

# 2020 Annual Report

## Oakhill Drive Public School



4604

# Introduction

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

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

## School contact details

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Oakhill Drive Public School

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## Message from the principal

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2020 was a year like no other. On the eve of 2020, our country was ravaged with wild fires. January saw flash flooding and February brought COVID-19. Our community faced unprecedented challenges and showed tremendous strength and resilience throughout.

COVID-19, changed our world, challenged our thinking, and inspired us to think outside the square, coming up with solutions to problems we never imagined. Our community endured lock downs, remote learning, part time school and full-time school. Our teachers designed learning to be delivered at home by parents. Parents became teachers.

In spite of these challenges our school remained focused. All staff at Oakhill Drive Public School showed tremendous professionalism and dedication to our students and their families. Every decision made, was with our students at the heart. We prioritised safety, mental wellbeing and a continued momentum towards achieving learning goals. We adjusted and modified our plans and we ensured our students continued to enjoy school life and school spirit to maintain a sense of connectedness and belonging. Students used their strengths and showed resilience. Carnivals and special events remained on our calendar. Participation and enthusiasm was high and we shared this joy with parents at home through our website and live streaming.

The events of 2020 allowed us to slow down prioritise the important things such as showing compassion, kindness, gratitude and optimism. I sincerely thank the parent community for the support they showed myself and our staff this year, working harmoniously with us to develop COVID safe procedures, showing understanding and patience with change and keeping us going through heart felt encouragement. At Oakhill Drive Public School a genuine partnership with parents means, students are motivated to deliver their best. I hope this report, along with our website conveys our achievements. I feel an immense sense of pride in leading this amazing school.

Betty Asmanis-Ploeg

Principal

## Message from the school community

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The P&C at Oakhill Drive Public School, has a strong and harmonious relationship with the school. 2020 was a year with a difference where, we had to adapt to the challenges of COVID-19.

With changes to P & C meeting rules, we were able to adapt our meetings to be a combination of face to face meetings as well as Zoom. These meetings allowed a number of families to attend that may not have been able to in the past due to commitments or childcare. We will continue to hold our meetings both online and in person moving forward for 2021.

Each year the P&C works closely with the school via the teacher representatives and the student representatives, to

establish requirements and then assist to raise the necessary funds to fulfill those requirements. The P&C annually subsidises items such as; teaching resources, Yr 5 Leadership courses, SRC camps, Yr 6 First Aid Courses, Yr 6 Farewell, Arts program including Dance costumes and Band equipment, refresh of sporting equipment, playground maintenance and School TV, just to name a few.

This year although we were limited to the fundraising opportunities that we normally run, we were able to still run our Mother's Day and Father's Day stalls online still allowing children to take part in this annual tradition. Mother's Day gifts were packed and delivered to the houses of the lucky recipients and the classroom delivery for Father's Day. The P&C in conjunction with the School leadership team are still working on our longer-term plan of building an all-purpose cover over the multi-purpose court. This is a work in progress for the 2021 P&C.

Our P&C is charged with running three sub-committees. The Canteen, the Uniform Shop and our popular and very successful Band. These sub-committees, whilst they raise varying levels of profit, are largely service focused which are almost entirely run by volunteers. Our volunteers do an amazing job and we are fortunate that we can offer such great services for our parents and children. We thank you all for your time. Recognising that not all events are income generating, the P&C do regularly coordinate more service type events, some of which include: Discos, Trivia Nights, Mother's Day & Father's Day stalls.

We would like to take this opportunity to thank all parents and staff for their contributions and continued support and we look forward to working together over the next 12 months and beyond to achieve our fundraising goals.

Olivia Wilson

P&C President

## School vision

Our students will gain the skills, knowledge and attitudes, that will prepare them to be creative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.

## School context

Oakhill Drive Public School is located in the Castle Hill area of North West Sydney. Our current enrolment numbers are at 752 students. 52% of our students are from a language background other than English. We have a strong learning alliance with the Cherrybrook Community of Schools and are committed to providing many opportunities for our students to strive to achieve. Preparing our students for their journey through life and providing experiences that develop the whole child is what drives our whole school community. We do this by ensuring that the learning environment is a place where all students feel safe, are stimulated and are proud to be part of a caring school. Our teachers bring learning to life, inspiring the imagination and creativity in every student by making learning relevant, integrating technology, encouraging communication and making classrooms fun, our teachers help our students to excel. As well as the academic programs, we offer an exciting and diverse range of programs in the creative arts, sport and many other co-curricular areas which will develop each student's interests and talents whilst building their confidence and self-esteem. Programs such as, school choirs, bands and dance groups, sports teams, school representative council and debating are just a few that offer students opportunities to showcase their talents. As the school has grown, support of the school's initiatives and goals by parents, has never been stronger. Together we strive to achieve a happy and inspiring school.

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

## Strategic Direction 1

Quality teaching and learning in a dynamic school

### Purpose

To continue to build a school culture of excellence and equity, ensuring each student experiences success; aspiring to become confident and creative life long learners and global citizens.

### Improvement Measures

Students use and understand the language of learning. They can identify where they are in their learning and where to go next.

