

# 2021 Annual Report

Stuart Town Public School

STUART TOWN  
PUBLIC SCHOOL



with pride

we strive

3127

# Introduction

The Annual Report for 2021 is provided to the community of Stuart Town 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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## Message from the principal

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During 2021 we saw students, staff and families demonstrate resilience, empathy and innovative ways to adapt to challenges such as extended periods of learning from home. The value of education in small schools such as Stuart Town was demonstrated through the cooperation between all members of the school community to ensure the continuity of student learning.

There were many highlights of teaching and learning programs such as creating virtual reality models of Stuart Town, inventing new ice cream flavours for presentation day, exploring the cultures of other countries during the Olympics, and visiting the Royal Flying Doctor Service. Students participated in the Dubbo Small Schools Athletic Carnival and Swimming Carnival and took part in a gymnastics program delivered by the Wellington PCYC and an intensive swimming program at the Wellington Aquatic Leisure Centre. We were fortunate to be visited by the Orange Regional Conservatorium of Music for music lessons, performed a song at the local ANZAC Day ceremonies and learned a poem about unwelcome mice for the Wellington Eisteddfod.

Thank you to our fabulous P&C and school community for everything you do to support our school and the students with their learning.

I would like to thank our small team of dedicated and passionate staff. They care deeply for our students and consistently provide them with high quality teaching. It is rewarding to work together for the children's learning and to see the fabulous progress every child has made.

Our students deserve hearty congratulations for their improvement and achievements this year. They have made great progress and demonstrated kindness and generosity in the playground every day.

Peter Chase

Teaching Principal

## School vision

Stuart Town Public School is an inclusive, engaging and supportive environment, which continually strives for school improvement.

The school is committed to developing each individual's strengths, love of learning and the capacity to achieve through catering for each student's emotional, social and academic needs.

## School context

Stuart Town Public School is a small, rural school that is located 30 kilometres south-east from Wellington and 60 kilometres north of Orange in the Central West of New South Wales. The number of students enrolled in 2021 is 16, with 8 identifying as Aboriginal. We acknowledge that we play and learn on the lands of the Wiradjuri people and we pay respect to their traditions, values and culture.

It is the aim of Stuart Town Public School that all students will become global citizens through the exposure to authentic experiences and the fostering of innovative thinking, creative problem solving and global perspectives where all students are valued, inspired and motivated to reach their full potential.

Extracurricular opportunities are provided for students such as Wiradjuri language lessons, music lessons with Orange Regional Conservatorium and sporting opportunities such as gymnastics, swimming lessons and participation in the Western SSA sporting programs. These experiences enable students to excel in a range of different areas.

The school community consists of the Teaching Principal, Classroom Teacher, Instructional Leader, School Administration Manager, School Learning and Support Officer, General Assistant, students, parents and the wider Stuart Town community.

Staff are dedicated to the delivery of high quality teaching and learning experiences that are personalised, differentiated, evidence-based and build on 21st century skills. As a unified group of educational stakeholders, we are striving for excellence in a multistage classroom.

As a result of the extensive situational analysis examining internal and external data, several areas for school improvement have been identified including a whole school approach to reading and numeracy with explicit teaching strategies and a focus on using data to inform practice. New initiatives in collaborative, evidence-based teaching strategies will be implemented and the school will continue to strengthen the culture of high expectations and rigorous learning.



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

All staff will use high-quality teaching strategies and data driven practices to understand the learning needs of students, inform differentiated teaching and maximise the learning outcomes for every student.

### 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.

- Explicit Teaching
- Use of Data to Inform Practice

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,810.57

**Socio-economic background:** \$47,011.32

**Aboriginal background:** \$20,140.34

**Professional learning:** \$7,223.00

### Summary of progress

Staff participated in professional learning in explicit teaching strategies, using the What Works Best 2020 Update to support professional discussions, leading to learning intentions and success criteria being implemented in classrooms. All staff also completed professional learning in targeted areas of numeracy including the Starting Strong and MathsBurst programs. As a result, the scope and sequence and assessment schedule for teaching mathematics was revised and consistency of how mathematics was structured and differentiated allowed staff to address identified learning needs of all students. The introduction of data conversations and data walls in the school routine has resulted in the improvement of assessment practices, allowing staff to collate, analyse and respond to data.

