

# 2020 Annual Report

## Busby Public School



4337

# Introduction

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

---

Busby Public School

South Liverpool Rd

Busby, 2168

[www.busby-p.schools.nsw.edu.au](http://www.busby-p.schools.nsw.edu.au)

[busby-p.school@det.nsw.edu.au](mailto:busby-p.school@det.nsw.edu.au)

9607 7211

## School vision

At Busby Public School students will be active learners in a safe supportive environment that promotes high expectations. Teachers are driven by evidence based teaching and learning practices that build genuine relationships and community partnerships to make Busby a great place for learning.

## School context

Busby Public School is an innovative school that provides high quality educational programs for students with a strong emphasis on literacy and numeracy. The staff is made up of a core of experienced teachers who have contributed many years of service to the school and several early career and temporary teachers who have demonstrated sound curriculum knowledge and effective student management strategies. 260 students are currently enrolled at Busby Public School, with 65% of students with English as an additional language/ dialect and 43 Aboriginal students. The school has a focus on continual improvement of student learning outcomes within a safe, caring and supportive environment. Busby Public School is a part of the Early Action for Success program. The key initiatives of the school include developing a growth mindset for both teachers and students, future focused pedagogies, differentiated learning and collaborative planning.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Leading learners

### Purpose

To challenge and inspire teachers to provide learning environments that allow students to become skilled confident learners.

### Improvement Measures

The leadership team reviews teaching practices to ensure a culture of high expectations

Executive Team ensure all meetings are focused on student achievement data and professional dialogue

Staff members have initiated or completed higher levels of accreditation.

Staff professional learning reflecting progression training using student work samples to plan effective teaching

### Progress towards achieving improvement measures

**Process 1:** Staff participate in fortnightly PL to develop a deeper understanding of appropriate, explicit literacy and numeracy strategies for students at all levels of achievement

Evaluation	Funds Expended (Resources)
All teachers K-6 met with ILs weekly to discuss student progress in reading and writing by reflecting on student work samples in writing and guided reading observation sheets. Teachers in 3-6 met weekly to discuss pre and post assessment data in numeracy. This assisted teachers with consistent judgement when plotting student achievement on the progressions. The discussions assisted the teachers in effectively planning for the needs of the students in Literacy and Numeracy.	

**Process 2:** Leadership team establish a PL community focused on continuous improvement of teaching and learning

Evaluation	Funds Expended (Resources)
Regular collection of reading and mathematics data enabled the Executive team to drive learning and improvement with each stage. This led to discussions of practice in Team Time, and the need to coordinate support for students not reaching reading and number benchmarks and to scrutinise teaching practice in order for improvement to be sustained.	

**Process 3:** Staff participate in professional learning to develop a deeper understanding of explicit differentiated teaching.

The progressions will support this process through providing the dialogue for learning/ planning data talks

Evaluation	Funds Expended (Resources)
All staff completed What Works Best (2020 update) and all understand that current research-based theories on excellence in teaching and learning need to be embedded into their daily teaching and routines. PL evolved from face-to-face format to an online platform, allowing all staff to navigate their own learning. Data talks in grades, stages and whole school allowed all stakeholders the opportunity to understand the link between expert differentiated teaching and high achieving students.	
Teachers are now using data as the tool to guide their teaching, plan quality	

**Progress towards achieving improvement measures**

differentiated lessons and evaluate the effectiveness of their strategy.

## Strategic Direction 2

Active, informed and creative learners

### Purpose

To ensure students are applying, utilising and deepening their knowledge and skills across all Key Learning Areas.

### Improvement Measures

An increased number of students are applying knowledge and skills to work collaboratively to meet negotiated learning goals.

Increased participation of students in designing and planning project based learning experiences

Increased number of student achieving expected growth in applying additive and multiplicative strategies to problem solve in mathematics.

Increased number of student enriching their vocabulary to engage more effectively in reading and writing.

