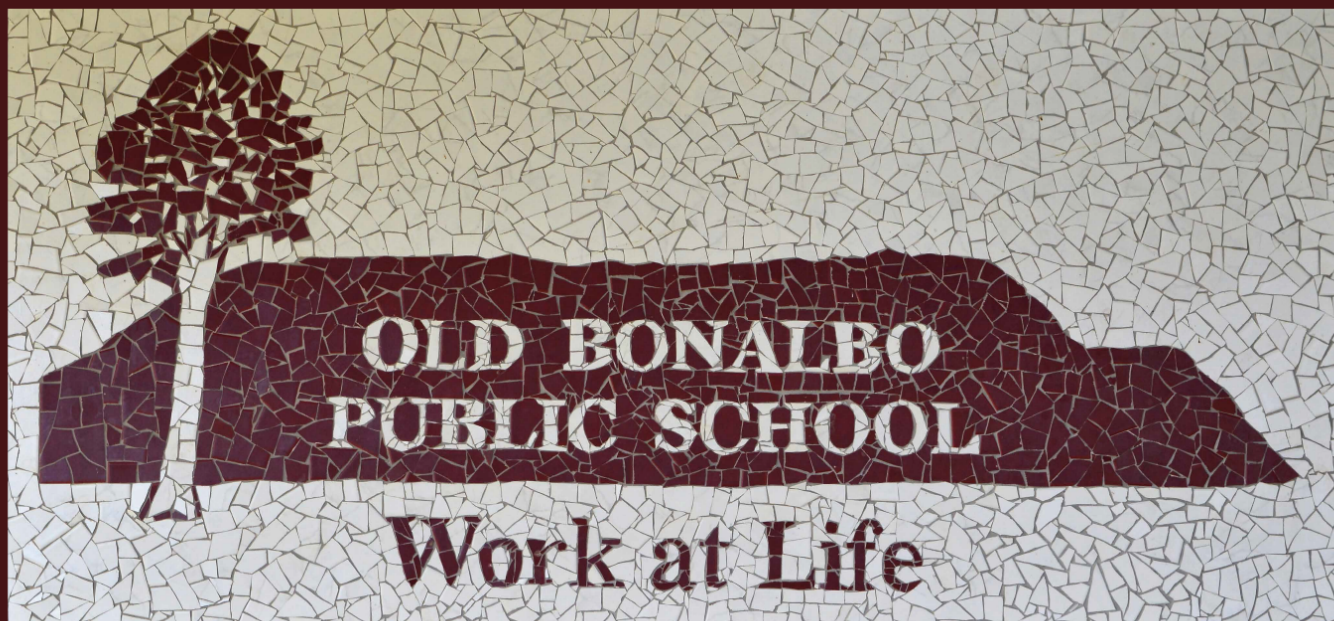


2021 Annual Report

Old Bonalbo Public School



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Introduction

The Annual Report for 2021 is provided to the community of Old Bonalbo 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.

School contact details

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School vision

Old Bonalbo Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This means the school, community members, parents and carers work in partnership, with the commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world, and to develop each individual child.

School context

Old Bonalbo Public School is a small rural school with an enrolment of seven students. It is located 112 kilometres north west of Casino and 35 kilometres south of the Queensland border. The school fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners. Students have high levels of access to technology, strong social networks through Community of Schools.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes for every student through all staff using data to understand the learning needs of individual students and inform differentiated teaching for all students.

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.

