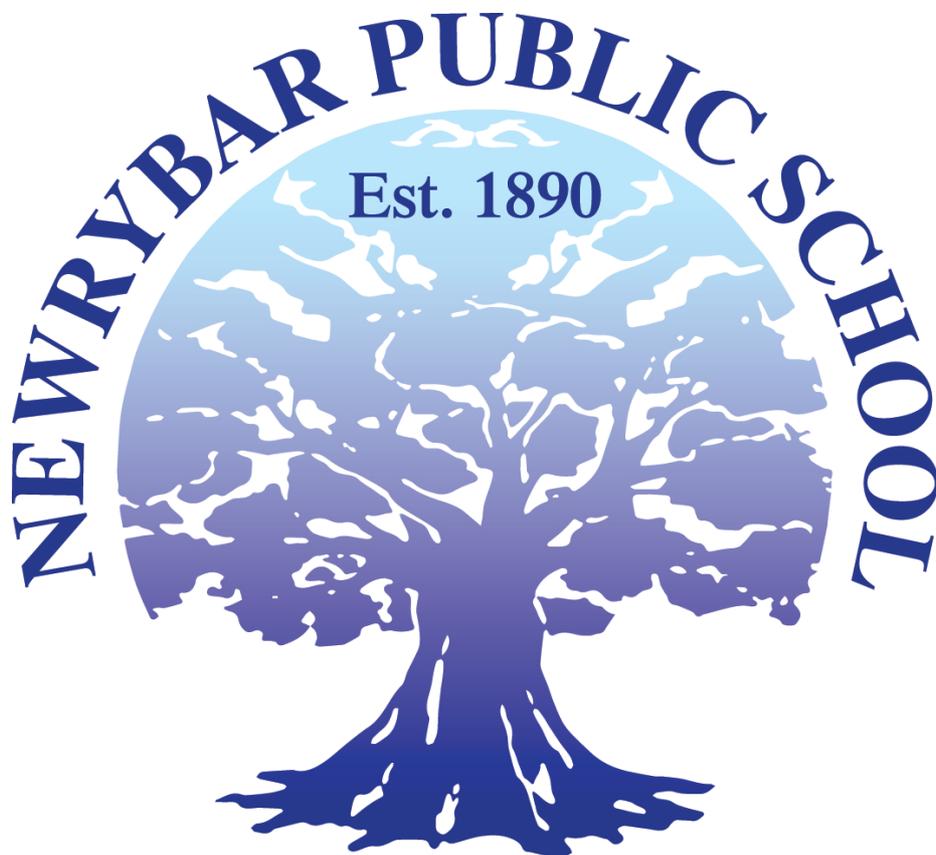


2021 Annual Report

Newrybar Public School



LEARN and GROW

2741

Introduction

The Annual Report for 2021 is provided to the community of Newrybar 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Vision

Newrybar Public School is committed to quality teaching and learning through nurturing a sense of wonder in our curious, creative and confident learners.

Mission

Our mission is to develop the whole child in a learning environment that is rich in purpose and passion.

Values

In order to achieve the shared vision of our school we will nurture dynamic learning, support student wellbeing, make connections and embrace a supportive physical environment.

School context

Newrybar Public School is a small school with a rich history of providing quality education. Students enrol from the local area and neighbouring towns and villages.

Parents are attracted to the small school community as it is welcoming, friendly and culturally diverse. Students and parents develop strong lifelong relationships with each other and the staff.

All staff engage with all students during the teaching and learning process. We offer flexibility in learning with greater opportunities for collaboration within our school and with our small school learning community (Valley of Small Schools). We share a common commitment to small school education.

Our school is set in peaceful surroundings with wide open spaces for the children to run and play freely. Our environment is rich in biodiversity and our community continually works towards sustainable living.

To prepare this Plan the school has undertaken an extensive Situational Analysis. The evaluation identified Learning, Wellbeing, Connections and the Physical Environment as drivers for the 2021-2024 Strategic Improvement Plan.

