

2021 Annual Report

Repton Public School



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Introduction

The Annual Report for 2021 is provided to the community of Repton 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

Repton Public School provides a positive learning environment which fosters students' academic achievement and supports every child to become a resilient, respectful and responsible citizen. Our school is collaborative, creative and innovative, and we nurture the wellbeing and continuous progress of students and staff to flourish.

School context

Repton Public School is a small school located on the Bellinger River in the Mid Coast Valley Network on the Mid North Coast. Our school has a current enrolment of 69 students including 10 Aboriginal students. Our school has a teaching Principal, 3 class teachers, a Learning and Support Teacher, a Librarian and Relief From Face to Face Teacher for each class teacher for 2 hrs per week. We have a Family Occupation and Education Index (FOEI) of 85 and the school supports students from low socio-economic backgrounds, those with additional needs and students with Aboriginal backgrounds. Repton Public School continues to focus on the quality of student outcomes in literacy and numeracy, environmental education through the implementation of Stephanie Alexander Kitchen Garden program, creative arts, music, sport and Gumbaynggirr cultural programs. High expectations will be explicitly targeted by students, staff and families that support growth and achievement for all.

Repton Public School works in partnership with the community and other small schools in the area to deepen academic opportunities and social support for staff and students.

We reflect the needs of our school community through our Strategic Improvement Plan in alliance with the Department of Education's strategic plan and Premiers priorities. It reflects our commitment to excellence and equity through strategic resourcing and promotes high impact professional learning to build capacity across the school and improve student performance.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
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

Repton Public school students are supported to achieve growth in learning outcomes in reading and numeracy. We will develop and sustain whole-school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed teaching strategies and reflective practices.

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.

- Teacher Capacity
- Collaborative data use for teaching

Resources allocated to this strategic direction

Literacy and numeracy: \$7,752.00
: \$500.00
Per capita: \$16,500.00
Professional learning: \$4,000.00
Integration funding support: \$10,000.00

Summary of progress

Teachers developed data walls for students K-6 in Reading (UnT), Writing (CrT) and Numeracy (NPV) using the progressions and quality assessment data. The data was evaluated every term and planning and targeted intervention was implemented from this data.

Strategic resourcing twice a term for all staff to work collaboratively enabled the collection and analysis of data.

In the next phase of this work, we will continue to use this mode of strategic resourcing and collaboration to build upon solid foundations established.

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 Numeracy Increase the number of students achieving in the top 2 bands in Numeracy by 5% (6 students)	• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 4%.
NAPLAN Reading The number of students achieving in the top 2 bands in Reading will increase from the baseline by 3% (9 students)	• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading has decreased by 15%.
Reading Growth 65% of students (12 Students) will achieve expected growth in Reading (NAPLAN)	• The percentage of students achieving expected growth in reading decreased to 20% indicating progress yet to be seen toward the lower bound target.
Numeracy Growth Minimum of 50% of students (9	• Percentage of students achieving expected growth in numeracy by 60% indicating progress towards the achievement of the system-negotiated target.

Students) will achieve expected growth.

Strategic Direction 2: Wellbeing

Purpose

Repton Public school creates teaching and learning environments that are focused on building individual and collective well-being through a climate of care and positivity. Staff nurture professional relationships with students which are safe, respectful and supportive so that students are healthy, happy, engaged and successful individuals.

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
- Engagement

Resources allocated to this strategic direction

: \$2,000.00

Summary of progress

Positive Behaviour for Learning and Social Emotional wellbeing programs were implemented across K-6. Having a dedicated teacher lead the development of this program and teach consistently across the school supported the success of these programs. When individual teachers were asked to implement the programs it was less consistent in delivery.

Engagement of students through Fun Friday and extra curricular activities to enhance attendance and sense of belonging for students was extremely successful. This was because opportunities for a variety of activities were available and the continuity and promotion throughout the year allowed for success.

In the next phase of this work, we will plan to deliver mindfulness activities with a lead teacher to effectively implement and deliver the program. We will survey students ongoing and will provide current and future directions with this successful initiative.

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
Wellbeing Student Wellbeing reports will reflect more than 90% positive sense of wellbeing	• Tell Them From Me data indicates 88.5% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Attendance 87% of student attendance rates will reflect attendance of greater than 90%	• The number of students attending greater than 90% of the time or more has decreased by 26%.
Participation - Participation of student in extra curricular activities is enhanced with student survey and parent inclusion	• Parent participation in a community event was over 85% attendance increased from 40% in 2020.
School Excellence: Planned approach to wellbeing is included sustaining and growing.	Planned approach to wellbeing is deemed sustaining and growing in School self assessment.

Strategic Direction 3: A Collaborative approach

Purpose

Repton Public School recognises the importance of working together to ensure all students make a strong start in life and learning. Every student is known, valued and cared for, and challenged to continue to learn. Teachers use evidence-informed practices and work together to share expertise, building their capacity resulting in improved learning outcomes for 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.

- Quality teaching
- Community Engagement

Resources allocated to this strategic direction

Summary of progress

Quality teaching progress was enabled with all staff supporting mentoring and coaching practices and developing a culture of collaboration. We encountered difficulties with lesson observations and the inclusion and communication of learning goals due to restrictions on time and staffing.

Community engagement was enhanced through the support of a strong P&C group who were able to support fundraising and school priorities within limits of the school year. More opportunities for participation were made off site to allow for COVID safe practices and to maintain a collaborative approach.

In the next phase of this work, we will continue to build community engagement through planned activities and enhance the use of SeeSaw throughout the year at planned reflection points.

