

2020 Annual Report

Bradbury Public School



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Introduction

The Annual Report for 2020 is provided to the community of Bradbury Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Bradbury Public School is committed to providing **opportunities** for students to develop the knowledge and skills to become resilient, life-long learners and active citizens.

We are committed to fostering collaborative **partnerships** between students, staff and community to motivate and ensure student empowerment to achieve personal goals. Through inclusive quality learning opportunities students strive for **excellence**.

School context

Bradbury Public School is situated in South Western Sydney with an enrolment of 725 students. The school has 28 mainstream classes, an Opportunity class and three Autism classes. Nine percent of our students are Aboriginal and thirty-three percent are from non-English speaking backgrounds.

Explicit and systematic teaching in Literacy and Numeracy, underpinned by strong implementation of the teaching and learning cycle are focus areas in the school. Our enthusiastic and dedicated staff hold high expectations for teaching and learning and demonstrate this through their ongoing commitment to professional learning.

The school has an outstanding reputation for catering to gifted and talented students and Creative Arts with experienced and talented staff leading a wide range of opportunities.

Our school practises a firm belief of valuing wellbeing within a school culture devised around the Positive Behaviour for Learning (PBL) values Safe, Respectful, Learner.

Bradbury parents have high expectations and aspirations for their children and community and parental support for the school is strong. The Parent and Citizens Association (P&C) support the school's educational learning and extra curricular programs through fundraising, volunteering and community events.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Active, high quality teaching and leadership

Purpose

To establish a supportive and productive school culture where staff members develop an active, responsive pedagogy and take responsibility for their ongoing learning to ensure educational excellence.

Improvement Measures

Staff development is supported through targeted and differentiated professional learning.

Staff actively engaged in Professional development to achieve their targeted learning goals.

Establish a consistent school wide system for differentiation of student learning.

Progress towards achieving improvement measures

Process 1: Instructional Leader and mentor build capacity of teachers in Literacy and Numeracy through targeted professional learning that supports high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>The explicit and sequential teaching of Phonics was enhanced across K-2 through the development and implementation of a scope and sequence. This will be further strengthened through the purchasing of Decodable Texts ready for implementation in 2021 as part of our reading program. All teachers participated in Professional Learning on Phonemic Awareness, with a strong focus on Phonological Awareness. This was achieved through workshops, staff/stage meetings and modelling of best practice by Instructional Leaders. Many teachers across K-6 further developed this learning by completing online courses including Effective Reading: Phonological Awareness and Phonics.</p> <p>The Seven Steps to Writing Program was consolidated across 3-6. Adjustments were made to the writing program for K-2, making it more effective in meeting the student's needs. New staff received professional learning ensuring quality implementation of the program.</p> <p>All staff participated in Professional Learning on Effective Reading: Vocabulary and Effective Reading: Fluency through the Department's Literacy Initiative. Aspects of the Vocabulary Professional Learning were effectively embedded into the whole school's Quality Text Program across K-6.</p> <p>The 'What Works Best Document's' element of 'Explicit Teaching' was utilised as a valuable professional learning tool to enhance teacher's understanding of explicit teaching.</p>	<p>Instructional Leaders</p> <p>Literacy and Numeracy Strategy Advisor (LANSA)</p> <p>Purchase of Decodable Texts \$8000</p>

Process 2: Whole school professional learning on differentiation to support student learning.

Evaluation	Funds Expended (Resources)
<p>Whole school professional learning was undertaken on Critical and Creative Thinking linked to quality texts. All staff strengthened knowledge and understanding of the importance of embedding the general capabilities into quality programming and instruction using thinking routines and developing culminating tasks.</p> <p>Professional Learning on Formative Assessment and student learning goals did not occur due to COVID and will be a focus in 2021.</p>	<p>Instructional Leaders</p>

Progress towards achieving improvement measures

Process 3: Whole school analysing and tracking of student data to ensure that professional learning matches to teacher professional development

Evaluation	Funds Expended (Resources)
<p>In response to professional learning on tracking student data using PLAN2, all staff are consistently tracking Additive Strategies, Operating with Decimals and Understanding Texts. Year One staff administered and analysed Phonic Screener data strengthening their awareness of student needs in Phonics. Student growth in Phonics will continue to be a focus in 2021.</p> <p>Year 3 and 5 students underwent the Check-in Assessment in Term 3. Instructional Leaders facilitated the professional learning on analysis of Check-in assessment data. Deep analysis of this data indicated the need for a whole school focus on Measurement and Geometry in the 2021-2024 School Improvement Plan.</p>	<p>Literacy and Numeracy Strategy Advisor (LANSA)</p> <p>Instructional Leaders</p>

Next Steps

Professional Learning on Formative Assessment and student learning goals will continue to be a focus in 2021.