Formal processes (eg Review & Plan and Instructional Rounds) and informal observations will indicate programs are dynamic, with assessment data effectively gathered, evaluated and used to inform future teaching.

NAPLAN data will indicate growth of the number of students in the top two bands to an average of 83% (Year 3) and 67% (Year 5).

All student's literacy and numeracy skills will be monitored using the syllabus and tools such as the Continuum/Learning Progressions to explicitly target teaching to develop all students skills in literacy and numeracy.

### Progress towards achieving improvement measures

**Process 1:** Pedagogical expertise: Professional development on assessment to ensure that every students' needs are known and teachers have the skills and resources to accommodate needs. This will include learning on data analysis, formative assessment techniques, differentiation, goal setting, substantive communication and feedback. Students will become active participants of their own learning. Staff will further develop consistency of teacher judgement (CTJ) between and beyond classes, Stages and the school.

Evaluation	Funds Expended (Resources)
<p>This year, the school focussed deeply on the concept of essential learning with teachers adjusting learning programs on the most important skills that the students needed to learn. Teachers collaboratively reviewed units of learning to develop 'worthwhile' lessons that reflected the curriculum, the needs of the students and were a big idea from the learning trajectory. The need to focus on essential learning was highlighted during remote learning as we determined instruction time was best spent on the most important skills fundamental to developing literacy and numeracy skills. We will continue to select the essential learning to be the basis of teaching and learning.</p> <p>The capacity building model with Executive learning together and then APs delivering learning for teams in Review and Plan continued to be effective as shared understanding of pedagogy is developed. Teachers schoolwide have a shared understanding of Visible Learning/ Formative Assessment pedagogy supported by cross school induction day and the modelling of pedagogy during QTTS time. Teachers have found that when there is clarity of the learning intention and success criteria, students could more readily self-regulate their learning and utilise feedback to improve. More executive and teachers have a deeper understanding on Visible Learning through their active participation in Instructional Rounds and are applying this learning for self-reflection and growth. Our understanding of the use of video to reflect on lessons may drive future learning for observations and reflections in a cost-effective way.</p> <p>All teachers used data from SCOUT (NAPLAN, Check ins), PAT and samples of learning to determine gaps and adjust learning programs in English and Mathematics. Further learning around gathering data, its triangulation and analysis is an area of ongoing need.</p> <p>Whole staff learning in mathematics including differentiation, open ended</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$9000.00)</li></ul>

## Progress towards achieving improvement measures

high ceiling/ low floor tasks and the mathematical proficiencies shows an increasing awareness by staff on how to support all learners in mathematics and to provide learning opportunities that promote higher order thinking by focusing on working mathematically.

Teachers, students and parents gained skills to learn remotely using apps such as Seesaw, MS Teams and Google Classroom to deliver lessons, students submit learning and teachers provide feedback on learning. Extensive support including the provision of iPads and laptops for families was provided to facilitate remote learning. A majority (95%) of students and parents/carers actively engaged in learning through remote platforms. Teachers learnt that their delivery of lessons needed to be explicit and succinct in order to maximise learning.

Tournament Of Minds was run in 4 Stage 2 and 3 classes. The highly engaging, open ended tasks catered to all students demonstrating a style of learning that meets the expectations of new High Performing Gifted policy. These activities created an environment where some underachieving HPG students accelerated in their talent domain. This program highlighted a need to upskill teachers and students in integrating technology to enhance learning and engagement as well as to solve complex, authentic, open ended challenges that foster creative, divergent thinking while building skills of collaboration and teamwork. Targeting HPG students in their talent domain by acceleration and personal interest projects is to continue to be developed.

**Process 2:** Curriculum implementation: Professional learning to build syllabus knowledge and implementation (CA, PDHPE, S&T) and review of programs including meaningful inclusion of the General Capabilities (in particular critical and creative thinking) and the Cross Curriculum Priorities.

Evaluation	Funds Expended (Resources)
<p>Scope and sequences for new PDHPE syllabus have been reviewed and adjusted with some units written, taught and evaluated. Executive and team learning was undertaken on the PDHPE syllabus to ensure the philosophy of syllabus (propositions) and Positive Education are evident in units of learning. Professional learning was undertaken around the Physical Literacy Continuum and methods for differentiating physical activity lessons.</p> <p>English syllabus knowledge has been enhanced and programs integrated through the utilisation of the synthetic phonics program, Get Reading Right in EAL/D classes. Professional learning on EAL/D learners and the English syllabus has built teachers' understanding of how to scaffold, support oral language skills and differentiate.</p> <p>Teachers are collaboratively adjusting programs based on assessment data to ensure they are teaching according to student need. Executive and several staff participated in learning with Katherine Cartwright - Learning pathways/ teaching pathways to develop our understanding of the connections between strands and content of the Mathematics syllabus.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional learning (\$5000.00)</li> </ul>

**Process 3:** Parent engagement in student learning: Opportunities through workshops, written communication, online tools and information sessions will be provided for parents/carers to understand and participate in new pedagogy to actively support their children in their learning.

