

2020 Annual Report

Grahamstown Public School



4609

Introduction

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

Grahamstown Public School
Hastings Drive
Raymond Terrace, 2324
www.grahamstow-p.schools.nsw.edu.au
grahamstow-p.school@det.nsw.edu.au
4987 6510

Message from the principal

2020 was an extraordinary year in Education, as it was for the world. The COVID 19 pandemic saw a complete change to the way we did things in many ways of our lives, but the biggest changes were probably in the way education was delivered.

At Grahamstown Public School, the staff worked tirelessly to ensure that student learning continued to be a high priority in the community. Their dedication and commitment was reflected in the way they very quickly learnt and implemented new ways of delivering lessons to their students who were learning from home. Their care and compassion for all students, ensuring their wellbeing was always at the forefront, was an indication of the kindness they show on a daily basis and the love they hold for their students.

Parents showed understanding and gratitude as they supported their children and the school as we negotiated a different way of doing things. They worked with us as we transitioned back into school with changing guidelines and ways of doing things and were tolerant and accepting of the necessary changes that were made.

I am so proud to be part of this wonderful community who rallied together and supported each other through difficult times. Here at Grahamstown Public School, we truly believe that only by working together can we teach our children to grow with pride, learn for life and strive to be the best that they can be.

School vision

Grahamstown Public School - **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

School context

Grahamstown Public School is in the Port Stephens area and draws a majority of students from families with a low socio economic background. There are currently 315 students from an increasingly diverse cultural heritage, including 62 Aboriginal students and 17 Defence Force family students. Grahamstown Public School has a strong emphasis on student welfare which underpins the culture of support and personal development. Student welfare issues are supported through an active Learning Support Team, student leadership development, a staff dedicated to welfare issues and communication between home and school. Our school works in partnership with neighbouring Lakeside Learning Community Schools to provide a quality education for the Raymond Terrace community. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Grahamstown Public School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Quality Teaching, Outstanding Learning

Purpose

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

Improvement Measures

Increase the Percentage of students achieving in top 2 bands of NAPLAN in;

Year 3 Reading from 36% to 44% or higher

Year 3 Numeracy from 28% to 32% or higher

Year 5 Reading from 9% to 17% or higher

Year 5 Numeracy from 7.5% to 15.5% or higher

Increase the percentage of students reaching expected achievement in Literacy and Numeracy;

Kinder Lit - 83% - 93%, Num - from 97.6% - 99%

Year 1 Lit - 69% to 79 % or higher, Num - 63% to 73% or higher

Year 2 Lit - 76% to 86% or higher, Num 81% to 91% or higher

Year 3 Lit - 72% to 82% or higher, Num - 86% to 96% or higher

Year 4 Lit - 71% to 81% or higher, Num - 86% to 96% or higher

Year 5 Lit - 69% to 79% or higher, Num - 68% to 78% or higher

Year 6 Lit - 77% to 87% or higher, Num 77% to 87% or higher

Students achieving at or above expected growth from Years 3 - 5 as indicated in NAPLAN will increase by 10%

Reading - from 40% to 50% or higher

Writing - from 68% to 78% or higher

Numeracy - from 35% to 45% or higher

Progress towards achieving improvement measures

Process 1: Know Each Student

Teachers collaboratively plan for and implement quality, consistent teaching and assessment practices through regular data tracking and analysis. This will inform evidence based, explicit literacy and numeracy programs focusing on visible Learning and individual goal setting with a powerful growth mindset.

Evaluation	Funds Expended (Resources)
<p>Due to COVID, The NAPLAN wasn't held in 2020 so targets Based on NAPLAN could not be assessed. WE did however, hold the Check In Assessments with the following results.</p> <p>Literacy</p> <p>In 2020 Year 3 Check-in Assessments, our students answered 48.4% correct which is 4.1% below SSSG schools, and below the state average by 10.2%.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$58000.00)• Socio-economic background (\$55000.00)• Early action for success (\$200000.00)• Literacy and numeracy (\$7000.00)

Progress towards achieving improvement measures

In 2020 Year 5 Check-in Assessments, our students answered 53.9% of questions correct which is 0.4% above SSSG schools, however were below the state average by 6.8%.