Increased number of students achieving in the top 2 NAPLAN performance bands

### Progress towards achieving improvement measures

**Process 1:** Professional Learning for all teachers to facilitate inquiry based learning and reflective practices across all Key Learning Areas

Evaluation	Funds Expended (Resources)
<p>Throughout the year stages were rostered one term to co-teach with the STEM teacher. This took place two hours a week and provided an opportunity for the teachers to be guided in the teaching of STEM and inquiry based learning. Teachers then took the skills they had developed to utilise independently with their classes at another time. Classes 3-6 also collaboratively taught with the HSIE teacher to develop an understanding of inquiry based learning in History and Geography. The teachers developed skills in using Google Classroom to engage the student in their learning.</p> <p>During Term 4 students in 1 class per stage and all Stage 2 have begun to reflect on their learning and write a learning goal. Teachers in these classes have begun PL on supporting their students in writing SMART goals. Further PL is needed to help build the confidence of the teachers to embed the strategy in their teaching and learning cycle. This will continue next year with the practice extending to all classes by the end of 2021.</p>	<p>Student Goal Charts</p> <p>Professional Learning books on Visible Learning.</p>

**Process 2:** Strategic approach to the implementation of inquiry based and real world problem based learning

Evaluation	Funds Expended (Resources)
<p>Students from years 1-6 were exposed to the inquiry based process, but need more exposure to completing the process independently.</p>	

**Process 3:** Administer the SENA and ACER PAT test both pre and post to establish baseline data and growth in student literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
<p>SENA was administered to all Stage 1 students in Terms 1, 2 and 4. The findings informed the teachers to differentiate the learning of the students through ability based groupings.</p> <p>PAT-R and PAT-M data was analysed for students in Years 3 to 6. Scale scores from Semester 1 and Semester 2 were compared and there is</p>	

**Progress towards achieving improvement measures**

evidence of student growth in all areas.

## Strategic Direction 3

Connect, Succeed & Thrive

### Purpose

To develop processes and relationships that support all of our school community to ensure optimum conditions for learning.

### Improvement Measures

Review, revise and implement school wide practices to enhance student wellbeing and learning.

Develop and implement systems that analyse and use data to improve learning.

Using identified measures from Tell Them from Me (TTFM) surveys that indicate level of student engagement and value of school.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Busby Bucks continued this semester with our Market Days being re-introduced after COVID, and are held once a term. Students can spend their earned bucks on various prizes at the stalls. We have had fewer class and playground behaviour issues since the introduction of Busby Bucks.</p> <p>Our uniform draw was Implemented as students were not taking pride in their school by wearing their full school uniform, including a hat. One student from K-2 and 3-6 are randomly drawn each morning and as long as they are in full school uniform including a school hat, they will win an ice-block. We have found that students have been wearing their uniforms more, purchasing new hats and are eagerly awaiting their name to be called out.</p> <p>Our Handball Comp has proven to be quite popular, with the numbers from Term 3 increasing by more than double in Term 4. Students are learning a new sport as such and are learning sportsmanship. Students are now playing the game before school as well as at lunch and recess, where they can practice for their comp day.</p> <p>Peer Support had a late start due to COVID and then only lasted a matter of weeks before we had to stop.</p> <p>Currently, a Student Wellbeing folder is being developed to implement in 2021. The folder is a one stop place for staff to locate forms and procedures to help our students to be more successful. We have created a recording sheet for absences, notes for parents who don't supply a reason for being away, introduced a note for late reasons, flow charts for LST, behaviour and attendance. Our wellbeing policy, Busby Bucks reward system and student welfare concerns can also be noted. The intention is that we can get a wholistic picture of students so that we know where to go to next to assist them to have a successful education and our school.</p>	<p>Busby Bucks - behaviour based</p> <p>Market Day - to spend Busby Bucks</p> <p>Uniform Draw - ice block reward for wearing complete uniform &amp; hat</p> <p>Handball Competition - support playground behaviour</p> <p>Peer Support</p> <p>Develop Student Wellbeing folders - implement 2021</p>

**Process 2:** Implement/ Utilise/ Engage outside agencies to support the diverse social needs of the school community.

Evaluation	Funds Expended (Resources)
<p>COVID has resulted in restrictions placed on many of the agencies the school usually liaises with.</p>	

## Progress towards achieving improvement measures

The school has worked alongside Mission Australia and Uniting to support the needs of individual families. Due the lifting of some COVID restrictions, the school community were invited to utilise the services of the dental clinic that visited the school in December.

The school's Aboriginal Education Officer (AEO) initiated contact with Gandangarra, Tharawal and Maramali to arrange appointments with pediatricians and counselling services for health reviews, health check ups and cognitive assessments for Aboriginal students in Early Stage 1, Stage 1 and Stage 2. The AEO liaised with the families and services to support families through the process and to determine the supports needed at school.