Learning

At Newrybar Public School, students and learning are our primary focus.

- We provide a creative environment that is flexible and equitable where students are responsible for their learning.
- Teaching and Learning through Inquiry, encourages students to wonder, question and be curious.
- Teachers are continually learning to provide; innovative and engaging practices, and quality feedback.
- Technology is used to communicate, research, create and connect.
- Students build and refine their tools for life-long learning. We learn to collaborate, research, communicate, self-manage, think and create.

Wellbeing

Promoting health and wellbeing is core to ensuring our students flourish.

- We instil a sense of individual value.
- We promote a healthy and balanced lifestyle valuing creative arts, music, physical activity and play.
- We allow and welcome free play across all ages and genders, understanding how important play is for social and emotional development.
- we plan time for students to discover and learn.

Connections Matter

Our strong ties with family, community and other small schools provide us with happiness, security, support and a sense of purpose.

- We make connections within the local Newrybar community.
- Collaborating with other small schools for sport, art, STEM and professional learning is valued.
- Specialist sport and music programs are offered.
- Our small school allows for personal one on one attention where teachers know students.
- We recognise and connect with prior learning, personal histories and cultural backgrounds.

Physical environment

Our physical environment is essential for growth and development, and is important for learning.

- As global citizens we plan, develop and sustain our environment now and for the future.
- We encourage social responsibility.
- Nurturing and protecting our biodiversity, open spaces, wildlife, birds, trees and playground is important to us.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching
- Data Skills and Use

Resources allocated to this strategic direction

English language proficiency: \$5,400.98

Integration funding support: \$28,125.00

Low level adjustment for disability: \$15,189.43

Literacy and numeracy: \$4,037.99

Location: \$1,207.61

QTSS release: \$6,502.84

School support allocation (principal support): \$13,604.80

Summary of progress

In 2021 all contracted teachers participated in professional learning using the Quality Teaching Model and this theory was put into practice through participation in Quality Teaching Rounds. This internal and externally supported process ensured that all participating staff could participate in classroom observations and use a self-reflection tool which demonstrated enhanced practice from the beginning of the year. A clear focus on translating this improvement teaching practice into student learning outcomes was undertaken and this will be consolidated in 2022. Participation in and extension of the Quality Teaching Rounds model will ensure our improved practice is embedded and translating across all curriculum areas.

Staff focused their energy on maximising student growth and attainment in Reading and Numeracy with a more effective collection, collation and use of data to inform our teaching practice. Student assessment data was analysed and provided the rationale behind intensive learning support for students and our areas of focus. Class teachers were able to differentiate their teaching to match the regularly updated student data walls to ensure they were supporting students as effectively as possible. This strategy resulted in 100% of students achieving expected growth in NAPLAN Reading. An extension of this teaching methodology into Numeracy in 2022 will be an area of focus for teaching staff.

A whole school planned assessment schedule was created and put into practice which provided teachers with the appropriate data to inform their decision making when planning teaching and learning experiences targeted at student needs. This combined with informal assessment strategies, allowed teachers to reflect on the effectiveness of their teaching practice. A comprehensive implementation and comparison of current assessments with partners schools was hampered due to COVID restrictions throughout 2021, however systems and plans are in place to resume this activity in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students achieving in the Top 2 Bands Reading and Numeracy is progressing towards the system negotiated lower bound target	The proportion of students achieving in the Top 2 Bands of Reading and Numeracy is progressing towards the system negotiated lower bound target.
All students will achieve within their expected PLAN 2 end of year expectations in understanding text and fluency.	96% of students achieving expected growth in understanding text and fluency progression markers in PLAN2 94% of students achieving expected growth in quantifying numbers and

All students will achieve within their expected PLAN 2 end of year expectations in quantifying numbers and additive strategies.