- Data informed practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$1,500.00
Integration funding support: \$26,000.00
Socio-economic background: \$39,967.75
Aboriginal background: \$7,228.00
Low level adjustment for disability: \$16,486.00
Location: \$10,356.74
Professional learning: \$5,401.00
QTSS release: \$2,466.60

Summary of progress

Data informed practice was and continues to be a strong focus for our staff in order to effectively monitor and track student growth in the areas of reading and numeracy in order to effectively differentiate teaching and learning programs. This is an area which has been supported the the staff PDPs and supported through professional development opportunities, team teaching, learning and support meetings and collegial conversations. The emphasis of this professional development focused on enhancing the proficiency in using platforms such as SCOUT, PLAN2, Check-Assessment and internal assessment strategies in order to collate, analyse and triangulate student data. Our whole school approach to gathering and collating data required us to re-evaluate our existing strategy and develop a more comprehensive assessment strategy to more accurately capture student progress across our K-6 spectrum.

Effective Classroom Practice is a key initiative supporting student growth and attainment. This year we have engaged a second classroom to teacher in order to split the school into two classrooms; K-2, 3-6. This has facilitated opportunities of team teaching, small group tuition and release for PL and data collating and collating. This has been quite successful, especially the team teaching.

Next Year in these initiatives, we will look to consolidate and strengthen our practice in these areas in order to ensure students across the range of K-6 are being assessed effectively and consistently in reading and numeracy, and the data resulting from these assessments are effectively used to inform teaching practice. We will be looking to enhance classroom practice with the assistance of our APCI to supplement our teaching programs with the online hub resource and c;classroom support material.

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
NAPLAN expected growth - Reading (Small Schools Network Target) The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target of 60%.	The percentage of students achieving growth in NAPLAN Reading continues to progress towards meeting the system negotiated lower bound target.

<p>NAPLAN expected growth - Numeracy (Small Schools Network Target)</p> <p>The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target of 60%.</p>	<p>The percentage of students achieving growth in NAPLAN Numeracy continues to progress towards meeting the system negotiated lower bound target.</p>
<p>NAPLAN top two bands - Reading (Small Schools Network Target)</p> <p>The proportion of students achieving in the top two bands of NAPLAN Reading meets the system negotiated lower bound target of 60%.</p>	<p>The percentage of students achieving in the top two bands in NAPLAN Reading continues to progress towards meeting the system negotiated lower bound target.</p>
<p>NAPLAN top two bands - Numeracy (Small Schools Network Target)</p> <p>The proportion of students achieving in the top two bands of NAPLAN Numeracy meets the system negotiated lower bound target of 60%.</p>	<p>The percentage of students achieving in the top two bands in NAPLAN Numeracy continues to progress towards meeting the system negotiated lower bound target.</p>

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

Our purpose is to foster a positive school culture where the school community shares the collective responsibility to support the collective wellbeing and learning of all students.

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.

- Wellbeing and engagement
- Strengthen the school as a Learning Community

Resources allocated to this strategic direction

Out of Home Care: \$2,800.00

Summary of progress

Wellbeing and engagement is a key initiative that underpins a great deal of what we do at Old Bonalbo Public School. Developing positive student-teacher relationships is at the forefront of all practices and initiatives on order to promote higher levels of student engagement, self-confidence and the positive development of sense-of-self in our students. The aspect of student wellbeing was supported in the classroom through the engagement of whole-school wellbeing program *WorryWoo Emotional Intelligence program*. Our school breakfast and Crunch&Sip programs have contributed positively towards both student wellbeing and attendance. To ensure that each of our students are 'known, valued and cared for' PLPs and IEPs are developed for each student to ensure there is suitable balance of emotional support and academic challenge.

Strengthen the school as a Learning Community. Our learning community is the cornerstone of our small school. Parental and community support is critical in the development of positive advocacy and strong partnerships. At Old Bonalbo Public School, this is achieved using both formal and informal methods. Informal methods on parent and school community satisfaction occurs on a daily basis at the school gate and at pick up and drop off. By Formally engaging parents and our learning community with a modified 'TTFM' survey delivered in a more individualised manner has allowed us to formalise the process and assists the school to triangulate data.