Numeracy

In 2020 Year 3 Check-in Assessments, our students answered 52.4% correct which is 2.7% below SSSG schools, below the state average by 10.4%.

In 2020 Year 5 Check-in Assessments, our students answered 47.7% correct which is 3% below SSSG schools, and were below the state average by 12.3%.

Our in-school data shows that we are continuing to make progress and improve our results overall. The systems and processes we have in place, along with the professional learning and capacity building of staff are ensuring that research based, best practice pedagogies are being used to make continual improvement.

Process 2: Research Informed Pedagogy for Literacy and Numeracy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Increase the percentage of students reaching expected achievement in Literacy and Numeracy according to reporting data is as follows;</p> <p>Kinder Lit - 60%, Num - 87%</p> <p>Year 1 Lit - 76%, Num - 83%</p> <p>Year 2 Lit - 69%, Num - 80%</p> <p>Year 3 Lit - 53%, Num - 62%</p> <p>Year 4 Lit - 74%, Num - 62%</p> <p>Year 5 Lit - 64%, Num - 45%</p> <p>Year 6 Lit - 59%, Num - 59%</p> <p>These results reflect an improvement in Year 1 in both Literacy and Numeracy and in Year 4 in Literacy. We know that COVID had a large impact on learning in 2020 and we are confident that improvements in all other years will be possible in 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$150000.00) • Low level adjustment for disability (\$25000.00)

Process 3: Critical and Creative Thinking

Inquiry based learning and STEM will be embedded across all areas of the curriculum.

Evaluation	Funds Expended (Resources)
<p>Following the return to full time school based learning in Semester 2, teachers implemented 2 units from the Inquisitive program, addressing outcomes from Science, History and Geography syllabuses. An evaluation of the resources by teachers indicated that additional planning, preparation and resourcing was required to support the inquiry processes to supplement Inquisitive units. Based on this evaluation as well as the identified need of strengthening whole school practice we will return to utilising the Mappen</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$50000.00)

Progress towards achieving improvement measures

program in 2021 to engage students in programs of inquiry which will enhance critical and creative thinking.

In Term 4 a number of Stage 2 and 3 students participated in an extension activity STEAM club. Student engagement was high with several students receiving certificates of participation from ANSTO.

Play based learning was implemented in Kindergarten this year with a focus on student engagement and opportunity for oral language development. The change in emphasis from critical thinking about Science, History and Geography content was due to COVID.



Strategic Direction 2

Wellbeing

Purpose

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

Improvement Measures

Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.

The % of students, parents and staff that feel a sense of belonging, care and inclusivity as indicated in TTFM surveys. will increase:

Students - 62% Belonging, 65% motivated and interested

Parents - Score 7.4 Welcome, 7.4 Inclusivity, 7.3 support for Learning

Staff - Score 8.1 Inclusivity, Score 7.2 Involvement; People Matter Survey - Employee engagement 62%

ATSI students will equal or better the outcomes of the broader community based on percentage of student in the top 2 bands of NAPLAN in Reading and Numeracy and in Growth from Year 3 to Year 5.

Progress towards achieving improvement measures

Process 1: Wellbeing

Whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of the schooling.

Evaluation	Funds Expended (Resources)
<p>Results from the Tell them From Me Survey are as follows:</p> <p>Students - 50% Belonging, 61% motivated and interested</p> <p>Parents - Score 6.8 Welcome, 6.6 Inclusivity, 7.0 support for Learning</p> <p>Staff - Score 8.1 Inclusivity, Score 6.9 Involvement; People Matter Survey - Employee engagement 40%</p> <p>These results are considerably lower than previous years and are disappointing. We received positive feedback during the times of COVID and afterwards and have many programs in place to support these areas. We know that the COVID restrictions had an impact on a lot of things throughout the school and we are working extremely hard to make up the lost ground in these areas.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)• Low level adjustment for disability (\$30000.00)

Process 2: Positive Behaviours for Learning

School wellbeing data driving consistent teacher practice in PBL across the school.