Some of the activities were delayed due to state wide restrictions and periods of remote learning.

A focus for 2022 will be to ensure professional learning for new staff in the high impact teaching strategies outlined in the What Works Best 2020 Update will need to be undertaken.

### 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 in the percentage of students in the Orange Network achieving in the top two bands to be above the lower bound system negotiated targets in NAPLAN Reading of 35.4%	50% of students in the Orange small schools are achieving in the top two skill bands (NAPLAN) for reading compared to 39.4% of students in the Orange Network, indicating achievement of the annual progress measure.
Increase in the percentage of students in the Orange Network achieving in the top two bands to be above the lower bound system negotiated targets in NAPLAN Numeracy of 33.7%.	36.7% of students in the Orange small schools are achieving in the top two skill bands (NAPLAN) for numeracy compared to 30.2% of students in the Orange Network, indicating achievement of the annual progress measure.
70% of students will demonstrate 0.4 growth when comparing start year to end year scale score in the Progressive Achievement Test in reading  70% of students will demonstrate 0.4 growth when comparing start year to	While an effect size of 0.79 was observed in numeracy and 0.54 in reading, progress has yet to be seen toward the individual growth targets and this annual progress measure will be maintained in 2022.

end year scale score in the Progressive  
Achievement Test in Numeracy

## Strategic Direction 2: Strong connections and shared responsibility

### Purpose

In order to maximise the educational outcomes of students, we will enhance community connections and will collaborate within a culture of shared responsibility and high expectations.

### 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
- High Expectations

### Resources allocated to this strategic direction

**QTSS release:** \$3,587.78

**6100 Unassigned:** \$22,000.00

**Low level adjustment for disability:** \$14,146.00

**Location:** \$9,864.58

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

### Summary of progress

Staff undertook professional learning in High Expectations (What Works Best Framework) in Semester 2. This was completed in collaboration with Mumbil PS. The instructional leader supported beginning teachers with lesson observations of quality practice of literacy and numeracy in neighbouring schools. Observations and professional learning was conducted every five weeks across Semester 1. Teachers were able to discuss and reflect about their observations and implications for their own teaching practice. Collaboration with local small schools in the programming of quality literacy and numeracy activities enabled for moderation across schools however this was impacted by statewide restrictions.

Teacher observations were planned to continue in Semester 2 however was delayed until 2022 because of state wide restrictions and staffing challenges.

The School Learning Support Officer (SLSO) collaborated with classroom teachers to support students to achieve identified individual learning goals. This collaboration enabled targeted interventions to support the achievement of identified literacy and numeracy goals.

We engaged with the Aboriginal Education Consultative Group (AECG) to support the inclusion of Aboriginal Perspectives across the school. Wiradjuri language and cultural lessons were delivered by an Aboriginal Elder through the North West Language and Cultural Nest. A Yarning Circle was designed in collaboration with local elders to provide a culturally safe meeting place.

Identifying valid data sources to accurately measure student feedback was challenging due to the size of the cohort.

In 2022, Wiradjuri lessons will continue to be implemented and collaboration across schools in the observation of teaching practice will be prioritised.

### 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: Uplift of 10% of students attending 90% of the time to be at or above 60%.	The number of students attending greater than 90% of the time or more. This demonstrates an increase of 14.6% to 56.3%.
High Expectations: 40% of Year 4-6 students in the school report high skills and high challenge in the skills-	TTFM data was collected, but because of the small cohort of students no usable data was produced. Alternative measures of high expectations will be identified for the next planning period.

challenge component of the TTFM Student Outcomes and School Climate survey

TTFM Perspectives of Parents survey: 'Parents feel welcome' element will reach an average of 60% or above