A whole school focus on Measurement and Geometry will be implemented as a priority in the 2021-2024 School Improvement Plan



Strategic Direction 2

Successful, resilient learners and citizens

Purpose

To ensure a student centred learning environment that nurtures, challenges and inspires all students to become skilled, confident, creative and self-motivated learners who are empowered to be successful citizens and contribute to a thriving community.

Improvement Measures

An increase in students achieving and exceeding grade appropriate benchmarks in Literacy.

An increase in students achieving and exceeding grade appropriate benchmarks in Numeracy.

All students actively taking responsibility for their own learning through setting learning goals, reflecting, and reporting on their learning achievements using formative assessment strategies.

All staff, students and community having a consistent and clear understanding of the Positive Behaviour for Learning strategies and wellbeing procedures of the school.

Overall summary of progress

Stage 3 focused on development of self-assessment and peer assessment to support students to actively take responsibility for their own learning through goal setting. With a focus on writing, through the implementation of the Seven Steps to Writing program, students identified writing goals and peer marking was used to provide clear feedback on strengths and areas of need for further work. This promoted the development of self-assessment and peer assessment, ensuring students were taking responsibility for their own learning through goal setting, reflecting, reporting on their achievements using a range of formative assessment strategies.

Positive Behaviour for Learning (PBL) has been a key priority with a focus on three school rules which underpin the PBL Framework at Bradbury Public School. We have installed clear signage in all areas and class based systems that support school expectations based on a PBL matrix. Continued development of weekly lessons which align to a term overview, and resources were created to support the teaching and learning of school rules. Feedback from the community led to improvement of links between home and school by sharing the rule of the week on social medial platforms which has led to a shared understanding of the clear and consistent expectations for PBL at our school.

Progress towards achieving improvement measures

Process 1: Implement quality teaching through STEM, technology, project- based learning and open-ended experiences that are engaging K-6.

Evaluation	Funds Expended (Resources)
Staff and student feedback provided through the Tell Them From Me data in 2018 and 2019 indicated that technology was an area requiring increased focus. In response to this feedback, each classroom has been upgraded with a Smartboard. In addition to this, 30 iPads were purchased, two class sets of laptops were purchased and are being used as mobile labs across for Years 3-6 classroom. The implementation of a Bring Your Own Device (BYOD) program and a new policy was developed. A variety of devices to support STEM and robotics have been purchased and staff have been upskilled on using these resources.	Purchase of additional Ipads, electronic whiteboards, laptops and accessories. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$19626.00)

Process 2: Implement active scaffolding of learners to develop an understanding of their own thinking processes, goal setting and improvement measures.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A focus on developing students as higher order thinkers and this saw the implementation of the Critical and Creative Thinking Continuum and thinking routines to support the provision of high expectations for student learning. A focus on students taking responsibility for their own learning through goal setting, reflecting, reporting on their achievements using a range of formative assessment strategies.

Process 3: Systematic implementation of a whole school approach to student wellbeing in which students connect, succeed and thrive at each stage of their learning.

Evaluation

Successful use of the Zones of Regulation in our Autism support classes has filtered through K-6 with staff and students participating in lessons and using a range of visual resources to support students social and emotional wellbeing.

Physical spaces have been created for all students to promote self-regulation, positive behaviour choices and growth mindset. The school created an infants sensory room and updated equipment for our structured play area. P&C donated money towards the purchase of additional equipment.

Opportunities for students to develop knowledge, skill and resilience have been provided through social skills groups, team building in partnership with Ability Links, lunch and recess activities and clubs, Class Buddies, Student Representative Council (SRC) opportunities to lead structured play activities and attend leadership opportunities, Student Voice groups, and Buddy Benches installed in our playgrounds to encourage friendships and kindness.

Funds Expended (Resources)

Funding Sources:

- Socio-economic background (\$300.00)

Next Steps

Formative assessment practices will be a whole school focus in 2021.

An Instructional Leader for Technology will support expert integration of technology across all teaching and learning programs in 2021.

A whole school focus with a consistent approach to the implementation Zones of Regulation across K-6 will begin in 2021. All staff will be trained and provided with lessons and resources.