Evaluation	Funds Expended (Resources)
<p>The vast majority of parents/carers actively engaged in their child's learning throughout Covid 19 period. Their knowledge of curriculum and learning was significantly enhanced through their direct involvement with their children during remote learning. This was supported by teachers responding to parent queries, ongoing telephone check ins, newsletter articles, Skoolbag notifications and links to DoE support material via the school website.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional learning (\$4000.00)</li> </ul>

## Progress towards achieving improvement measures

Parents/carers expressed deep gratitude to the school for the way the school supported and connected families during C19. 98% of parents/carers reported that they were supported in learning throughout the remote learning period.

The school was able to maintain a variety of parent workshops throughout the year by adjusting the mode of delivery online. Attendance at virtual meetings were very high for mathematics workshops (65 families), Opportunity Class and Selective high school (25) information sessions. Parent feedback indicated the information was highly useful for making informed decisions on OC/SHS applications.

In addition, for transition to school, all kindergarten families attended an individual school tour and interview session with a member of the Executive. This facilitated a personal connection to start to build a positive relationship between the family and school. Information sessions were conducted virtually with high attendance rates.

Our learning from using virtual platforms to engage parents has highlighted the benefits of the provision of connections both face to face and virtually. By including virtual meetings, together with face to face meetings/workshops, we are able to reach a larger audience which we plan to continue in the future. Parents/carers have been involved with their children's learning and the school more than ever before. It is important that we maintain these links and consider the ways in which we communicate to harness this involvement to further improve student outcomes.

## Next Steps

- Further develop teachers' skills in data analysis.
- Continue to embed evidence based best practice pedagogy (Visible Learning)
- Continue to develop teachers' skills in formative assessment to adjust learning minute by minute
- Maintain parent/carer involvement in their children's learning eg through apps

## Strategic Direction 2

Quality relationships and wellbeing for all

### Purpose

To promote and build a positive school community environment through sustainable school wide systems which develop the overall wellbeing of students, staff and the community. Positive practices and procedures foster a culture of learning, collegiality and effective partnerships in which the school and its community are able to connect, succeed and thrive.

### Improvement Measures

Students and staff demonstrate a high level of wellbeing and positive, respectful relationships, evidenced by behaviour data and feedback.

Increased efficiency of Learning Support Team procedures to enable capacity building of teachers. Increased support to students who require Learning Support Team interventions related to behaviour, learning or wellbeing.

All teachers successfully implementing the procedures in the new Student Wellbeing Policy. Parents supportive and involved in Policy procedures.

### Progress towards achieving improvement measures

**Process 1:** Positive Education Program: Implement an evidenced based program for teaching Positive Education in which students can connect, succeed and thrive at each stage of their schooling as outlined in a Positive Education K-6 Scope & sequence. Students and staff effectively using solution focused strategies to address adversities and build wellbeing.

Evaluation	Funds Expended (Resources)
<p>The school has focused on developing curriculum aligned lessons to explicitly teach positive, respectful relationships. This learning is consolidated through whole school and community activities such as Harmony Day, RUOK Day, Kindness Day and Wellbeing Wednesday, a celebration of learning at the end of the year. These events have high participation rates and engage the wider community.</p> <p>As students transitioned back to school and navigated new guidelines and conditions after remote learning, wellbeing and relationships was a school priority for the whole school community. Post Covid survey results indicated that 84% of teachers agreed that intentional wellbeing lessons on return to school were valuable and also indicated that new practices, including daily circles and mindfulness were valuable in supporting students and themselves. 83% of teachers and 76% of students indicated that they used wellbeing skills learnt at school to support themselves during this time and 81% of teachers indicated that they used these skills to support others. Newly revised Pos Ed lessons, as part of PDH, have also led to increased teacher knowledge and understandings. 95% of parents surveyed indicated that teachers supported their children's wellbeing during the period of remote learning.</p> <p>Wellbeing programs across the school show evidence that they are adjusted to address individual student needs. This is evidenced in the data collected from the Grit2Grow and Panda Patch Programs. Parent feedback described the growth they have seen in their children in managing emotions and students scaled themselves higher on all aspects after a term of the program. These initiatives support identified students to connect and thrive in their relationships and their success is evidenced by a decrease in major behavioural incidents.</p>	

**Process 2:** Student, Staff and Community Engagement in Wellbeing programs: Develop professional learning sessions and workshops for teachers to empower them to confidently adopt positive psychology practices. Provide opportunities for students, staff and parents to consult, understand and support the school's positive education program and associated policies.