additive strategies progression markers in PLAN2

Strategic Direction 2: Collaborative Pedagogical Practices

Purpose

To improve teaching and learning and student engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration
- Professional Learning

Resources allocated to this strategic direction

Professional learning: \$5,835.91

Socio-economic background: \$2,268.25

Summary of progress

Throughout 2021 school staff collaborated on a regular basis, both informally and formally, to review our model of instructional practice across all curriculum areas. Staff reviewed the Scope and Sequence implementation documents for the curriculum areas of Human Society and its Environment, Geography and Science and Technology. Staff have identified the key skills and competencies that they aim to develop in students and a draft four year content plan based on Inquiry topics was devised. Staff were confident and appreciative of the clarity of this teaching model which aligned with the NSW Educational Standards Authority (NESA). Students were highly responsive to the trial of teaching units associated with this review and high engagement levels were measured and recorded across K-6. Staff will implement the new scope and sequence in 2022 with a period of reflection and revision will be conducted to ensure guidelines are met and student growth and engagement is measured across all curriculum areas.

Staff engaged in the consolidation of Inquiry Based Learning Professional Learning through internal coaching and all staff who participated gained an awareness of the processes to improve student engagement. High response rates and documented work samples reflected the student attainment of academic skills which were highly challenging, yet achieved. Teachers from our local community of small schools were supported to begin their capacity building in this area. COVID implications challenged this work, yet this will continue at our school in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time above the baseline data.	The proportion of students attending school more than 90% of the time demonstrated an uplift of 1.34% to progress towards the system negotiated lower bound target
School staff self-assess as measured by the School Excellence Framework within the Teaching Domain; the themes of Collaborative Practice and Professional Learning as sustaining and growing.	The school staff self-assessment through the School Excellence Framework confirms that the Teaching Domain theme of Collaborative Practice and Professional Learning is at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$4,037.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newrybar Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The school was organised so as to capitalise on student need and teacher strengths. Teachers undertook local and external professional capacity building through Quality Teaching Rounds with the focus on student improvement. Teaching staff who undertook the program demonstrated improved practice through formal coding and assessments and student learning growth was monitored and improved as measured through PLAN 2 and the Pat Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Quality Teaching Rounds in 2022</p>
<p>Integration funding support</p> <p>\$28,125.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newrybar Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: students with identified additional learning needs have been explicitly supported through the implementation of jointly constructed learning goals. Students who received additional support made strong learning growth against their goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: the employment of additional specialist staff and the continual refinement of our learning support processes to ensure each child's needs are best being met</p>
<p>Socio-economic background</p> <p>\$2,268.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newrybar Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration

<p>Socio-economic background</p> <p>\$2,268.25</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Quality Teaching Rounds to support student learning • Organisational structure to best support student's needs <p>The allocation of this funding has resulted in: The school was organised so as to capitalise on student need and teacher strengths. Teachers undertook local and external professional capacity building through Quality Teaching Rounds with the focus on student improvement. Teaching staff who undertook the program demonstrated improved practice through formal coding and assessments and student learning growth was monitored and improved as measured through PLAN 2 and the Pat Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the organisational model to best support student need as well as built teacher capacity through the Quality Teaching Rounds model.</p>
<p>English language proficiency</p> <p>\$5,400.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newrybar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: The school was organised so as to capitalise on student need and teacher strengths. Teachers undertook local and external professional capacity building through Quality Teaching Rounds with the focus on student improvement. Teaching staff who undertook the program demonstrated improved practice through formal coding and assessments and student learning growth was monitored and improved as measured through PLAN 2 and the Pat Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the organisational model to best support student need as well as built teacher capacity through the Quality Teaching Rounds model.</p>
<p>Low level adjustment for disability</p> <p>\$15,189.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Newrybar Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: a school model for instruction ensured that student growth against the learning progressions was highly effective and targeted student's individual</p>