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
Community engagement P&C meetings will increase in attendance and engagement via social media platforms.	P&c meeting attendance has been consistent in attendance at monthly meeting. The engagement in activities has increased from 3 activities that were P&C run increased to 8 activities. Social media platforms has shown an increase in engagement with activity using SeeSaw, facebook and YouTube viewing.
Learning Goals • Learning goals will be shared with all families via Seesaw in Literacy	95% of families are engaging with Seesaw and sharing learning goals.
Teaching observations- observations within the school have occurred with procedures and practices detailed.	Teaching observations occurred in all classes with record of practice and feedback sheets for all staff based on student engagement and quality teaching. Professional learning was supported for all staff.
School Excellence: School to identify areas for development to move into excelling in Learning and development.	Learning and development was deemed excelling in school self assessment.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,775.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Repton 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"> • Collaborative data use for teaching • 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 staff to provide additional support for students who have high-level learning needs <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>all students demonstrating progress towards their personalised learning goals. All ILPs 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:</p> <p>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>\$15,857.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Repton 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"> • Other funded activities <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 • staff release to increase community engagement <p>The allocation of this funding has resulted in:</p> <p>Development of Individual Learning Programs for target students. SLSO support have been used to support plans in class and COVID ILSP.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Strategic resourcing will be adapted to support students and implement programs.</p>
<p>Aboriginal background</p> <p>\$10,359.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Repton 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>Aboriginal background</p> <p>\$10,359.00</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 equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Stronger connections with Aboriginal community and building Personal Learning Plans with literacy and numeracy goals for students. Increased understanding of knowledge and culture for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review and support PLP goals and engagement in literacy and numeracy. Employment of Aboriginal SLSO to support Aboriginal culture and progress towards achievement.</p>
<p>Low level adjustment for disability</p> <p>\$29,843.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Repton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Targeted goal setting and and monitoring of individual learning goals. Specific staffing and resourcing to support learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide regular monitoring and goal setting opportunities including sharing this with staff, students and families.</p>
<p>Location</p> <p>\$19,100.00</p>	<p>The location funding allocation is provided to Repton 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: resourcing for social emotional professional learning and implementation of program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reevaluate student voice to ensure the current needs of students can be supported including high quality service delivery.</p>

<p>Literacy and numeracy</p> <p>\$7,752.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Repton 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"> • Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Regular updates of data wall for identification of student levels/needs and familiarisation of progressions in CrT , UnT and QuN using professional learning sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to collaborate with professional learning in Literacy and Numeracy progressions to identify and support student learning.</p>
<p>QTSS release</p> <p>\$12,109.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Repton 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"> • Other funded activities <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Professional learning and lesson observations conducted with collaborative feedback sessions occurring in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional opportunities will be provided to support regular and strategic feedback sessions.</p>
<p>COVID ILSP</p> <p>\$36,383.00</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 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Reruitment of staff to support literacy development of targeted students including professional learning, assessment and reporting procedures and individual monitoring.</p>

<p>COVID ILSP</p> <p>\$36,383.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Targeted intervention for students identified needing small group tuition due to data findings post COVID.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	39	34	41	40
Girls	29	25	26	27

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.3	93.1	93.9	91.4
1	90.1	92.1	91.4	91.6
2	93	89.7	94.3	85.4
3	95	90.4	91.9	90.9
4	95.6	91.9	92.4	88.4
5	96	88.7	95	91.1
6	97.2	91.6	93.1	90.6
All Years	93.4	91.1	93.3	89.9
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)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	68,276
Revenue	936,179
Appropriation	917,205
Sale of Goods and Services	75
Grants and contributions	17,997
Investment income	102
Other revenue	800
Expenses	-952,643
Employee related	-844,740
Operating expenses	-107,902
Surplus / deficit for the year	-16,463
Closing Balance	51,812

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	72,775
Equity Total	56,108
Equity - Aboriginal	10,359
Equity - Socio-economic	15,857
Equity - Language	0
Equity - Disability	29,891
Base Total	703,728
Base - Per Capita	16,517
Base - Location	19,100
Base - Other	668,111
Other Total	40,574
Grand Total	873,185

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

It has been another successful year for our P&C community. We have conducted several fundraising activities this year. I'd like to thank everyone that has been involved in organising the IGA cake stall, Mother's Day stalls, Bunnings BBQ, raffles and gaining grants. Due to COVID restrictions we had to make many changes and improvise however it has been a great year.

All of these events combined have raised around \$5000. Through donations and our fundraising, we have assisted with costs associated with: - providing \$2000 towards expenses for the musical, \$200 for new oven for the canteen, donations \$260 towards small school's swim carnival, bus to Big Banana, today's awards, Year 6 farewell, and plenty more.

Thank you to the parents who regularly step up for transporting children by private transport to sports events or other cultural activities, it is very much appreciated. I'd like to thank the members of our P&C executive team - Thank you for your support, turning up regularly to our zoom meetings and all of the behind-the-scenes paperwork and organisation that goes on. Next year we would love to see lots of new faces, people with new energy and new ideas to come forward. I'd like to wish the teachers and staff a very well-deserved rest & enjoyable holiday. We would also like. I'd just also like to make a special mention to our amazing Principal. I'm sure we are all aware it's been a pretty rocky past 2 years with COVID and without Kristy's great leadership I really don't know where we and students would be .

Congratulations children on all of your successes this year. Have a wonderful break and see you in 2022. Thank you all.

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.