

2020 Annual Report

Gwandalan Public School



4320

Introduction

The Annual Report for 2020 is provided to the community of Gwandalan 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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Message from the principal

2020 has been a difficult year. I am proud of how we have been able to support our students through this difficult time. I believe our teachers did an amazing job during the COVID lockdown and it wasn't easy. I was so encouraged by the enthusiastic way in which our teachers took on the task of doing this. Teachers really are an amazingly, innovative group of people and we have some of the best here at Gwandalan PS. They were eagerly led by our Executive team of Sue Tangye, Paula Ritchie, Kim Walker and Kate Galluzzo. This team won a regional Excellence award for their great work.

At Gwandalan PS we care a great deal about our students and spend a large amount of money ensuring that our students are well supported. We employ 3 additional teachers in addition to our class teachers to provide support across the school as well as around 10 learning support officers or teachers aids as we often refer to them. Many students would have received some sort of intervention this year to ensure their learning is where it should be. We also are very fortunate to have our wonderful school chaplain Mr Barlow who we employ for additional hrs above the grant we get to support our students. We want our students to have all the emotional and social support we can give them. The COVID learning support program will provide us with the opportunity to do even more next year.

The remainder of the year has continued with its many challenges of people being afraid to get back to school after COVID lockdown then not having parents in the school, excursions cancelled, no zone sport and so on. We have continued to meet these challenges and continue as best we can. Thank you for your support and understanding through these challenging times.

I'm pleased we were able to have a few events during term 4 including Book Week, NAIDOC, Pt Wollstonecraft sport, kinder orientation and Health Harold. Thank you to those staff members who have made sure these things happened. Thank you to Mr Tangye for organising out 7 presentation day assemblies so that we could include as many parents as possible.

Thank you to our P&C who have also found this year challenging. They have continued to have meetings and run some online fundraising. Thank you to those who have continued to support the P&C. We are so excited to have started to use our new climbing equipment and we thank the P&C and OOSH for their contribution to this.

Sandy Notley

Principal

School vision

Gwandalan Public School is committed to supporting the holistic wellbeing of students through innovative, dynamic and inclusive education. Students will be responsible, resilient, confident and creative citizens in a global community.

'Students will have success for today and be prepared for tomorrow.'

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 406 students (52% girls and 48% boys) across 17 classrooms of which 13% are of Aboriginal or Torres Strait Islander descent.

The school's motto, **Striving for Success** has been strengthened by a whole school approach to Positive Behaviour for Learning (PBL). At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high-expectation learning environment.

Gwandalan PS services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes. A holistic focus on student wellbeing and student engagement will continue to be key frameworks across the school.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can have success today and be prepared for tomorrow.

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	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Connect

Purpose

To promote a positive school culture that fosters authentic partnerships with all key stakeholders to empower all students to achieve excellence.

Major SEFV2 links (not limited to this SD):

Learning - Student Performance Measures, Wellbeing, Reporting

Teaching - Learning & Development

Leading - Educational Leadership, School Resources, Practices and Processes

Improvement Measures

Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'School Supports Learning' (2017 baseline state 7.3 and school 7.4) and 'Parents are informed' (2017 baseline state 6.6 and school 6.9).

100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data (2018).

Focus on Learning Teacher Survey driver of student learning, Collaboration is above state norm. (2017 baseline state 7.8 school 7.4)

Progress towards achieving improvement measures

Process 1: Implement and embed professional learning networks that build strong, collaborative and collegial partnerships within and beyond the school.