## Progress towards achieving improvement measures

### Evaluation

### Funds Expended (Resources)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students in all areas. It has been a challenge to maintain the usual high level of engagement with the school community due to Covid, however procedures have been successfully modified to continue to support the wellbeing of the community. This has been managed successfully through check-ins, provision of resource materials on website and in newsletters, factsheets, articles and SchoolTV. Due to parents not being allowed onsite from mid Term 1, access to some wellbeing resources was initially restricted. Only 19% of Parent Factsheets were taken, however the hits on the website greatly increased, after the new design of the Wellbeing and Relationships section and the addition of factsheets and other support material digitally. The new website provided an opportunity to take Education Week to the community and the school-developed video resulted in 678 hits (from approx 550 families). SchoolTV stats show a high number of uptake by parents of this resource, especially of the Special Covid reports. Most viewed topics have been Dealing with Disappointment, Positive Parenting, Youth Anxiety, Fathers Day, Happiness & Gratitude. Average views for last 12 months was 146 visits/month, well above the SchoolTV benchmark of 50/month for a school our size. Information sessions provided to parents remotely, such as Anxiety & Depression by Learning Links, were increasingly supported as parents became more confident with the technology. The uptake by parents of Learning Links counselling support being offered at school for students with high needs continues to be increasing in demand. Parent survey data revealed that parents were less confident to support their children in matters related to wellbeing, which will be addressed in 2021.

### Funding Sources:

- School Operational (\$5000.00)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Professional learning focused on ways to further build a resilient school culture using a relational focus. A whole day staff induction was delivered to new teachers, to introduce them to Positive Education practices. Feedback was very positive, with many teachers requesting further information and resources. Scaling data from the 3 professional learning sessions delivered to all staff on facilitating solution focused conversations with students, indicated increased teacher confidence to build relationships and interact in respectful productive ways with students. 90% to 95% of teachers scaled their confidence from 7 to 10: and 62%-68% of these moved from 8-10. Greatest confidence was using scaling, miracle questions and exception finding techniques. Exit passes from the Resilience TPL indicated that the session was considered valuable, especially in understanding the Resilience Doughnut and how it links to Positive Education. Feedback provided a guide for the next sessions and good baseline data for comparison after further sessions.

Another common goal identified by teachers in their PDPs was to increase their understanding and practice of mindfulness. A schoolwide mindfulness program was developed and implemented in classrooms. Surveys indicated that 95% of teachers recognised strong/very strong links to the new PDH syllabus, with 75% wanting to continue the provided program. In response to additional feedback, adjustments to the program increased participation rates.

Throughout the year, the staff wellbeing team demonstrated an interest and enthusiasm to plan events, increase their own knowledge of wellbeing concepts and involve the whole school community. Our gratitude showcase to parents on return to school, was highly appreciated as evidenced by their contribution to the graffiti boards. Again this year, our end of year Giving Tree was highly supported by the community, providing many donations, enabling students to assemble Gratitude baskets of treats for people from organisations who have helped us through the year.

## Progress towards achieving improvement measures

Throughout the year, a range of staff wellbeing initiatives were implemented. Staff surveys indicated that staff overwhelmingly believed that the school considered their individual wellbeing when making decisions during the year.

**Process 3:** Student Wellbeing Practices and procedures: Draw on research to develop and implement an integrated set of policies and procedures that align with DoE Wellbeing Framework and related policies. Sub policies and procedures outline guidelines for Learning support team, rewards, discipline, student leadership, anti-bullying, cyber bullying, learning support and gifted & talented education.

Evaluation	Funds Expended (Resources)
<p>The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Sound holistic information about each student's wellbeing and learning needs is used by the Learning Support Team (LST) to inform plans, in consultation with parents/carers. LST processes are inclusive of a range of needs, enabling support to be appropriately targeted. Adjustments to LST forms provide additional information, making referrals more effective and efficient. Efficient systems ensure LST minutes are documented and communicated to relevant teachers, with ongoing follow up reliably monitored. LST and NCCD procedures have been developed and are explicitly outlined in school documents, ensuring all students needs are addressed and managed. Actions to address issues that involve external support agencies working in collaboration with the school, have been acknowledged by these agencies as being highly appropriate and well managed by the school. Data shows an increase in student referrals with social emotional needs, reflecting the school's strong focus on wellbeing and provides evidence that teachers know their students well and procedures and policies are effective.</p> <p>Attendance data is regularly analysed and is used to inform planning. New attendance procedures were developed and communicated to staff. Attendance is monitored by teachers and concerns referred to the LST. Using the new procedures, it is projected that the school's current attendance rate of 94% will increase.</p> <p>The Grit2Grow program grew from research and exploration of current evidence-based practices from experts in the field. It is recognised that the program will require modification as it progresses and will be closely monitored and evaluated by the students and teachers involved. We are proud to be liaising and working in partnership with external experts, including students and teachers from CTHS. Grit2Grow data from parents, students and teachers indicate growth in emotional regulation, peer relationships and overall wellbeing of all participants. It was pleasing to have the trial of this program highly endorsed by parents. These programs will continue to be closely evaluated, monitored and revised based on data and anecdotal feedback.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$5000.00)</li></ul>

## Next Steps

1. PL in wellbeing and relationships to maintain a resilient culture.
2. The LST proactively builds the capacity of the whole school community to better support wellbeing eg relationships, behaviour, attendance
3. Preventative and interventionist initiatives that support wellbeing to be refined, scaled up and embedded to meet student needs eg circles, restorative practices, Grit2Grow.

## Strategic Direction 3

Quality leadership and management

### Purpose

To create a culture of high expectations and community engagement resulting in whole school improvement and develop administrative systems, structures and processes underpinning ongoing improvement and professional effectiveness of all school members.