Strategic Direction 3

Connected learning community

Purpose

To establish active and effective partnerships, working collaboratively with our community, celebrating and promoting school achievement to develop a strong sense of school identity.

Improvement Measures

Increase the number of parents actively involved in school decision making.

Strengthened partnerships are established and sustained (Community of Schools & Professional Learning schools) to connect student learning and teacher professional development.

Deepen connections with our Aboriginal community.

Progress towards achieving improvement measures

Process 1: Engage with colleagues across the Community of Schools in professional learning, dialogue and sharing of resources to meet both school and professional development needs.

Evaluation	Funds Expended (Resources)
Due to Covid restrictions the school was unable to liaise with our community of schools. Earlier in the year Currans's Hill PS visited to support a kindergarten teacher in the implementation of play based learning into her class. Which was successful. Two teachers completed L3 training via zoom.	Instructional Leaders casual relief Funding Sources: • Professional learning (\$500.00)

Process 2: Implement student transitions that are collaboratively planned ensuring they are personalised and effective.

Evaluation	Funds Expended (Resources)
Transition visits for students was limited due to Covid restrictions. Transition to preschool groups did not go ahead. School transition to High School was limited to one day. Transition for support students continued, but was restricted in length of visits. Year 2-3 transition was successful over a 2 day program. Kindergarten transition was for students only over a 4 day program. Information was relayed to parents through a video on social media.	• Parents and Carers are responsible for transporting their children to and from the State High School Orientation. • Excel spreadsheet through Onedrive for student data. Funding Sources: • Socio-economic background (\$3200.00)

Process 3: Parental feedback, information sessions and interview opportunities are facilitated by school staff.

Evaluation	Funds Expended (Resources)
Parent forums and information sessions, and identified school & community programs were unable to take place due COVID restrictions. Personal phone calls were made during this time to our EAL/D families asking for feedback around reporting, school culture and belonging. P&C was conducted offsite with the P&C executive members and Principal and Deputy attending only. P&C executive provided feedback on school	

Progress towards achieving improvement measures

culture, upgrading of facilities and supported school fundraising.

Parents took part in the Tell Them From Me Survey with links to the survey sent out via Seesaw and Class Dojo.

Interview opportunities were still provided through Zoom during COVID and increased opportunities through Class Dojo, Seesaw and Google Classroom were ensured for communication on student learning.

Process 4: Implement procedures to strengthen consultation with our Aboriginal community developing authentic links.

Evaluation

Funds Expended (Resources)

Personalised Learning Pathways were developed in consultation with parents through Zoom meetings and phone meetings during COVID.

Students continued to attend Cultural Groups within COVID guidelines. The development of our very own Bradbury Public School 'Welcome to Country' was created in consultation with community, including Elders from the local Campbelltown community.

Due to COVID restrictions, we could not host any parent/ carer informal meetings.

Reconciliation and NAIDOC Week activities had to change in order to remain within COVID guidelines. NAIDOC Week was postponed to Term 3 and were a stage focus as opposed to whole school.

Next Steps

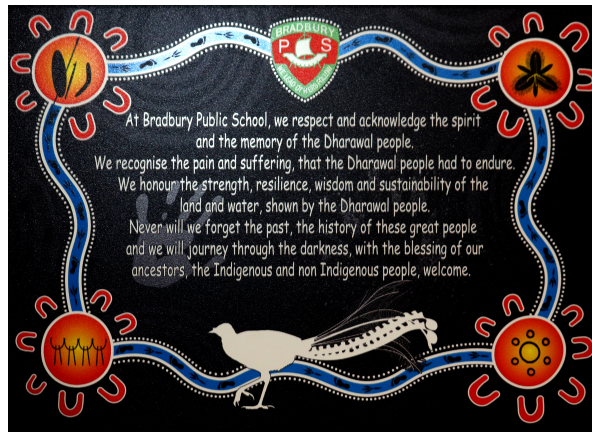
Aboriginal Parent BBQ and Reconciliation Action Plan Committee meetings will commence in 2021.

Transition to school program will commence in 2021.