**Process 3:** Student in Years 4-6 complete Tell Them from Me surveys

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<ul style="list-style-type: none"><li>- All students in Years 4 - 6 were given the opportunity to complete the TTFM survey.</li><li>- All teachers were invited to complete the TTFM survey.</li><li>- Letters were sent home to parents and carers inviting them to complete the TTFM survey. This information was also shared on the school's Facebook page. Parents were also invited to attend a parent cafe where they had access to laptops to complete the TTFM survey.</li></ul>	<ul style="list-style-type: none"><li>- Laptops</li><li>- Notes home</li><li>- Invitations to parents to complete the TTFM survey</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Early action for success</b>	\$167,336	Although the PL delivery of reading, writing and mathematics was inconsistent due to COVID-19 procedures, significant PL was undertaken and implemented in classrooms. Demonstration lessons, lesson study model, team teaching, collaborative learning and planning flourished, as many opportunities were presented that enabled professional learning to take place on collaborative and individual levels. Significant learning took place, resulting in an increased confidence to use the literacy and numeracy progression documents, quality teaching and peer and group feedback on teaching and learning strategies became a regular occurrence.
<b>Aboriginal background loading</b>	Aboriginal Education Officer \$76,277  Resources \$8,400	<p>A Relieving Aboriginal Education Officer (AEO) was employed throughout the year. The focus of the AEO program was to build relationships with the Aboriginal school community by making contact and supporting the students and their families in attending school, accessing agencies, transition between schools and achieving learning outcomes.</p> <p>The AEO worked daily in classes with Aboriginal students K-4 in the Guided Reading Program. The reading levels of all Aboriginal students involved in the program improved. Stage 3 students were supported in a range of Key Learning Areas and addressing child wellbeing issues both in the classroom and the playground.</p> <p>Due to COVID the majority of activities that the school is normally involved in were cancelled. NAIDOC and the school's annual Kindaimanna Day were organised to take into consideration social distancing measures. Activities were provided by the AEO for each class to complete in their own classrooms. A display of a Kindaimanna tree was placed in the office foyer to commemorate the day.</p>
<b>English language proficiency</b>	EAL/D Teacher \$131,261  SLSO \$40,252	<p>Support was timetabled across the school catering for the needs across the school as reflected in the EAL/D survey. In class support was provided by the EAL/D teacher through small group instruction. Student support was linked to the EAL/D progressions with the particular links to listening, speaking, reading/viewing skills or writing. A major focus was on improving students' vocabulary especially in subject- specific or technical language. Students displayed an improved understanding of technical vocabulary and the ability to use a wider range of vocabulary when speaking.</p> <p>The NAP program incorporated daily intervention by the EAL/D teacher as well as in class support by an SLSO. It engaged students to practice and develop their listening, speaking, reading/viewing and</p>

<b>English language proficiency</b>	EAL/D Teacher \$131,261 SLSO \$40,252	writing skills in order to progress from the beginning phase in the EAL/D progressions to the emerging phase. Through the consistent use of a variety of short engaging group based games, the four students involved were seen to make notable improvements in their listening, speaking, reading and viewing skills.
<b>Low level adjustment for disability</b>	\$187,245	<p>This year the school engaged School Learning Support Officers who were supported by our Learning Support Teacher to work effectively in classrooms supporting targeted students 1:1 and in small group arrangements in the classroom and playground.</p> <p>The Learning and Support process was refined and communicated across the school. Students identified through learning support process and provided with targeted activities.</p> <p>The Learning and Support team investigated and purchased assessment tools to support the identification of student learning needs. Analysis of screening results and assessment data were used to support the implementation of personalised learning and support plans (PLASP).</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>Assistant Principals supported K-2 and 3-6 students by providing an intervention program for students performing below stage expectations in reading. The focus was on developing student comprehension in 3-6 and processing skills in K-2. All students showed growth in developing reading strategies and understanding. This has been reflected in the literacy progressions: understanding texts. Numeracy growth was evident with the K-2 Assistant Principal working alongside the Instructional Leader to support the implementation of Stage 1 number groups. The introduction of relational maths with students 3-6 was enhanced by the 3-6 Assistant Principal providing in-class support, demonstrations and co-teaching. This was supplemented by the Deputy Principal providing professional learning to all K-6 teachers. The collaborative approach resulted in students achieving more than one year's growth in mathematics.</p>
<b>Socio-economic background</b>	<p>Syllabus Resources \$57,000</p> <p>Got Games \$34,155</p> <p>Playground equipment \$5,000</p> <p>Activity resources \$7,000</p>	<p>An additional class was created to reduce class sizes and ensure that students achieved their learning outcomes. Three additional teachers were employed to provide support for learning needs in classrooms K-6 as well as school initiatives.</p> <p>Three SLSOs were employed to support the learning needs of students that were underachieving and assist with social skills in the playground. This resulted in students on PLaSPs accessing their learning and achieving their learning goals.</p> <p>Dedicated teachers were established to co-</p>

