

2021 Annual Report

Central Tilba Public School



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Introduction

The Annual Report for 2021 is provided to the community of Central Tilba 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

Central Tilba Public School promotes equity and excellence through quality in education and high expectations. Students are supported, independent and successful learners who are confident, creative and connect to community, both locally and globally, now and in the future, as active and informed citizens.

School context

Central Tilba Public School is a small school located on the south coast of New South Wales. It is a two teacher school with enrolments steady in the low forties. It services a rural community bordered by Mystery Bay to the north, and Dignams Creek to the south and Wallaga Lake to the east. It is a part of the Far South Coast network of schools and it is a proud member of the Eurobodalla Learning Community and the Gulaga Community of Schools.

Central Tilba Public School caters to a diverse group of rural students and is supported by a strong community, family-orientated atmosphere and valued P&C input.

Two strong threads in our previous school plans focused on continual school improvement and the school community working collaboratively to support the wellbeing of all. We were successful in attaining the planned improvement measures.

Through our Situational Analysis, we have identified the need for continued emphasis on embedding quality teaching practices in Literacy and Numeracy. Using evidence based strategies to develop deeper reflective practices based on quality data analysis to inform all processes and practices across the school. The school will develop improved systems to monitor and review our curriculum provision to meet the changing requirement of the students. The systematic collection, analysis and monitoring of student performance data will determine areas of need at an individual and whole school level to ensure ongoing student and school improvement: every student, every year.

The wellbeing and engagement of our students remains a priority with additional programs and initiatives proving successful in developing a sense of belonging and which support every student being known, valued and cared for. There will be a strong focus on whole school community knowledge, inclusion and understanding through the effective use of practices, strategies, programs and initiatives to support student and school community wellbeing.

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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching and learning programs for all students. Students become learners who are aware of their own progress and feel confident in working with teachers and support staff, to help direct future learning.

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 Skills and Use
- Curriculum
- Assessment

Resources allocated to this strategic direction

Professional learning: \$5,351.39

QTSS release: \$9,186.67

Literacy and numeracy: \$4,187.00

Low level adjustment for disability: \$15,453.33

Aboriginal background: \$781.40

Summary of progress

Teachers check and monitor student progress against the learning progressions and syllabus standards. Teachers present and enter data for Best Start, Year 1 Phonics Screener and the Check In Assessment. (Due to COVID, NAPLAN did not occur in 2021.) Teachers complete formative and summative assessments according to the school based assessment scope and sequence. Waddington Reading test results are collated K-6. Teaching and learning programs show evidence that triangulated data guides planning, grouping and ongoing adjustments. Teachers implement whole school based programs Fast Phonics, Reading Eggs and Multilit which track progress and growth. Teachers regularly share feedback via school reports and parent interviews, and during staff and LaST meetings. QTSS funding supports focus on data and assessment practices.

Staff focus on systematic and explicit differentiated learning programs.

72% of students 1-6 achieved at or above their reading age in the Waddington Reading Assessment. (Nov 20-Nov 21)

78% of students 1-6 achieved at or above their spelling age in the South Australian Spelling Test. (Nov 20-Nov 21)

Teachers complete Best Start early during Kindergarten year to identify benchmarks and to plan where to next. Teachers use data in PLAN2 to track growth of students, based on targeted areas. Data walls create visual supports to ensure Kindergarten students show steady growth throughout the year. As need arises, Kindergarten students not meeting expected gains receive early intervention LaST support. 2 students were identified. All Kindergarten students begin individualised, explicit, systematic phonics program, Fast Phonics, which continues throughout early years. 75% of a cohort of 8 Kindergarten students achieved or exceeded overall growth in literacy and numeracy. 90% of students achieved expected end of year progressions in the areas of Understanding Texts (4), Quantifying Numbers (4) and Additive Strategies (2).

