS funding provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches. The funding also provided time to strengthen school processes and management systems.
Socio-economic background	Funding Sources: Socio-economic background \$7344	Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.
Support for beginning teachers	Funding Sources: Support for beginning teacher \$14 481	In 2020, the school provided support for 1 teacher in their first year of teaching. Funding was used to provide early career teachers with mentoring, additional release and professional learning opportunities. A significant focus of this support was the implementation of the Quality Teaching Rounds program.
Targeted student support for refugees and new arrivals	Nil funds allocated	Students requiring English Language proficiency support were provided with targeted learning programs and in-class support based on their level of English language proficiency.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	180	179	193	193
Girls	192	189	187	191

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	96.4	96	96.7
1	96.6	95	94.6	97.2
2	96	95.2	94.5	97
3	94.7	96.2	95.5	95.3
4	96.4	93.3	96	95.7
5	96.6	92.3	94	97.4
6	95.9	94.8	93.6	95.4
All Years	96.1	94.8	94.8	96.4
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)	3
Classroom Teacher(s)	13.84
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.42

*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	163,613
Revenue	3,256,699
Appropriation	3,048,390
Sale of Goods and Services	5,483
Grants and contributions	202,132
Investment income	694
Expenses	-3,207,550
Employee related	-2,898,650
Operating expenses	-308,899
Surplus / deficit for the year	49,150
Closing Balance	212,763

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	53,419
Equity Total	100,020
Equity - Aboriginal	2,095
Equity - Socio-economic	7,344
Equity - Language	0
Equity - Disability	90,581
Base Total	2,687,547
Base - Per Capita	91,392
Base - Location	0
Base - Other	2,596,156
Other Total	181,313
Grand Total	3,022,299

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community were sought throughout 2020 through P&C meetings, focus groups, written feedback and surveys.

The Tell Them From Me (TTFM) Student Survey was implemented in semester one 2020 and provided data from students in years 4 to 6. The survey used indicators based on the most recent research on school and classroom effectiveness and focused on levels of student engagement. On measures of social-emotional outcomes, school responses were strong in all areas. Results were commensurate with NSW Government norms on measures of positive sense of belonging, positive relationships and valuing of schooling outcomes. Results were above NSW Government norms on measures of positive behaviour, motivation and effort. Analysis of drivers of student outcomes indicated that results were commensurate with NSW Government norms on measures of effective learning time, academic rigour and positive student-teacher relationships. Results were above NSW Government norms on measures of learning relevance, advocacy at school, positive learning climate and expectations for success.

As part of the ongoing consultation and feedback processes for the implementation of the 2018-2020 school plan, parent, staff and student feedback is regularly sought. Parent focus groups highlight strengths related to teacher quality, the range of enrichment and sporting opportunities offered to their children and the academic expectations the school sets. Areas for development include strengthening student wellbeing programs, opportunities for students and greater consistency in teacher practice across the school. Staff focus groups identify collaboration, high expectations, comprehensive curriculum implementation and enrichment as areas of development. Staff also highlighted wellbeing and exploration of innovative curriculum implementation as future focus areas. Student focus groups indicate high levels of overall satisfaction with school life. Students especially value collaborative and creative learning experiences that are related to real world experiences.

Overall parent and community feedback indicated high levels of satisfaction with the school's strategic directions, academic results, pedagogical approaches and the array of learning opportunities provided for all children. Strong levels of community support, teacher quality, innovation and high expectations were other areas highlighted as areas of strength.



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.