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Employment of an Aboriginal Artist</p> <p>Employment of an Aboriginal Student Learning Officer 1 day per week to work with teachers in developing their knowledge around culture and Aboriginal history.</p> <p>Employment of an Aboriginal Learning and Support officer 2 days per week to work with Aboriginal students in class and in cultural groups.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$50 148.00) • Integration funding support (\$8 029.00) • Socio-economic background (\$33 937.00) 	<p>Students were supported in class to improve their learning outcomes.</p> <p>Students and staff were supported in class and during cultural groups to gain a deeper understanding about Aboriginal history and culture.</p> <p>The school in partnership with students, parents, staff and local elders designed a school "Welcome to Country" pledge.</p>
<p>English language proficiency</p>	<p>Material resources for parents and students during home learning.</p> <p>An Arabic Learning and Support Officer to provide support for families upon request.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$1 312 610.00) • English language proficiency (\$45 236.00) 	<p>Despite the challenges of COVID the school continued to provide EAL/D support for students and their families who have a Language Background Other Than English. During COVID our EAL/D teacher worked with families using technology to support online learning or if families preferred, printed worksheets. Phone calls home were made offering additional support. An Arabic interpreter was employed to assist families with home learning.</p> <p>Harmony day celebrations were conducted in classes and community was not able to attend due to COVID guidelines.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Two instructional leaders.</p> <p>A teacher 1 day per week to allow for class release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 367 300.00) • Socio-economic background (\$30 035.00) • Socio-economic background (\$218 770.00) • Professional learning (\$24 015.00) 	<p>Teaching staff received professional development around the school's literacy and numeracy initiatives that was adjusted to meet their needs.</p>
<p>Support for beginning teachers</p>	<p>Mentors identified by the beginning teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$57 924.00) 	<p>Bradbury had three first year beginning teachers and one second year beginning teacher. With the additional release time, they worked collaboratively with mentor teachers and instructional leaders. They reported feeling more confident in their curriculum delivery, programming, explicit</p>

<p>Support for beginning teachers</p>	<p>Mentors identified by the beginning teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$57 924.00) 	<p>teaching, utilising technology and assessment and reporting. Due to COVID there were limited opportunities to attend external professional learning, visits to other school settings or networking with community of schools. Beginning teachers engaged in online professional learning linked to the whole school literacy focus "reading vocabulary" and "fluency." Another area of professional learning focus was utilising technology to implement their programs and engage with students and their families during online home learning.</p> <p>In 2020, four early career teachers submitted and achieved their accreditation from NESA at proficient level.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	322	341	379	384
Girls	300	317	327	354

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	92.5	92.8	92.8
1	93.2	92.4	92.2	90.2
2	93.2	93.4	92	94
3	91.4	90.8	92	89
4	93.5	91.8	91.8	89.9
5	93.6	93.4	92	91.8
6	92.4	91.6	90.8	92.1
All Years	93.1	92.3	92	91.5
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	7.47

*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	977,242
Revenue	7,542,010
Appropriation	7,267,399
Sale of Goods and Services	111,642
Grants and contributions	161,335
Investment income	1,534
Other revenue	100
Expenses	-7,673,396
Employee related	-6,730,400
Operating expenses	-942,996
Surplus / deficit for the year	-131,386
Closing Balance	845,856

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	159,690
Equity Total	771,151
Equity - Aboriginal	50,148
Equity - Socio-economic	288,455
Equity - Language	176,497
Equity - Disability	256,051
Base Total	5,512,511
Base - Per Capita	174,139
Base - Location	0
Base - Other	5,338,372
Other Total	511,758
Grand Total	6,955,111

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

Parent/ carer, student and teacher feedback was sort through the Tell Them From Me Survey and focus groups.

Parent/ caregiver

1. Parent/ caregivers indicated that they are happy with the communication between home and school and that they are satisfactorily informed about school events and their child's progress.
2. Parent/ caregivers stated they felt that teachers are approachable and listen to their concerns and the school is a welcoming place.
3. Parent/ caregivers indicated that the student's progress reports are well written and easily understood and that teachers encourage their children to succeed.
4. Parent/caregivers stated that they felt their child is safe at school and any issues that occur are addressed in a timely manner.

Student

1. Students indicated that they felt they had developed the skills to handle bullying and that the school is a positive place to learn.
2. Students felt that there was a consistent adult at school who provided encouragement or advice when needed.
3. Students indicated that they would like more access to technology in the classroom and for this to implemented more regularly into teaching and learning programs.
4. Students felt that school staff emphasised. academic skills and high expectations for all.

Teacher

1. Teacher feedback indicated that school leaders are supportive, that the school is run in a safe and orderly manner and that they have been provided with support in improving their teaching.
2. Teachers stated that they felt the school was an inclusive place to work and that they have high expectations for their students, staff and community.
3. Teachers would like additional professional learning on how to improve their skills when integrating technology into their teaching and learning programs, interpreting data and formative assessment..



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.