Evaluation	Funds Expended (Resources)
Focus on Learning Teacher Survey driver of Student Learning, Collaboration is 8.1 and is above the state norm of 7.8.	Funding Sources: <ul style="list-style-type: none">Professional learning (\$24000.00)

Process 2: Increase and improve communication and consultative practices with all key stakeholders building strong connections with the community and supporting agencies to enhance student outcomes.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me Parent Survey data 'School Supports Learning'. The school is at 6.7 compared to the state norm of 7.3.</p> <p>Tell Them From Me Parent Survey data 'Parents are Informed'. The school is 5.9 compared to state at 6.6.</p> <p>100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data</p> <p>We have not had increased numbers of parents and community collaborating with the school to support student wellbeing and learning.</p>	<p>Hall</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Socio-economic background (\$4000.00)

Strategic Direction 2

Lead

Purpose

To promote and implement professional learning by creating a culture for teachers, students and school leaders to learn in collaboration with each other or continual growth.

Major SEFV2 links (not limited to this SD):

Learning - Wellbeing, Curriculum

Teaching - Effective Classroom Practice, Professional Standards

Leading - Educational Leadership, Management Practices and Processes

Improvement Measures

Increase the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy (Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively and Year 7: 77% to 80%, 55% to 60% and 74% to 80% respectively) NAPLAN SMART/SCOUT. Baseline data averaged from 2015 to 2017.

Tell Them From Me-drivers of student engagement aspect from the student survey shows an increase to meet, or exceed, the state norm (baseline 2017 state 84% and school 71%).

Divergent thinking improves by 20% by the end of 2020. Divergent thinking test baseline data shows and average score of 23.5 August 2018.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to build a safe and respectful environment with consistent and supportive wellbeing practices.

Evaluation	Funds Expended (Resources)
<p>Tell Them From Me-drivers of student engagement aspect from the student survey shows an increase to exceed the state norm. Advocacy the school is 83% compared to state at 73%. Expectations of Success the school is 93% compared to state at 87%. Sense of Belonging the school is 69% compared to state at 68%.</p> <p>Student behaviour and wellbeing show a decrease in reported negative incidents of 13% with 264 less incidents reported in 2020. Suspensions have fallen to 1.96% of student after being around 5% for the previous 3 years. Total suspensions for 2020 we're 32 as compared to 50 in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$24000.00)

Process 2: Design and implement a sustainable culture of instructional and distributive leadership where staff and students are empowered to achieve aspirations.

Evaluation	Funds Expended (Resources)
<p>As there was no NAPLAN Test in 2020 a fair comparison cannot be made. In 2019 results were as follows; the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively.</p> <p>In 2020 based on the Check in assessment Year 3: reading 96% and numeracy 98% were above minimum standard. Year 5: reading 88% and numeracy 96% Were above minimum standards.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$14000.00)• Socio-economic background (\$4000.00)

Progress towards achieving improvement measures

9% of teachers include leadership goals in their PDP.

Process 3: Implement quality, future focussed programs and practices that incorporate high order, creative and critical thinking and problem solving learning experiences.

Evaluation	Funds Expended (Resources)
<p>Divergent Thinking test results for March average 20.31. This was 3 points lower than last year.</p> <p>All classes implementation of AVID Scope and Sequence.</p> <p>Flexible furniture has been well utilised to improve student engagement.</p> <p>Student have been very engaged in the library program which incorporated library, technology, science and critical and creative thinking.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$67200.00)

Strategic Direction 3

Succeed

Purpose

To provide every student with quality, innovative and dynamic learning experiences through QT programs, assessment and data driven best practices, ensuring that learning is individualised so that every student achieves success.

Major SEFV2 links (not limited to this SD):

Learning - Learning Culture, Curriculum, Assessment, Reporting Student Performance Measures

Teaching - Data Skills and Use

Leading - School Planning, Implementation and Reporting, School Resources

Improvement Measures

Increase the percentage of students in the top two bands in reading: Year 3- 34% to 42%, Year 5 - 23% to 31%, Year 7- 20% to 28% and in numeracy: Year 3 - 22% to 34%, Year 5 - 17% to 29%, Year 7 - 14% to 26%. Baseline data averaged from 2015-2017.

By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 - 5% to 30%, Year 5 - 25% to 30%. Baseline data averaged from 2015-2017.