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 top two bands An improvement in the percentage of students achieving in the top 2 bands in NAPLAN Reading in Years 3 and 5	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.

from 42.9% to 44.6% as the upper negotiated target.	
<p>NAPLAN top two bands</p> <p>An improvement in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy in Years 3 and 5 from 42.9% to 44.6% as the upper negotiated target.</p>	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
<p>NAPLAN Expected Growth</p> <p>Improve the percentage of students demonstrating expected growth in NAPLAN Reading from Years 3 to 5 towards 60%.</p>	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
<p>NAPLAN Expected Growth</p> <p>Improve the percentage of students demonstrating expected growth in NAPLAN Numeracy from Years 3 to 5 towards 60%.</p>	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.
<p>NAPLAN Value-Add</p> <p>Value Add for K-3, 3 -5 and 5-7 moves from Delivering towards Sustaining and Growing.</p>	Value Add remains at Delivering.
<p>Progressions</p> <ul style="list-style-type: none"> • 90% Kindergarten students will achieve within the expected end-of-year progressions for: <ul style="list-style-type: none"> - Understanding Texts (4) in Literacy - Quantifying Numbers (4) and Additive Strategies (2) in Numeracy. • 90% of all students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy Progressions and evidenced in PLAN2 data. 	90% of students achieved expected end of year progressions in the areas of Understanding Texts (4), Quantifying Numbers (4) and Additive Strategies (2).
Increase performance of students to be at stage level in the Check-In Assessment.	Check-In Assessment results data indicates that 72% of students successfully answered questions at stage level in Reading and Numeracy.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are known, valued and cared for and are able to connect, succeed and thrive at school. A planned approach to developing whole school community wellbeing processes that support high levels of belonging, participation and engagement.

Initiatives

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

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Socio-economic background: \$10,257.00

6101 carried forward Ben (05 /week): \$6,000.00

Per capita: \$10,600.20

Aboriginal background: \$850.00

Professional learning: \$500.00

Location: \$12,876.72

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

Summary of progress

Student attendance has been impacted by the pandemic and Learning from Home. 100% of absences were explained. The school app. has been a valuable tool in supporting parents in communicating and explaining absences. Strategic planning of valued whole school events on the last day of each term has increased attendance. For example cross country, athletics carnival.

Both 2022 Kindergarten students attended the transition program. The annual progress measure is the same as the improvement measure as our school has determined that this be met in 2022 and sustained. 5 of the 7 Year 6 students participated in the transition program offered by Narooma High School. 2 of the 7 students engaged in transition programs for non-government schools. An additional Year 6 English Focus Transition and Wellness program was implemented with positive feedback, high impact and 100% participation.

All students participated in weekly one hour music lessons. Student reports indicate that 90% of students achieved above stage outcomes in Music. A Student Learning Support Officer was employed to support students with higher needs to fully engage all students and optimise instruction at an individualised level.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to trending towards being the lower bound system-negotiated target of 91.1%	51.75% of students attended more than 90% of the time. Student attendance has been impacted by the pandemic.
TTFM Wellbeing data (advocacy, belonging, expectations) increases towards the lower bound system-negotiated target of 89.6%	Due to Home Learning in 2021 the school was unable to complete the TTFM Wellbeing survey.
100% of pre-K and Year 6 students participate in available transition programs.	100% participation in transition by both cohorts.

All children participate in group and individual specialist music instruction resulting in measurable achievement above stage outcomes and indicators for Stage 3 students..

All students participated in weekly one hour music lessons. Student reports indicate that 90% of students achieved above stage outcomes in Music.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,257.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Central Tilba 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist music teacher <p>The allocation of this funding has resulted in: The continuation of weekly one-hour music lessons for both classes: K12 and 3-6. Assessment data indicates that 90% of students have achieved above stage expected outcomes in Music due to the explicit instruction program.</p> <p>After evaluation, the next steps to support our students with this funding will be: For the program to continue and evolve to engage and support all students in Music.</p>
<p>Aboriginal background</p> <p>\$1,631.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Central Tilba 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 including:</p> <ul style="list-style-type: none"> • Wellbeing • Assessment <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. • teacher release to support personal learning pathways. <p>The allocation of this funding has resulted in: Embedded knowledge and understanding of Aboriginal culture, perspectives and language.</p> <p>After evaluation, the next steps to support our students with this funding will be: To build authentic relationships with the local Yuin people to form collaborative projects and programs.</p>
<p>Low level adjustment for disability</p> <p>\$15,453.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Central Tilba 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"> • Curriculum <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