<p>Low level adjustment for disability</p> <p>\$15,189.43</p>	<p>and joint needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of the 2021 model of support for intensive learning support to meet the unique needs of each child</p>
<p>Location</p> <p>\$1,207.61</p>	<p>The location funding allocation is provided to Newrybar Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching capacity building and targeted instruction at student need <p>The allocation of this funding has resulted in: The school was organised so as to capitalise on student need and teacher strengths. Teachers undertook local and external professional capacity building through Quality Teaching Rounds with the focus on student improvement. Teaching staff who undertook the program demonstrated improved practice through formal coding and assessments and student learning growth was monitored and improved as measured through PLAN 2 and the Pat Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the organisational model to best support student need as well as built teacher capacity through the Quality Teaching Rounds model.</p>
<p>QTSS release</p> <p>\$6,502.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newrybar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: The school was organised so as to capitalise on student need and teacher strengths. Teachers undertook local and external professional capacity building through Quality Teaching Rounds with the focus on student improvement. Teaching staff who undertook the program demonstrated improved practice through formal coding and assessments and student learning growth was monitored and improved as measured through PLAN 2 and the Pat Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the organisational model to best support student need as well as built teacher capacity through the Quality Teaching Rounds model.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

COVID ILSP

\$11,212.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- releasing staff to analyse school and student data to identify students for small group tuition groups
- providing intensive small group tuition for identified students who were supported with appropriate explicit instruction to match their needs

The allocation of this funding has resulted in:

The COVID Intensive Learning Program provides tuition involving supplementary teaching and learning support for small groups of targeted students. Students were provided with intensive literacy and/or numeracy learning strategies for a predetermined amount of time with the intention to reinforce and support classroom instruction. The learning gains of each child was measured twice a term against the wider cohort needs for program revision and refinement with all students participating showing measurable improvements in learning achieved against the program's defined goals.

After evaluation, the next steps to support our students with this funding will be:

The continuation of the 2021 structure of support utilising available system and internal school data to drive explicit instruction at the targeted point of need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	15	14	16
Girls	21	24	22	26

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.3	90.6	90.7	90.2
1	93.9	89.1	93.1	94.1
2	92.1	92	90.7	92.6
3	93.2	89.9	94.5	93
4	90.3	95.9	92.8	93.3
5	88.2	90.8	88.6	95.4
6	95.8	93.5	93.5	89.9
All Years	90.9	91.5	92.2	92.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	63,569
Revenue	647,209
Appropriation	613,780
Sale of Goods and Services	5,245
Grants and contributions	27,281
Investment income	103
Other revenue	800
Expenses	-644,144
Employee related	-568,499
Operating expenses	-75,645
Surplus / deficit for the year	3,065
Closing Balance	66,634

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.

	2021 SBAR Adjustments (\$)
Targeted Total	28,125
Equity Total	22,859
Equity - Aboriginal	0
Equity - Socio-economic	2,268
Equity - Language	5,401
Equity - Disability	15,189
Base Total	497,428
Base - Per Capita	8,875
Base - Location	1,208
Base - Other	487,345
Other Total	31,549
Grand Total	579,960

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.

Parent/caregiver, student, teacher satisfaction

Our school staff worked tirelessly with each other and with our parent community to provide dynamic and agile learning experiences which were targeted at our student's point of learning need. A culture and practice of regular and extensive communication with all stakeholders was implemented throughout the year. Formal and informal meetings were held each term to support each student to achieve their learning goals. Individual Learning and Support Plans were sent home and communicated to parents. Students surveyed and responded that they felt supported in their learning and that they felt that all teachers knew them well. Students also commented that the learning experiences provided to them were engaging and challenging. Staff reported that the Quality Teaching Framework was incorporated in all teaching and learning programs which ensured that quality education was provided throughout the school. Staff used Quality Teaching Rounds as a platform for critical reflection and analysis of current teaching practice, and continued to use the framework to guide planning of classroom and assessment practices.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.