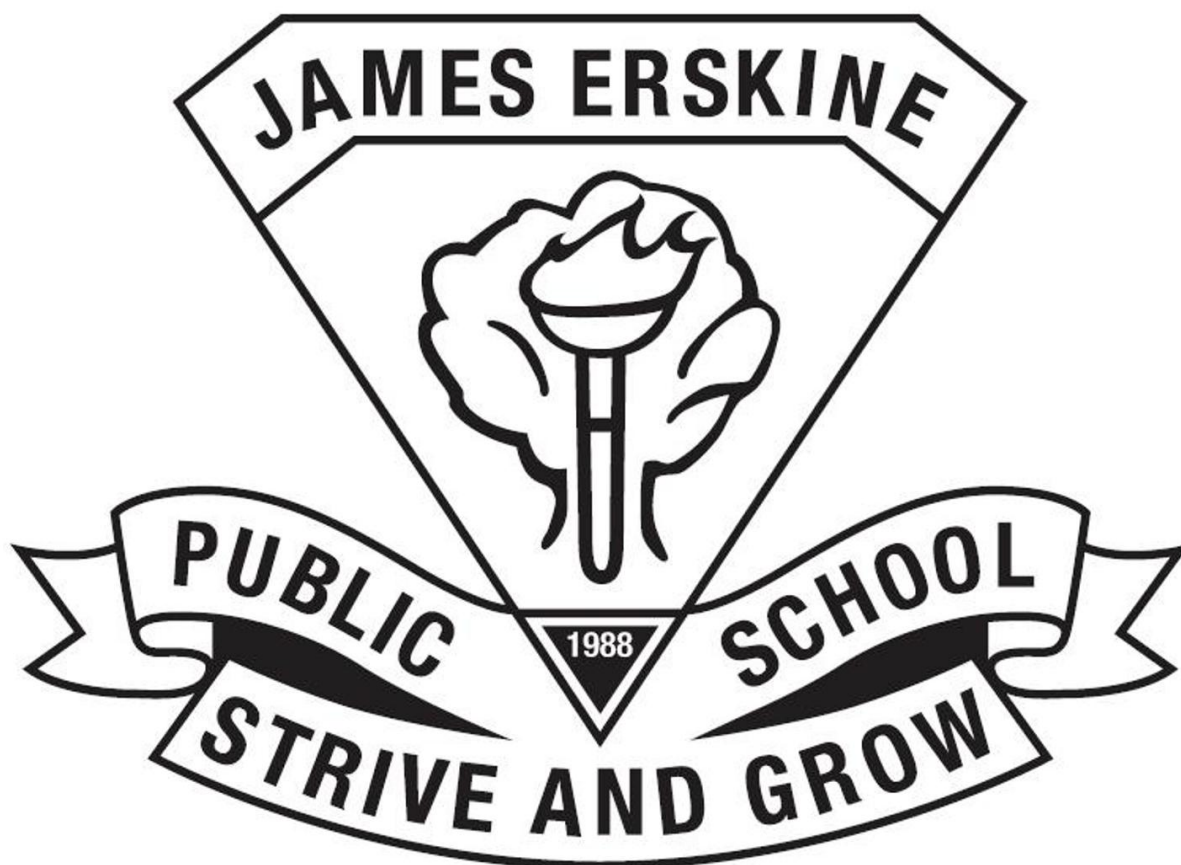


2020 Annual Report

James Erskine Public School



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Introduction

The Annual Report for 2020 is provided to the community of James Erskine 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

At James Erskine Public School we believe in a school where everyone is accepted, a school free from bullying where respect, kindness, giving, sharing and working together is encouraged and developed.

Our vision is for a future focussed education to prepare us for lifelong learning, with the skills that will support us and help us contribute to the global world in which we live.

Our school vision is based on the input of students from Kindergarten to Year 6, 2019

School context

I am safe. I am respectful. I am a learner.