### Improvement Measures

All teachers are vigilant about building expertise to create positive effects on achievement for all students. Formal and informal data, indicates all students are achieving success.

Instructional Rounds (IR) and classroom walkthrough data provide ongoing base line data for pedagogical improvement.

Parent satisfaction surveys and focus groups report improved communication and administrative efficiency.

### Progress towards achieving improvement measures

**Process 1:** Executive staff experience professional development to deepen their knowledge of pedagogy such as Visible Learning. This will enable them to effectively lead the sustainable immersion of this pedagogy with all teachers ensuring all students make measurable learning progress and gaps in student achievement decrease.

Evaluation	Funds Expended (Resources)
<p>The school leadership team has had a relentless focus on ensuring educational leaders are abreast of current research and what works best. The collaborative approach has been prioritised, with educational leaders given opportunities to learn together, plan together, analyse data together and across two schools to ensure clarity and consistency. An educational mentor has been engaged to work with both schools, challenging our thinking and inspire us to seek continual improvement.</p> <p>Teachers are transferring the learning into practice. IR data shows that 12/12 lessons were based on curriculum standards. 10/12 lessons focused on important concepts or skills. 9/12 lessons had tasks that matched the LISC, 6/12 lessons built on prior knowledge. However only 4/12 lessons were moving the learning forward. 9/12 lessons gave opportunities for students to talk. With regards to the type of questioning, teaches asked mostly recall questions 9/9 and questions to shape understanding 6/12 and 3/12 asked questions which pressed for reflection. This data helps us to build on our understanding of what is going on exactly in lessons and gives us an understanding of what to work on next.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional learning (\$7800.00)</li> </ul>

**Process 2:** Executive staff undertake GROWTH coaching, to increase their capacity to coach teachers to talk to each other about the impact of their teaching. ('helping teachers to interpret evidence about the effect of their actions.' Hattie)

Evaluation	Funds Expended (Resources)
<p>Teachers use solution focused conversations (SFC)with their students when discussing their goals and the progress made towards achieving success. Teachers and executive leaders use GROWTH coaching and solution focused conversations, when counselling students towards positive peer relationships and improved behaviour. Instructional Leaders use GROWTH coaching strategies with the teams they supervise during the PDP process and other Instructional Leaders across the network. Together they coach one another for continuous improvement. Senior executive teachers use these skills when having conversations with parents. Remaining focused on the</p>	<p>GROWTH Coaching Institute</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Professional learning (\$7000.00)</li> </ul>

## Progress towards achieving improvement measures

best interest of all students, a positive outcome. Teachers scale their capacity to conduct SFC out of ten. 93% scaled themselves between 7-10. Teachers have also identified 'the miracle question' and 'exception finding' as areas requiring more practice.

**Process 3:** Executive staff trained in 'priority outlook' to create a consistent focus on priorities, improve communications, improve ability to manage time, tasks and activities.

Evaluation	Funds Expended (Resources)
<p>Priority Outlook was replaced with the Microsoft School Transformation Program. Key staff members across the school were introduced to Microsoft applications, in the areas of Teaching &amp; Learning, Administration, Programming and accessibility for all. MS Teams is now used for teacher collaboration, meetings, and meetings with parents. Specialist teachers (EAL/D &amp; LS) have begun to experiment with specific functionalities to assist them design and apply adjustments for groups of students. These tools were utilised during remote learning and some elements continue to be used post remote learning. Moving forward, a plan for deeper implementation of all functionalities will be developed across the school.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$2000.00)</li> </ul>

**Process 4:** All teachers are supported by APs who act as instructional leaders, supporting teachers and students in classrooms. (QTSS). Teachers regularly review and analyse student achievement, track student growth along learning progressions and target areas of need for whole stage/ grade and individuals.

Evaluation	Funds Expended (Resources)
<p>The school leadership team demonstrate to all stakeholders aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective support of all teachers by their instructional leader and of each other means that continuous learning and the pursuit of excellence of ourselves and of our students is at the center of everything we do. Data from Instructional Rounds and Teacher self evaluations indicate that our teachers are embracing research based pedagogy and are applying it every day in their classrooms.</p> <p>APs and Instructional leaders are supported in their work through the Instructional Leaders network in our community of schools. Instructional Leaders are mentored by Principals, Deputy Principals and PSLs in order to effect positive change across our schools. A collective understanding of school wide goals has been established and a collective efficacy and understanding of the moral imperative to improve student wellbeing and learning has been established as a direct result of the time given to team leaders to make and maintain positive relationships with their teams, where learning from one another is valued.</p> <p>The Spirals of Inquiry model for learning was trialed initially by school leaders to drive their learning by identifying an important learning challenge, conducting research, develop action action plans, reflect on data and evaluate practice and assess student learning. The initial trial proved successful among APs who reported feeling enthusiasm, optimism and energised by the collective efficacy generated. Each AP trialed a cycle of inquiry with their teams, introducing protocols for reflection and learning and the use of data to monitor student progress. Growth coaching was used to empower teachers to find solutions to classroom problems of practice. As a result of this success, moving forward in 2021, the school will use the Spiral model to drive inquiry and unleash the collective efficacy among our teachers.</p> <p>Every term our teachers are guided to review and analyse their students achievements during CTJ and discuss their plans to move learning forward in their classrooms, in collaboration with their colleagues and the Assistant Principal/Instructional Leader. Students are known and their growth is</p>	<p>QTSS</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$120000.00)</li> </ul>

## Progress towards achieving improvement measures

carefully planned for.