Evaluation	Funds Expended (Resources)
<p>According to our Sentral records, major and minor incidents are slowly decreasing. Many of our incidences are occurring in classrooms so there is a large focus on Professional Learning around behaviour management strategies being reintroduced in 2021 to support improvement in this area. It is concerning that our areas with the highest reported incidents are aggressive behaviour and disrespectful behaviour. Our Positive Behaviour for Learning (PBL) expectations are based around this data and we are working</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$10000.00)

Progress towards achieving improvement measures

hard to make improvement in this area with the support from families.

During the last 2 years the number of suspensions have remained the same, however in 2020, more students accounted for the number of suspension that the previous year.

Process 3: Cultural Education

All students are actively engaged in programs which give them pride in their cultural heritage. Aboriginal perspectives will be evident across key learning areas.

Evaluation	Funds Expended (Resources)
<p>While our Aboriginal and Torres Strait Islander students are still achieving slightly lower than their non-Aboriginal and Torres Strait Islander peers in both Literacy and numeracy, they are being well supported to achieve their learning goals and we hope to see improvements in this area.</p> <p>It is pleasing that 88% of our Aboriginal and Torres Strait Islander students report that they feel good about their culture at school and that 87% believe that teachers have a good understanding of their culture. Our teachers embed Aboriginal perspectives across all key learning areas and our school displays pride in the fact that we are able to learn on Worimi land.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$50000.00)



Strategic Direction 3

Partnerships

Purpose

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

Improvement Measures

Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by this partnership.

The percentage of parents actively engaged in Mgoals and SLSP processes will improve to 100%..

The Percentage of families who participate in the Tell Them from Me surveys will increase from (12% in 2017 - 75% in 2020)

100% of parents will engage in communication with their class teachers through Class Dojo.

100 percent of staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals.

Progress towards achieving improvement measures

Process 1: Family and Community Engagement

A focus on building authentic community and parent partnerships through effective communication and participation opportunities encompassing:

- PBL programs
- AECG consultation
- Outside Agency support
- Community of Schools projects
- Strong transition processes
- Goal setting and individual plans

Evaluation	Funds Expended (Resources)
<p>The Percentage of families who participated in the Tell Them from Me surveys decreased by This is much lower than we would like, but as parents weren't allowed in school due to COVID restrictions, we were unable to put measures in place to support the completion of the survey as we had previously. Our parents did however, participate in various surveys we conducted throughout the year using Facebook and Survey Monkey, to give feedback on many aspects of our Learning from home operations and other aspects of the school.</p> <p>100% of parents will engaged in communication with their class teachers through Class Dojo. This was a great result and meant that communication between school and home was greatly improved.</p> <p>Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by these partnership has been stalled due to COVID, however we are building quality relationships with more external agencies that have the capacity to support the many social, emotional and academic needs of our students. This included partnerships with the Baptist Church who support our Chaplaincy program and Breakfast club, The Smith Family and Wandiyali.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$25000.00)• Low level adjustment for disability (\$25000.00)

Process 2: Coaching and mentoring

Practices and systems enhance teacher improvement including:

- Classroom observations

Progress towards achieving improvement measures

- Process 2:**
- Collaborative Data analysis
 - Collegial feedback
 - Authentic PDP processes
 - Support for beginning teachers
 - Support for accreditation at proficiency and higher