These three statements underpin the philosophy of James Erskine Public School, a Positive Behaviour for Learning (PBL) school. The values of NSW Public education are entwined into all programs offered throughout the school. An enthusiastic staff of experienced and early career teachers work, in unison with the highly committed community, to promote high expectations across the school in terms of academic and social achievement.

The student population of 576 is quite diverse in its composition with 24% of the students from a non-English speaking background and approximately 4% from an Aboriginal or Torres Strait Islander background. Excellence in Literacy and Numeracy is the main focus in all classrooms which is complimented with a high focus on the use of technology to support the teaching and learning programs. The school has a computer lab with a smaller lab in the library. All classrooms have interactive white boards including library and computer lab. This is complimented by a wide range of extra curricula activities with a strong emphasis on developing the whole child. The school is an integral member of the STEPS learning community. Joint programs have involved professional learning activities in Literacy and Numeracy, the implementation of Talented and Gifted-Top Steps and transition programs with Erskine Park High.

Student interaction has been promoted through joint SRC, buddy classes and secondary students supporting primary based activities.

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	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEADING

Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a strong commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

Value added for K-2, 3-5 and **5-7** is at minimum, sustaining or growing.

All teachers work with a member of the leadership team to build teacher capacity and support students through an instructional leadership model.

All students not achieving benchmark have a quality Individual Learning Plan and/or targeted intervention.

Progress towards achieving improvement measures

Process 1: Middle Years

Development of a clear plan of action and implementation for the four areas of focus - Curriculum, Relationships, Pedagogy and Management.

Evaluation	Funds Expended (Resources)
Departmental guidelines around Covid 19 have impacted all middle school plans for 2020. New leadership at James Erskine Public School and Erskine Park High School resulted in a freeze of some planned activities while direction could be explored. Extra transition occurred for a support unit student throughout term 4 and an extra transition day occurred for a small group of students.	

Process 2: Middle Leadership

Develop and review a middle leadership structure that supports collaborative use of data to inform planning, identify interventions and modify teacher practice to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Our Middle Leadership model for 2020 allowed for our four Assistant Principals to be off class to support their stages focusing on developing Teaching and Learning programs and building teacher capacity. Due to COVID 19, there was some disruption to the program though teachers were supported in developing online teaching programs. The focus for teachers was varied based on teacher need and grade focus, though the overall focus was reading.	QTSS Funding

Process 3: Equity and Excellence

To promote equity and excellence for all students by developing professional knowledge, resources and processes.

Focus:

2018/19 Aboriginal Education

Sensory Processing

Progress towards achieving improvement measures

Process 3:

2019/20 Aboriginal Education

Support Processes

Evaluation	Funds Expended (Resources)
The Aboriginal PLP process was refined, we do however need to ensure that all PLPs. A change in procedure occurred as teachers called parents, due to no face to face meetings with COVID guidelines in 2020. The development of Aboriginal language across the school and the local schools was put on hold as were most of the initiatives with the Junior AECG due to COVID 19 though we did make three Custodian poles, with the black cockatoo. One was presented to each of our feeder high schools; Erskine Park High School and St Clair High School. Our custodian pole on display is one of the first things students and visitors see as they walk into school. Staff attended professional learning on Aboriginal Education over the year with a focus on Aboriginal Culture and Histories, programming and art. A SLSO was employed for term 4 to work with Aboriginal and Torres Strait Islander students focusing on attendance, building connections and literacy.	SLSO Custodian Poles Message Rocks Literacy Resources

Next Steps

While the Middle Years will continue to be a focus between James Erskine PS and Erskine Park High School, both schools have new leadership. The focus will still be to ensure that The Middle Years is authentic and that staff and students learn from each other and that we have a K-12 school model.

The Middle Leadership model is to be restructured in 2021 to include a stronger focus on instructional leadership.

Aboriginal Education will continue to be built upon and refined. The process for Personalised Learning Plans is well-established. We will continue our strong involvement with the Junior AECG as part of the STEPS community. Continued professional learning is needed as identified through school evaluation processes. Our Learning and Support system and procedures were refined and we will continue to review our procedures to ensure that all students are supported.