**Process 5:** LST structure, roles, procedures, parent consultation and the monitoring processes of student achievement, behaviour and wellbeing is reviewed to ensure that every student is known and supported.

Evaluation	Funds Expended (Resources)
<p>Teachers consult with parents according to the needs of their children. Parents of students identified as Substantial (NCCD) are provided updated plans every term. Students with specific diagnosis are supported with integration funding and teachers aides. Teachers of these students as well as the LAST representing the LST participate in regular review meetings with parents and specialists, to determine next steps for each child . The LST received over 86 referrals from teachers. This is approximately 8. 3% of the student population.</p> <p>The LST established a strong partnership with Learning Links Australia (LLA) to support our school community. Throughout the year LLA provided several workshops to parents both during the school day and after school on relevant topics, such as anxiety, depression, resilience to name a few. Learning Links informed parents of the services they provide and as a result students at ODPS are supported by programs such as: Scholarships in Literacy and Numeracy are offered to eligible students outside of school hours. Managing anxiety programs are offered to students for up to 10 hours per term on a one to one basis, following parent permission during school hours. Counsellors report to parents and with parent permission advise the LST about how to support these students.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$8000.00)</li> </ul>

**Process 6:** Teachers use tech to provide feedback on learning (5.8) Students use technology to track progress of their goals (4.5)

Evaluation	Funds Expended (Resources)
<p>Teachers provide students feedback on their learning. Effective feedback strategies are determined by the needs of the student. Some teachers use technology to share feedback with student and provide opportunities for students to give peer feedback. Some teachers use a variety of applications to monitor student progress, share learning with parents and provide feedback. While others prefer to use traditional formats to gather progress data. Whole school progress data is maintained electronically and referred to extensively. Teachers have choice about the application they use to share information with parents and this has caused parent confusion. Moving forward, a whole school approach is required. This will require new learning for teachers and effective protocols and expectations to be negotiated. STARS is used to track whole school wellbeing data.</p>	<p>Purchase subscriptions to:</p> <ul style="list-style-type: none"> <li>Impromation: STARS</li> <li>Impromation: REPORTIT</li> <li>Impromation: Parent Portal</li> <li>Seesaw</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• School Operational (\$7000.00)</li> </ul>

**Process 7:** The collection of evidence through Instructional Rounds and follow up maintains a pedagogical problem solving culture.

Evaluation	Funds Expended (Resources)
<p>Instructional Rounds occurred every term on a rotational basis across five schools. Four staff from ODPS are part of a team which goes into each school to assist the school to gather data about their problem of practice. Our data indicates extremely positive results with regards to the transference of knowledge into classroom application. Teachers involved in this process find the PL invaluable. The readings are extremely worthwhile and relevant to all schools, our mentor educator challenges our thinking. Observing practice in classrooms allows teachers to see the transformation of learning into</p>	<ul style="list-style-type: none"> <li>Website prep</li> <li>Collaboration prior to each meeting</li> <li>Release teachers to attend TPL</li> <li>Critical Friend</li> </ul>

## Progress towards achieving improvement measures

practice. This, followed by the analysis of our observations and the formulation of recommendations inspires us to strive for excellence. Data indicates that 100% of participating teaches believe that IR is an effective professional learning process, in terms of impact, when it is compared to other professional learning initiatives. 93% believe that the IR process has supported them to become more effective teachers. and 62% (those in leadership roles) believe that the IR process has supported them to become a more effective leader and 98% believe IR has impacted positively on student learning.

Our school contributes to the [www.ccgedu.net](http://www.ccgedu.net) website. Here our school has developed footage clearly demonstrating how we make learning visible at ODPS. In addition resources such as readings, samples of student learning and commentary are provided and shared with all teachers. Our practices are shared with other schools as we learn with and from each other

### Funding Sources:

- Professional learning (\$5000.00)

**Process 8:** Communication channels such as website, skoolbag, calendars, seasaw are evaluated and refined.

### Evaluation

The school endeavours to communicate with the community in several ways. These occur face to face, electronically and in the written form. Throughout the year the school invites parents and friends into the school to join us in celebrating student learning and wellbeing. Pre COVID, these events were attended by hundreds of people at a time. In 2020, we adjusted the manner in which we shared school experiences with the parent community. Students made videos of classroom and school wide activities, these were shared often and then stored on our website.

Modified celebrations and events such as carnivals, education week, book week, kindergarten transition programs continued. Parents expressed gratitude of our planning and the sharing of footage. Our school maintained opportunities to keep parents empowered by providing regular parent workshops in mathematics, reading, the EAL/D learner. Our extensive band program continued throughout the year. Students attended tutorials and band practice remotely. Band Gala night and Presentation Day ceremony were live streamed to parents and family across the globe. P&C meeting continued through out the year via zoom.