TTFM data was collected, but because of the small cohort no usable data was produced. An alternative survey was delivered to families and 100% of parents surveyed reported feeling welcome at the school.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$47,011.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stuart Town Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Explicit Teaching to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teaching support for students to achieve individual goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The additional classroom teacher position will be maintained and new teaching staff to be recruited.</p>
<p>Aboriginal background</p> <p>\$20,140.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stuart Town 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teaching and support staff to deliver high-impact teaching strategies and personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved engagement and progress for Aboriginal students due to provision of additional classroom teacher.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Revisit What Works Best strategies with new teaching staff to ensure continuity of impact in improving the outcomes of Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$14,146.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Stuart Town Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in</li> </ul>

<p>Low level adjustment for disability</p> <p>\$14,146.00</p>	<p>improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in:</b> Intensive support provided for students with identified learning needs in classroom programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue in-class support for students with disabilities and additional training in literacy programs identified for support staff.</p>
<p>Location</p> <p>\$9,864.58</p>	<p>The location funding allocation is provided to Stuart Town Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO to provide additional support for students to achieve their personalised learning goals.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> support staff facilitating daily literacy programs with targeted students and</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> training of SLSO in delivery of MiniLit SAGE for focus students after recommendation by APLS and administering DIBELS progress measures with all students.</p>
<p>Literacy and numeracy</p> <p>\$1,810.57</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stuart Town Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• inventory of numeracy resources in the classroom and purchase of additional supplies to support teaching, learning and assessment of numeracy</li> <li>• purchasing of decodable literacy resources such as readers, posters and games for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> updated teaching and learning resources available for students to use during literacy and numeracy lessons.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to consult with Assistant Principal Curriculum and Instruction to analyse literacy and numeracy data and evaluate existing teaching resources to identify needs for 2022 programs.</p>
<p>QTSS release</p> <p>\$3,587.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stuart Town Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul>

<p>QTSS release</p> <p>\$3,587.78</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff to work collaboratively with Instructional Leader and staff from neighbouring small schools in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> this initiative was very effective in the first semester and was moved to online platforms due to COVID restrictions in Semester 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to work with Assistant Principal Curriculum and Instruction to conduct teaching sprints in 2022 and identify alternative sources of casual staff to support their implementation.</p>
<p>COVID ILSP</p> <p>\$17,699.97</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teacher to provide intensive small group tuition for identified students who require additional support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional teacher employed to work with small groups in reading and numeracy on short-term goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluation of small group instruction practices and development of strategic approach with new staff member to deliver COVID ILSP.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	9	12	7
Girls	6	9	8	8

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.1	87	92.4	83.7
1	82.9	92.4	88.3	82.8
2	93.7	89.9	94.3	89.2
3	95.8		88.8	89.1
4	89.3	85.4	9.1	81.2
5		88.9	93.1	48.1
6	94.2		88.6	89.2
All Years	89.8	88.6	88.9	84.7
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		92.1	92.7
4	93.4	92.9	92	92.5
5		92.8	92	92.1
6	92.5		91.8	91.5
All Years	93.4	92.9	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

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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)	0.26
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	80,751
<b>Revenue</b>	487,613
Appropriation	480,634
Sale of Goods and Services	174
Grants and contributions	5,982
Investment income	23
Other revenue	800
<b>Expenses</b>	-499,694
Employee related	-380,208
Operating expenses	-119,486
<b>Surplus / deficit for the year</b>	-12,081
<b>Closing Balance</b>	68,670

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	81,299
Equity - Aboriginal	20,140
Equity - Socio-economic	47,011
Equity - Language	0
Equity - Disability	14,147
<b>Base Total</b>	326,366
Base - Per Capita	4,930
Base - Location	9,865
Base - Other	311,571
<b>Other Total</b>	30,845
<b>Grand Total</b>	438,510

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year the school seeks feedback from all members of the community through both formal and informal opportunities. There were periods when parents and families had restricted access to the school site due to COVID-safe measures, however the school encouraged parental involvement in other ways to build trust and collaboration.

In 2021, anonymous surveys indicated that all parents reported feeling welcomed in the school and being well-informed about their child's learning.

All students showed improvement in setting learning goals and self-assessment of their progress.

All teachers demonstrated that they are dedicated to improving their teaching practice and reported that collaboration with staff from other small schools helped to improve student outcomes.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.