The percentage of students achieving expected growth increases in reading in Year 5 from 58.5% to 65% and Year 7 from 70% to 73%, in numeracy in Year 5 from 39% to 45% and in Year 7 from 57.7% to 60% with a combined value-add moving from Sustaining and Growing to Excelling.

Progress towards achieving improvement measures

Process 1: Implement and embed high quality, research-based, individualised literacy teaching practises.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students in the top two bands in reading: Year 3- 18.6% in 2018 to at least 34%. In 2019 this was 53.7% Year 5 - maintain or better 2018 result of 23.8%. In 2019 this was 38%.</p> <p>Because there was no NAPLAN testing we cannot accurately report the percentage of students in the top two bands in reading.</p> <p>Check-in assessment results showed 29.7% in the top 2 bands for Year 3 and 13.2% for Year 5.</p> <p>By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 - 0% in 2018 to at least 15%. In 2019 this was 26.1% Year 5 - Increase from 2018 28.6 to 30%. In 2019 this was 13%.</p> <p>Check-in assessment shows 33.3% for Year 3 and 14.3% for Year 5.</p> <p>The percentage of students achieving expected growth increases in reading in Year 5 from 64% in 2018 to 65%. In 2019 this was 59.2%</p> <p>Value Added for 2019 was delivering.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22900.00)

Process 2: Implement and embed high quality, research-based, individualised numeracy teaching practises.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students in the top two bands in numeracy: Year 3 - Increase from 18.6 in 2018 to at least 28%. In 2019 this was 41.9% Year</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

5 - Increase 23.8% in 2018 to 25%. In 2019 this was 31.6%

(\$52500.00)

Because there was no NAPLAN testing we cannot accurately report the percentage of students in the top two bands in reading.

Check-in assessment results showed 35.9% in the top 2 bands for Year 3 and 8.9% for Year 5.

The percentage of students achieving expected growth maintains or improves from the 2018 result of 48% in numeracy in Year 5. In 2019 this was 40.9.

Process 3: Review and design consistent, reliable and flexible assessment tasks to ensure all students have many opportunities to show their knowledge and are supported with targeted learning experience to optimise future learning experiences.

Evaluation	Funds Expended (Resources)
<p>Expected growth from Year 3 to Year 5 combined is delivering.</p> <p>100% of students are able to develop individual goals based on their strengths and weakness and supported by quality assessment.</p> <p>Evidence collected and stored in individual portfolio</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4000.00)

Key Initiatives	Resources (annual)	Impact achieved this year																		
Early action for success		<p>Reading data has indicated that there has been an improvement of reading levels of 15% in Year 1 as compared with last year. There is also an improvement of the percentage of stduents of 13% in level 1-14.</p> <p>Year 1</p> <p>2020</p> <table><tr><td>17+</td><td>80%</td></tr><tr><td>15-16-</td><td>9%</td></tr><tr><td>1-14</td><td>14%</td></tr></table> <p>Year 2 data saw a decrease of 7% of students reaching levels 21+. An increase of 7% of students reaching levels 1-20 in comparison to 2019.</p> <p>2020</p> <table><tr><td>21+</td><td>84%</td></tr><tr><td>19-20</td><td>7%</td></tr><tr><td>1-18</td><td>10%</td></tr></table> <p>Kindergarten saw a decrease of students reaching benchmark in 2020 of 5%, an increase in 2020 of students in level 1-5 (5%). These figures were incomparison to 2019 results.</p> <table><tr><td>Level 1-5</td><td>5%</td></tr><tr><td>Level 6-8</td><td>18%</td></tr><tr><td>9+</td><td>77%</td></tr></table>	17+	80%	15-16-	9%	1-14	14%	21+	84%	19-20	7%	1-18	10%	Level 1-5	5%	Level 6-8	18%	9+	77%
17+	80%																			
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1-18	10%																			
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9+	77%																			
Aboriginal background loading	\$50,501	<p>Personal Learning Pathways were completed twice during the year.</p> <p>A teacher and an Aboriginal SLSO was employed to work with Aboriginal student focussing on students specific learning needs.</p> <p>Many programs such as Didge and Dance were interrupted because of COVID 19.</p> <p>A bush tucker garden was established during NAIDOC cerebrations held in term 4. A local Elder Had input into the plant purchased and students engaged in activities to learn about the plant and their uses.</p>																		
Low level adjustment for disability	\$61,655	School Learning Support Officers supported students in their classrooms, student wellbeing and implemented programs to assist learning such as BR Mini and Multi-Lit.																		
Quality Teaching, Successful Students (QTSS)	\$69,568	Assistant Principals were relieved for 1 day each week to support student wellbeing and																		