Our website, is regularly updated and responsive to user needs and feedback. Remote learning grids in three languages are archived here. Teachers communicated with children daily and families weekly, checking in that learning and wellbeing was on track. Seesaw and Dojo used extensively by teachers to connect families with their children's learning. eg Seesaw used to assist pre schoolers transition into kindergarten. Students have been invited to join a class and join in on activities from home. New transition to school procedures were developed to comply with C-19 restrictions. All families participated in individual interview and school tour. Videos, webinars and zoom meetings empowered parents with information to assist them prepare their child for school.

Skoolbag used extensively to share up to date information.

Formal reporting to parent conversations were conducted by zoom/phone 2 times this year, as well as additional welfare checkins with all families during remote learning.

94% of parents felt teachers and staff listened to their concerns and 98% agreed/strongly agreed that teachers supported their child with wellbeing check ins.

### Funds Expended (Resources)

Hospitality

### Funding Sources:

- School & Community (\$4000.00)

## Next Steps

1. Whole school Spiral of Inquiry model used to develop collaborative learning processes which empowers teachers through collective efficacy.
2. PL in data literacy, analysis, and interpretation
3. QTSS allocation used to conduct Spiral of Inquiry model and for AP to co-teach with teachers to transfer learning into classroom practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$676.00)	Cultural significance is included in all learning programs across the school. This year students took a deep dive into the meaning of 'Welcome to Country' and rewrote it to express their thoughts and our context more meaningfully. Aboriginal students are making progress across the literacy and numeracy continuum and demonstrate higher than average levels of progress than non - Aboriginal students. Aboriginal students strive and succeed to achieve in leadership roles within the school.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$48 180.00)	EAL/D student assessment data is used to monitor and evaluate student understanding of content and English language development to inform teaching programs and practices. Interpreting and transition services and materials are used for effective communication with LBOTE families. NAP student's needs are identified and inform the development of personalised approaches to learning and wellbeing. Class teachers understand the important role of speaking and listening in second language development and plan to take as process opportunities for students.  Beginning & Emerging students supported through in class and withdrawal groups. 87% of students with an EAL/D background performed in the top two bands with 73% who receive EAL/D support showing at or above expected growth in writing, 70% in reading and 91% in numeracy.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$42 758.00)	Well trained, highly capable SLSOs support teachers to teach students and assist students to remain engaged with their learning and connected with their peers and school. Transition programs to school, to high school, to new grades are developed and supported by SLSOs. Risk assessments are developed for variation to routines and targeted students are supported by SLSOs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$136 839.00)	The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. School leaders embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. School leaders collaborate with staff in other schools to share and embed good practice.
<b>Support for beginning teachers</b>	3hrs casual teacher per week to release AP and beginning teacher	Beginning teacher allocation was used to support teachers in their early career. Allocation was spent to release beginning teacher to meet with AP to co plan lessons

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$14 481.00)</li></ul>	for co teaching and later lesson observations as per the PDP. Professional conversations and feedback of practice enable essential programming, curriculum understanding and application, behaviour management strategies, assessment and reporting support.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	391	396	405	405
Girls	355	365	355	362

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	95.7	96.4	95
1	95.9	95.9	95	94.8
2	96.3	95.9	95.3	96.2
3	96.3	95.7	95.9	95
4	96.6	96	94.2	95.9
5	96.6	94.6	95.2	96.1
6	94.9	95	94.8	96.3
All Years	96.1	95.5	95.2	95.7
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)	4
Classroom Teacher(s)	27.75
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Administration and Support Staff	4.67

\*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>	817,201
<b>Revenue</b>	6,195,713
Appropriation	5,860,432
Grants and contributions	333,364
Investment income	1,165
Other revenue	751
<b>Expenses</b>	-6,358,987
Employee related	-5,617,701
Operating expenses	-741,286
<b>Surplus / deficit for the year</b>	-163,275
<b>Closing Balance</b>	653,926

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	70,210
<b>Equity Total</b>	263,111
Equity - Aboriginal	676
Equity - Socio-economic	7,420
Equity - Language	157,564
Equity - Disability	97,450
<b>Base Total</b>	5,052,884
Base - Per Capita	182,783
Base - Location	0
Base - Other	4,870,101
<b>Other Total</b>	308,995
<b>Grand Total</b>	5,695,199

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

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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

Following the remote learning period from Week 8 Term 1 to Week 4 Term 2, 2020, the school surveyed all stakeholders to capture their thoughts on this period. Learning, particularly in schools, has always been considered a social activity supported by relationships, therefore the need for learning remotely was a significant shift. How we maintained relationships and supported wellbeing and what we taught and how we taught changed to use ICT (telephone, email and different applications - such as Seesaw, Google Classroom.) By capturing data from all stakeholders on what is no longer considered essential, some things may be able to be cleansed. When considering aspects that worked more effectively, we have the opportunity to weave change into our future. Change for change's sake is not our driver; we need to maintain focus on our shared vision and ensure that we are following best practice as identified in the SEF2, Professional Standards for Teachers and the What Works Best 2020 documentation.