Strategic Direction 2

TEACHING

Purpose

In our school, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned by high quality, evidence informed, teaching.

Improvement Measures

Year 3 - Writing

Band 6 increase of 7.3%

Year 5 - Writing

Band 7 increase of 5% to 16.5%

Band 5 decrease of 5% to 32.2%

Band 8 increase of 5% to 7.6%

An increase proportion of students in the top two NAPLAN bands for reading and numeracy by 5%.

Increase in teachers designing teaching and learning programs, meeting systems requirements, ensuring that all students are challenged and all adjustments lead to improved learning.

Progress towards achieving improvement measures

Process 1: Writing

To maintain a focus on improved writing outcomes through teacher collaborative practice supporting differentiation across all classrooms K-6.

Evaluation	Funds Expended (Resources)
Due to COVID 19 and the direction of the middle leadership program writing was not a focus for 2020. In grades, teachers continued to reflect on their teaching and learning programs.	

Process 2: Assessment

Review of assessment practices across all KLA's K-6 in line with NESA requirements.

To develop teachers confidence in implementing and embedding the literacy progressions in their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Assessment schedules K-6 started but were put on hold due to COVID 19 and after External Validation. Learning Progressions were delayed with new direction to be set with the new School Plan.	

Process 3: NESA

JEPS meets NESA registration across all Key Learning Areas

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

NESA is no longer a milestone as compliant programs and support documents are embedded into all teacher practices. The leadership team monitor consistency through collaborative planning sessions. Scope and sequences for all curriculum areas were revised and updated. Effective Reading and Mathematics/ Numeracy Pedagogy procedures were developed. New procedures were explored to ensure teaching and learning programs are centrally stored. Consistent programming templates were explored and will be collaboratively developed in 2021.

Next Steps

The focus for the new school plan will be Reading and Mathematics/ Numeracy.

Assessment schedules to be refined K-6 to ensure consistency. Executive will be provided with personalised professional learning with our ILs to collaborate to effectively use formative assessment data to monitor student growth, inform planning, identify interventions and modify teaching practice at stage level. A school system for the ongoing collection and monitoring of school assessment data will be developed.

Literacy and Numeracy progressions will be explored further during collaborative practice to embed the progressions into teaching and learning practice and programs. Further Professional learning around the National Literacy Learning Progressions will be provided with a focus on how it can be used as an assessment tool to monitor students' literacy growth across the KLAs -element 'Reading and Viewing', sub-element 'Understanding Texts'.

Strategic Direction 3

LEARNING

Purpose

To develop in young people the foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers engage students in rich learning experiences, developing the vital skills for flourishing now and in the future.

Improvement Measures

Kindergarten

13 % reading at level 1-5

16% reading at levels 6-8

71% reading at levels 9 and above

Whole School

100% teachers are developing learners who generate ideas and can think critically and creatively.

Progress towards achieving improvement measures

Process 1: Wholeness

To develop, promote and refine kindness and self worth through alternative learning and engagement opportunities.

Introduction of whole school program - Kindness on Purpose

To relaunch PBL

To give students a greater voice within the school through the SRC.

Evaluation	Funds Expended (Resources)
<p>Wholeness- A PBL (Positive Behaviour for Learning) team was established with stakeholders in each stage. The PBL team participated in professional learning and developed action plans to fully implement a revitalised PBL program for 2021. An expectations matrix and lessons were created. Our Behaviour Sequence steps were revised and new merit awards and signage reflecting our expectations and mascot were created for all non classroom settings. A mascot was decided upon and investigated. Plans for a 2021 launch were established. PBL procedures were established and presented to staff as part of the end of year SDD. Updated procedures were presented to the P&C.</p> <p>Our SRC was revamped with greater representation and with students leading the direction of meetings.</p> <p>The Kindness on Purpose program focus in term 1 was disrupted due to COVID 19, with minimal implementation of some procedures throughout semester 2.</p>	<p>Resources for 2021 Behaviour system- printing, laminating, signage, certificates, mascot</p> <p>School cooking resources</p> <ul style="list-style-type: none">• Wholeness Milestone (\$11485.00)

Process 2: Future Focussed Learning

To support the development of 21st century learning from a class perspective and support professional learning for staff that focuses on understanding the implementation of 21st century learning in the

Progress towards achieving improvement measures

Process 2: classroom.