Quality Teaching, Successful Students (QTSS)	\$69,568	to be instructional leaders for each stage.
Socio-economic background		See Strategic Direction 1, 2 and 3.
Support for beginning teachers	\$33,337	2 beginning teachers were supported by mentor teachers. One teacher was trained in L3 and both had additional release each week.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	192	181	179	179
Girls	174	194	213	227

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	94.2	94.6	93
1	93.6	92.4	93.4	92.5
2	90.5	91.9	92.8	90.6
3	92.5	92	92	92
4	91.9	91.3	90.1	90.7
5	93	90.8	91.1	90.7
6	92.6	92.4	91.9	89.2
All Years	92.7	92.2	92.4	91.3
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)	15.01
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	337,800
Revenue	4,118,250
Appropriation	3,962,473
Sale of Goods and Services	76,575
Grants and contributions	78,551
Investment income	651
Expenses	-4,140,777
Employee related	-3,746,159
Operating expenses	-394,618
Surplus / deficit for the year	-22,527
Closing Balance	315,273

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	277,632
Equity Total	531,119
Equity - Aboriginal	50,501
Equity - Socio-economic	320,518
Equity - Language	0
Equity - Disability	160,100
Base Total	2,815,416
Base - Per Capita	94,278
Base - Location	0
Base - Other	2,721,138
Other Total	188,280
Grand Total	3,812,447

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

Our Partners in Learning Parent survey indicates fewer high level of parent satisfaction this year. It has been challenging to engage parents at normal levels with COVID 19 restrictions in place. The only measures to improve is 'Parents Supporting Learning at Home, with a score of 7.1 compared to state at 6.3 where 10 indicates strong agreement and 5 indicates neutral. While this is not surprising we were particularly concerned by parents reporting about how well they were informed which scored 5.9 in spite of increased levels of communication through many new means. We will develop a new communication strategy to try to improve this. We were also concerned by a score of 5.9 for "Inclusive School" where we know large amount of money is spent and a great deal of work is done. We believe there is a wide difference between what parents perceive is happening and what is actually happening. We will endeavour to greatly improve communication in this area in 2021.

Students Tell Them From Me surveys indicate some concerning results. Most positive results included 84% of students have positive behaviour at school compared for 83% for state, and believe they have an advocate at school. 84% believe they have positive relationships compared with 85% for state. Most concerning is the result of only 59% who are interested and motivated compared to state at 78% and only 67% of students having a positive sense of belonging as compared to the state norm of 81%. This will be our focus for 2021.

The Focus on Learning Teacher Survey showed great improvement. Our focus area of Collaboration remained at 8.1 compared to state at 7.8. Leadership increased from 7.7 to 7.8 compared to state at 7.1. Data Informed Practice improved remains at 8 compared to state at 7.8. Learning Culture is the same as the state norm of 8. We also conducted the "What Works Best Themes" survey. Our best areas in this were High Expectations at 4.58 (on a 5 point scale) and Wellbeing at 4.43. Lowest areas were Effective Feedback at 3.86 and Assessment and Collaboration both scoring 4.1. These areas will form some of our initiatives for 2021.

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.