At the end of term 2, 2020, parents, students and teachers were asked to complete a survey using MS Forms.

### Parent Feedback:

The link to the survey was communicated via Skoolbag and in the school newsletter. 137 families responded to the survey. Of these families, some children remained at home full time or part time or as children of essential workers attended school full time.

98% of parents strongly agree/agree they were well-informed by the school of procedures and expectations as they occurred

98% of parents strongly agree/agree that written information was clear and understandable

94% of parents strongly agree/agree that staff and teachers listened to their concerns

95% of parents strongly agree/agree that teachers supported my child's wellbeing through regular communication

In addition to this survey four parent focus groups were held at the end of term 4 to gain a small sample of attitudes. The purpose was to gain insight into how close parents believe the school is at achieving the school vision. ***Our school is committed to creating innovative, connected and collaborative lifelong learners. Our students will be encouraged to become healthy, well rounded, global citizens who contribute to the creation of the common good in today's knowledge based, dynamic, interdependent world.*** Questions included:

*What does success for your children mean to you?* Listed in order of popularity, responses included: happiness, a growth mindset, finding their passion, strong mental health, ability to foster good relationships, academic excellence, learning at their own pace.

*What can our school do to support your children to be happy and successful as you describe it?* Wellbeing program, parents believe this is one of the most important initiatives as it teaches the qualities they see in successful people. Engaging teaching styles, a beautiful school environment, positive conflict handling process, a variety of extra-curricular opportunities, consideration of student voice, celebration of diversity and inclusion, teacher care and passion.

*Do you believe your child feels connected and a sense of belonging with our school and how do you know?* 92% of parents said yes and they know because of the positive environment, there is great interest and care from the teachers, concerns are listened to and then work-shopped with teachers, the influence of the school counsellor or the executive team, the extracurricular opportunities such as art club, dance, band. Positive relationships; both teachers and other students help them feel connected to the school, use of inclusive language eg our school, our children. *What makes them feel disconnected?* Academic struggles, friendships.

*As a parent do you feel connected to our school?* 90% of parents said yes. *What makes you feel connected?* Volunteering, friendly staff, improved communication, attending school events, workshops. *What makes you feel disconnected?* Not knowing what is happening in class, not being aware of academic or social struggles.

*On a scale of one to ten, how close do you think we are at achieving our vision statement?* Average response 8.54. Commentary included: The opportunities for the children are amazing, it is great how the school looks at every aspect of the child to create a well-rounded student. It varies across children and their experiences. The school is doing a great job at fulfilling that statement, however, there is always room for improvement.

**Staff Feedback:** 52 staff members completed the survey, ranging from teaching, admin and support staff.

100% of staff strongly agree/agree with the statement: I felt proud of the way our school collectively managed this crisis.

89% of staff strongly agree/agree with the statement: I felt the school took my wellbeing into consideration when making

school-wide decisions.

96% of staff strongly agree/agree with the statement: I remained connected to my colleagues and the school throughout remote learning.

98% of staff strongly agree/agree with the statement: I was offered professional learning in the use of technology when I needed it.

88% of staff strongly agree/agree with the statement: I will continue to use platforms such as Seesaw/Google Classroom with my students for learning.

78% of staff strongly agree/agree with the statement: I was sufficiently prepared to make wellbeing check-ins with my students and their families.

79% of staff strongly agree/agree with the statement: I used skills introduced at school to support my own wellbeing.

79% of staff strongly agree/agree with the statement: I used skills introduced at school to support the wellbeing of others.

89% of staff strongly agree/agree with the statement: I was supported by my colleagues to plan for essential learning.

71% of staff continue to explicitly teach wellbeing lessons. (NB 17% of respondents do not teach a class)

**Student Feedback:** 486 students responded to the survey in years 2-6

62% of students strongly agree/agree with the statement: I liked doing English lessons during remote learning.

69% of students strongly agree/agree with the statement: I liked doing Maths lessons during remote learning.

72% of students strongly agree/agree with the statement: I liked doing Wellbeing lessons during remote learning.

86% of students strongly agree/agree with the statement: I liked working at my own pace.

77% of students strongly agree/agree with the statement: I liked choosing the order of when I completed tasks.

89% of students strongly agree/agree with the statement: I liked choosing how I could show my learning (eg pen/paper or ICT).

75% of students used wellbeing skills that were learnt at school when they felt sad, lonely or worried.

Information from all our stakeholders was included in our situational analysis completed at the end of term 4, in addition to student achievement data. As a result, when planning our next steps, we have identified that high expectations, expert curriculum knowledge, the design of essential learning and the tracking of student achievement will ensure growth for all learners in literacy, numeracy and wellbeing. Student performance data will determine areas of need and future priorities. Collaboration between teachers and support staff will be prioritised to develop collective efficacy and collegial support. Harnessing the expertise of the collective will ensure strong collaborative practice to improve student outcomes. Genuine consultation with parents and carers will guide individual student goals. Wellbeing for all remains an integral focus of everything we do. We will improve student attendance and engagement by establishing deep connections to our students so that they are all known, valued and cared for and through proactive programs and interventions as required.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.