Next Year in these initiatives, we will build upon the success of the activities engaged with this year to order to promote stronger partnerships. Collaboration within the classroom will rely heavily on a consistent approach to staffing. Next year, due to the complex needs of our students we will implement a split class based on strengths. The key KLA's of literacy and numeracy will have more of a defined K-2 and 3-6 focus, with the whole class rejoining for the other KLA's. We anticipate this will have positive outcomes on both student wellbeing and academic outcomes.

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
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending 90% of the time to be at the baseline system-negotiated target of 70%	The proportion of students attending school 90% of the time has been exceeded with a result of total students attending school being 96.12%.
Data <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy,	The school has not engaged in TTFM or a modified version of this in 2021. However, anecdotal data indicates parents demonstrate a high level of

belonging and expectations) increases to be at the baseline system negotiated target of 89.6%.

satisfaction with school performance, belonging and overall school advocacy.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Old Bonalbo 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"> • Data informed practice • Effective Classroom Practice <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$39,967.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: continued growth in Reading and Numeracy NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage an extra teacher to support the our trajectory towards achieving targets. The teacher will be used to be able to split the school into K-2 and 3-6 classes for Literacy and Numeracy sessions.</p>
<p>Aboriginal background</p> <p>\$7,228.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Old Bonalbo Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$7,228.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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 literacy and numeracy programs <p>The allocation of this funding has resulted in: continued growth in Reading and Numeracy NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage an extra teacher to support the our trajectory towards achieving targets. The teacher will be used to be able to split the school into K-2 and 3-6 classes for Literacy and Numeracy sessions.</p>
<p>Low level adjustment for disability</p> <p>\$16,486.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: continued growth in Reading and Numeracy NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage an extra teacher to support the our trajectory towards achieving targets. The teacher will be used to be able to split the school into K-2 and 3-6 classes for Literacy and Numeracy sessions.</p>
<p>Location</p> <p>\$10,356.74</p>	<p>The location funding allocation is provided to Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • incursion expenses <p>The allocation of this funding has resulted in: increased opportunities regarding regarding different Key Learning Areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$1,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Old Bonalbo 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>

<p>Literacy and numeracy</p> <p>\$1,500.00</p>	<ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: an increase in the average benchmark level for year 2 from 12 to 22. an increase in the average benchmark level in Year 4 from 23 to 30 plus.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to continue developing assessment schedules and create portfolios for each child to be able to analyse data effectively and efficiently.</p>
<p>QTSS release</p> <p>\$2,466.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Old Bonalbo 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice which is shown through the continues growth student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: utilising the newly appointed APCI to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$6,392.00</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> <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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p>

<p>COVID ILSP</p> <p>\$6,392.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	6	7	3
Girls	9	5	6	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	87.5	95	96.7
1	92.1		83.2	84.6
2	65.5	95.8	92.5	88.3
3	92.7	87.5	97.3	93.4
4	93.7	93.8	82.1	97.8
5	92.6	93.9	92.5	91
6	93.2	93.8	94.8	92.3
All Years	91.3	94.2	92	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4		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)	0.25
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	42,007
Revenue	469,646
Appropriation	454,764
Sale of Goods and Services	4,291
Grants and contributions	9,777
Investment income	14
Other revenue	800
Expenses	-470,276
Employee related	-389,871
Operating expenses	-80,405
Surplus / deficit for the year	-629
Closing Balance	41,378

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	47,807
Equity Total	70,120
Equity - Aboriginal	13,665
Equity - Socio-economic	39,968
Equity - Language	0
Equity - Disability	16,487
Base Total	317,572
Base - Per Capita	3,205
Base - Location	10,357
Base - Other	304,010
Other Total	20,302
Grand Total	455,801

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

Old Bonalbo Public School enjoys a high degree of satisfaction from our key stakeholders regarding service delivery and meeting the needs of our students. We rely upon contextually appropriate evaluation methods in order to gauge feedback from our students, parents and community and respond accordingly to aspects including wellbeing, communication, decision making and collaborative practice.

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.