Evaluation	Funds Expended (Resources)
Due to COVID 19 there was a change in direction and from the later part of term 1 and term 2 all focus was directed to online learning. Teachers were provided with professional learning on setting up Google Classrooms and using online learning platforms such as Reading Eggs and Matific. Resources were lent out to students so that they could participate in online classrooms/learning. The Future Focused Learning Team reflected on the capacity of teachers and students to effectively use online learning as a way to connect home and school. Teachers expressed interest in wanting to continue using some online tools at school to support learning in the classroom.	Online resources Technology upgrade

Process 3: Early Learning

Language - To develop staff awareness of language screening process and source professional learning and strategies to support students with language concerns.

L3 Implementation - To successfully implement the L3 program throughout early stage one.

Evaluation	Funds Expended (Resources)
All Kinder students were initially assessed with the Language Screener and feedback and recommendations were provided to parents/ carers. The L3 program continued to be refined in Kindergarten. Stage 1 teachers re-evaluated their reading programs inline with the syllabus, their professional learning and their experience. Two Year One teachers worked closely with the Principal developing their professional knowledge of teaching and programming reading. At the end of the year the school developed a school based teaching of Reading Pedagogy.	

Next Steps

The focus for Wholeness we will re-launching PBL with all teachers to have a clearer understanding of procedures. We will analyse data regularly to look at ways to address any behaviour concerns. We will investigate how to integrate kindness into PBL. The SRC model will continue with regular time for meetings within school time provided to emphasise to all the value of the SRC. We will explore ways to publicise SRC meetings to our community. To develop social regulation in our K-2 students, we will participate in the "Got It Program", which will include professional learning for teachers and weekly sessions with selected students and their parents.

The focus of Future Focused Learning will be to build the capacity of teachers to authentically embed technology into their teaching practice with a strong focus on STEM education.

Early Learning- Reading will remain a focus for the school in our new School Plan. Our newly developed Whole School Approach to Teaching Reading, will be implemented to further improve student learning outcomes and our explicit teaching of reading across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Yawning Circle, custodian poles, message rocks, Aboriginal literature</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$14 000.00) 	Yarning Circle- A formal yarning circle was created by the Dalmarrri group late in 2019, to promote Aboriginal Education across our school. Staff in 2019 were provided with professional learning on how and why to implement a yarning circle and this was incorporated into our NAIDOC week celebrations. Our yarning circle regularly throughout the school years to encourage responsible, respectful and honest interactions between students and to build and foster trusting relationships.
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$0.00) 	An EAL/D teacher was employed for a 0.4 teaching load to work with our EAL/D students .to develop their literacy proficiency.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	Funding was used to create additional Assistant Principals. All Assistant Principals were off-class. and had a reduced teaching load to work with the teachers on their grade to build their capacity. Additional staff were employed so the Assistant Principals could have a decreased working load..
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$11 550.00) 	Beginning Teacher Support- Beginning teacher funding was utilised to provide additional RFF time for all eligible teachers, to work on programming, reporting, PDPs and teacher accreditation. A mentor teacher worked collaboratively with each first year beginning teacher. Two teachers completed their accreditation for proficiency in 2020
Professional learning	<p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$16 800.00) 	Staff participated in a limited range of Professional Learning due to COVID-19. Due to COVID-19 and home learning they participated in a range of professional learning based around setting up Google Classrooms, consistency in setting and marking work and how to utilise online learning platforms. Staff received professional learning on Aboriginal Education and trauma informed practice. To support staff wellbeing yoga sessions during wellbeing week in terms 1 and 2 were also attended by staff. At the end of the year staff participated in professional learning presented on Aboriginal art presented by the Dalmarrri group.
Targeted support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$10 000.00) 	The New Arrivals Orientation Program was developed to introduce our NAP student to the Australian culture and to develop his basic interpersonal and language skills to support his transition into our school and the community. An additional SLSO was employed to support targeted student in and out of the classroom, in conjunction with EAL/D support.
Technology Strategic Resourcing	Upgrading of Sentral-school reporting, roll marking and communication system.	To support home learning during Covid-19 a variety of mathematics and reading programs were purchased to promote maximum student engagement and to support the programs that teachers were providing. School allocated