<p><b>Socio-economic background</b></p>	<p>Syllabus Resources \$57,000</p> <p>Got Games \$34,155</p> <p>Playground equipment \$5,000</p> <p>Activity resources \$7,000</p>	<p>teach and professionally develop staff in inquiry based learning in STEM, History and Geography.</p> <p>Resources were purchased to ensure the success of the implementation of syllabus and school programs.</p> <p>To enhance the implementation of the PDHPE syllabus, GOT Games was employed. Each week the students K-6 were provided with an hour hands on session that addressed the outcomes in the syllabus. All students participated and achieved the new outcomes.</p> <p>To enhance student wellbeing the school purchased flexible playground equipment that catered for students with a range of needs and abilities. In addition Celebration for Learning Activities were implemented during Term 4. This co-ordinated approach to wellbeing helped students develop positive relationships, reduced the number of playground issues and assisted in maintaining a positive attitude towards learning by students K-6.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$28,645</p>	<p>3 teachers were provided with beginning teacher support. Each week during Terms 2 and 3 they met with their mentors or IL to set goals, plan and address professional learning needs identified by the teachers. Professional readings were provided which enhanced the teachers' knowledge of current pedagogies and implementing the teaching learning cycle. Opportunities to observe demonstration lessons were also provided. Teachers became more confident in their teaching practice and understanding of the English and Mathematics syllabuses. They were prepared to trial new strategies with a greater understanding of how to cater for the needs of their students.</p>
<p><b>Action Plan</b></p>		<p>Refer to Early Action for Success.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	122	129	144	137
Girls	116	119	123	115

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	88.2	89.6	79.1
1	85.6	90.4	89.2	76.1
2	89.6	90	89.7	77.9
3	94.6	89.2	89.7	77.5
4	87.8	92.1	87.5	79.1
5	90.6	87.9	90.7	77.9
6	93.1	89.1	87.9	82.2
All Years	90.3	89.5	89.1	78.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.71
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	1.4
School Administration and Support Staff	3.52

\*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>	767,689
<b>Revenue</b>	4,465,053
Appropriation	4,409,397
Sale of Goods and Services	19,268
Grants and contributions	35,768
Investment income	620
<b>Expenses</b>	-4,738,930
Employee related	-3,976,070
Operating expenses	-762,860
<b>Surplus / deficit for the year</b>	-273,877
<b>Closing Balance</b>	493,812

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 (\$)
<b>Targeted Total</b>	83,621
<b>Equity Total</b>	1,066,440
Equity - Aboriginal	84,677
Equity - Socio-economic	600,129
Equity - Language	193,389
Equity - Disability	188,244
<b>Base Total</b>	2,007,949
Base - Per Capita	64,215
Base - Location	0
Base - Other	1,943,734
<b>Other Total</b>	1,121,056
<b>Grand Total</b>	4,279,067

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

---

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. Busby Public School conducted a number of surveys throughout 2020, including school generated surveys, Tell Them from Me surveys and the NSW Government People Matter survey. Survey data was generally extremely positive but also provided information which guided decision making, practices, programs and planning in all aspects of the operation of our school.

Students, staff and parents feel very well supported by the school. Teachers indicated that the professional learning provided throughout 2020 had led to changes in their teaching and the practices of the learners in their classrooms, especially in the area of mathematics.

COVID-19 reduced the number of opportunities for the school to gather feedback from parents. Survey data indicated that parents felt that the written communication from the school was in clear, plain language. Most parents engaged with their child's classroom teacher at least once to discuss their child's learning or behaviour. Parent survey data showed that they feel that the school supports their child's learning and that the teachers have high expectations for students.

Survey data indicated that 84% of our students were interested and motivated in their learning. Students indicated that important concepts were taught well and class time was used efficiently. When asked the question 'What did you enjoy at school this year?', the majority of students stated that participating in GOT games and STEM, as well as learning maths, were the areas they enjoyed the most.

# 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.