Evaluation	Funds Expended (Resources)
<p>All staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals and to improve the collaborative analysis of data and the use of it to inform practice. This occurred in many ways including: QTOL sessions, Stage Meetings, QTSS activities and other professional learning.</p> <p>Beginning teachers were supported to ensure they were meeting the Professional Standards and learning to improve their teaching skills.</p> <p>Our future plans will include tightening the processes around coaching and mentoring to ensure that teacher quality continues to build and the capacity of all staff continues to grow.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$28000.00)• Professional learning (\$15000.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$70000	Throughout the year, our Aboriginal and Torres Strait Islander students were supported in their learning and their wellbeing. Personalised learning pathways were developed in conjunction with students and their families and were implemented and supported by a variety of staff across the school. They were provided with mentors, support staff to ensure that they had the best opportunities to reach their potential. Despite this, our Aboriginal and Torres Strait Islander students are still achieving below that of their non-Aboriginal peers in both reading and numeracy and this will remain a focus for improvement.
Low level adjustment for disability	\$56000	During 2020, many students were supported to reach their academic potential and close their learning gaps through the employment of School Learning Support officers who worked in conjunction with class teachers to provide personalised quality learning experiences aimed at closing the educational gaps.
Quality Teaching, Successful Students (QTSS)	0.522 Teacher allocation	In 2020 the QTSS allocation was used to support our Quality Teaching, Outstanding Learning Program. This program enabled teachers across stages K-2 and 3-6 to be off class for 2 hours a fortnight together so they could work collaboratively to improve their teaching practice and develop high quality learning opportunities for all students at their point of need. This program had huge impact on teaching practice and improved the capacity of staff to analyse data and use it to inform their practice.
Socio-economic background	\$300000	<p>During 2020, funds provided to support the low socio-economic status of our students contributed to a variety of programs to support academic growth of all students and strong wellbeing programs. This included having an Assistant Principal off class full time, running wellbeing programs and supporting teachers to provide quality support programs to close educational gaps. This also also allowed for coaching and capacity building of staff across the school.</p> <p>Professional learning for staff in Visible Learning, Crisis Management, Trauma Informed Practice, PBL, Inquiry Based Learning and Building Numeracy Leadership gave staff the skills to provide high level support for students at various levels of academic and social/emotional need. This was also made possible through these funds.</p>
Support for beginning teachers	\$28000	This year we had two teachers beginning their career with us. They were supported to be the best they could be through ongoing mentoring and coaching, collaborative work with colleagues and ongoing high quality professional learning. These teachers worked closely with Instructional Leaders and

Support for beginning teachers	\$28000	Assistant Principals to ensure they were meeting the Teaching Standards for Australian Teachers and developing their skills as high quality classroom teachers.
--------------------------------	---------	---



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	173	164	148	159
Girls	188	187	162	158

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	92.7	93.6	92.1
1	93.6	92.4	91.9	94.3
2	95.1	93.6	93.8	94.3
3	95	92.7	93.7	94.1
4	93.7	91.5	93.4	93
5	93.9	90.2	91.2	93.6
6	95.1	92.4	90.1	93
All Years	94.4	92.2	92.4	93.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.17
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	262,191
Revenue	3,846,379
Appropriation	3,742,221
Sale of Goods and Services	43,457
Grants and contributions	60,531
Investment income	70
Other revenue	100
Expenses	-3,751,919
Employee related	-3,317,784
Operating expenses	-434,135
Surplus / deficit for the year	94,461
Closing Balance	356,652

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	162,078
Equity Total	643,043
Equity - Aboriginal	71,597
Equity - Socio-economic	372,461
Equity - Language	400
Equity - Disability	198,585
Base Total	2,385,516
Base - Per Capita	74,556
Base - Location	0
Base - Other	2,310,960
Other Total	481,231
Grand Total	3,671,868

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

According to the Tell Them From Me Survey, the students who are motivated and interested at school averages 61%.. This is in contrast to 83% of our students believing they try hard to succeed in their learning. 96% of students believe that teachers set clear goals, establish expectations, check for understanding and provide feedback on their learning. 80% of our students believe that they have someone at school who provides them encouragement and advice. and 82% report that they have good relationships with their teachers and that teachers are responsive to their needs. 88% of our students are proud of their school.

68% of our parents feel they are welcome in our school with 79% feeling that they can easily talk to their child's teacher. 79% of parents believe that teachers are genuinely interested in their child's learning and that teachers have high expectations for their child to succeed. 84% believe that their children understand the school expectations and that their child feels safe going to school. During our period of learning from home, over 80% of parents felt that student learning was well supported by the school, the school contact from home was good and that resources to support student learning was appropriate.

The large majority of our teachers believe that we have a strong learning culture, where data is used to inform practice, teaching strategies are based on best practice and teachers collaborate well. They strive to understand the learning needs of all students and create opportunities for success for all. Teachers set high expectations for student behaviour and learning and discuss learning goals for lessons with their students.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