Technology Strategic Resourcing	10 interactive panels Funding Sources: <ul style="list-style-type: none"> • (\$71 500.00) 	funds were utilized for these purchases. Nine interactive panel bundles were purchased for the classrooms along with a mobile interactive panel.
School Murals	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$3 520.00) 	To continue with our Kindness theme and to promote student resilience and positive self-talk, our stairs were painted in rainbow colours with positive messages to foster a positive mindset within our students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	299	310	313	290
Girls	271	276	274	274

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	94.4	93.2	93.5
1	93.5	92.8	92.5	92.9
2	94.4	93.6	92.4	94.5
3	94.7	94.5	92.9	93.7
4	94.5	92	93.1	94
5	93.5	93.2	93.5	93.1
6	94.3	93.2	92.6	95.8
All Years	94.2	93.3	92.9	94
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.87
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.06

*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.

Beginning teachers in their first two years of teaching were provided with additional Release from Face to Face (RFF) teaching. First year teachers were also provided with a mentor who would work with them each week on areas of need from programming to teaching, report writing, assistance with their PDP (Professional Development Plan) , Individualized Learning Plans (IEPs) and teacher accreditation. By the end of the year 2 teachers successfully completed their teachers accreditation for proficient.

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	817,101
Revenue	4,970,382
Appropriation	4,939,865
Sale of Goods and Services	20,284
Grants and contributions	8,256
Investment income	1,777
Other revenue	200
Expenses	-4,980,598
Employee related	-4,534,271
Operating expenses	-446,327
Surplus / deficit for the year	-10,216
Closing Balance	806,885

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	2,831
Equity Total	485,206
Equity - Aboriginal	27,356
Equity - Socio-economic	193,141
Equity - Language	89,263
Equity - Disability	175,446
Base Total	3,953,123
Base - Per Capita	141,176
Base - Location	0
Base - Other	3,811,947
Other Total	396,819
Grand Total	4,837,980

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

In 2020 students, parents, carers and teachers were provided with the opportunity to participate in the Learning's Bar Tell Them From Me survey. Data from the survey and through open discussions the following satisfaction levels were observed;

Students have a strong sense of advocacy and belonging, 82% and 71 % respectfully. 93% of students felt that they had high expectations for success which is very pleasing. 88% of students perceived that they had strong peer relationships. 87% reported that they had positive behaviour at school. An area to work on from the students' perspective is being challenged in class. 26% of students surveyed were confident in their skills but felt that they were not challenged and 9% lacked confidence in their skills and did not feel challenged.

Parents have a positive outlook on the school with 88% recommending our school to another parent. They felt that the school was well-maintained (93%) and 94% reported that the school was welcoming.

During Covid-19, 88% of parents surveyed reported that the school provided effective resources for learning at home. 76% felt that the school supported learning at home and 64% had regular contact with the school during home learning.

Parents reported strong connections with the school with 72% attending 1-3 meetings with teachers regarding their child's progress. While there was only 6% of parents involved in school committees, our P&C remained committed and contributed valuably to the school.

Overall our parents felt that we communicated effectively with them preferring social media as the most useful source.

100% of teachers reported that the school was well-maintained and that the students had a strong sense of belonging. A majority of teachers felt that school leaders were leading improvement and change (82%). 71% reported that school leaders communicated their strategic vision and values to our school.

During the learning from home period due to COVID-19, 74% of teachers felt well-prepared and 63% reported that they were well-resourced.

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.

Our Anti- Racism procedures were reviewed and updated towards the end of 2020 to reflect the Department of Education's Anti- Racism Policy.

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.