<p>Low level adjustment for disability</p> <p>\$15,453.33</p>	<p>within the classroom/whole school setting</p> <p>The allocation of this funding has resulted in: Data triangulation indicates that student outcomes have increased as a result of the evidence based systematic and explicit teaching of phonics.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continual cycle of using data to identify targeted individuals and groups for intervention programs.</p>
<p>Location</p> <p>\$12,876.72</p>	<p>The location funding allocation is provided to Central Tilba 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"> • Wellbeing • Learning Culture <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 • Kitchen Garden program funding <p>The allocation of this funding has resulted in: The integration of online learning programs into the Home Learning phase proved to be engaging and offered continuity of learning. progress monitoring provides assessment data to inform practice. The Kitchen Garden program has improved student engagement and attendance. Attendance on Fridays is higher than any other day.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assess the impact and engagement of current online learning programs to determine continuation. Investigate the impact evidence of other programs. Continue the Kitchen Garden Program and include more formal associated activities like recipe books: publishing recipes with photos of dishes prepared in the program.</p>
<p>Literacy and numeracy</p> <p>\$4,187.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Central Tilba 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of Learning and Support teacher to support 1:1 assessments <p>The allocation of this funding has resulted in: Staff feedback for 1:1 assessments indicates that this is certainly best practice and the only format for delivery. Classroom teachers and Learning and Support staff were also able to offer point-in-time learning during the IfSR to quickly address individual needs. Data was able to be analysed immediately, target groups were established and support became focused, fluid and individualised.</p> <p>After evaluation, the next steps to support our students with this funding will be: 1:1 assessments will continue to require funding to support best practice in their implementation.</p>

<p>QTSS release</p> <p>\$9,186.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Central Tilba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Assessment <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 <p>The allocation of this funding has resulted in: Literacy and Numeracy assessment K-6 scope and sequence is known, implemented and adjusted accordingly by teaching staff. Analysis of data ensured Learning and Support interventions, including COVID Intensive Support and extension programs, were evidence based and identified through current student achievements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Quality Teaching and Successful Students funding will support the initiatives and activities identified as a whole school in collaboration with the Assistant Principal Curriculum and Instruction. Scope and Sequences will be monitored and adjusted to reflect K-2 Syllabus. Assessment data will be collected and analysed to determine the impact of current programs. Parent Teacher Interviews will be conducted Terms 1 and 3, with student reports Terms 2 and 4.</p>
<p>COVID ILSP</p> <p>\$22,616.62</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 teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - phonics and IfSR • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups. <p>The allocation of this funding has resulted in: Additional support and early intervention has had an impact on improving progress measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: The impact of the COVID ILSP funding in improving the learning outcomes of students and will continue to be used following the current model while funding is available.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	25	21	23
Girls	11	18	22	20

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.6	95.3	97	90.2
1	83.6	90.3	94.3	91.8
2	90.7	87.1	92.5	88.4
3	90.9	94.1	95.2	87.5
4	95.3	91.3	93.6	91.2
5	86	90.1	95.3	86.4
6	92.3	95.1	94.5	88.8
All Years	90.8	92	94.6	89.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	128,636
Revenue	596,255
Appropriation	583,973
Sale of Goods and Services	382
Grants and contributions	11,066
Investment income	35
Other revenue	800
Expenses	-649,402
Employee related	-519,818
Operating expenses	-129,583
Surplus / deficit for the year	-53,147
Closing Balance	75,490

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	0
Equity Total	27,407
Equity - Aboriginal	1,697
Equity - Socio-economic	10,257
Equity - Language	0
Equity - Disability	15,453
Base Total	488,654
Base - Per Capita	10,600
Base - Location	12,877
Base - Other	465,177
Other Total	35,278
Grand Total	551,339

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

100% of the 24 parents who responded to a short survey indicated that:

1. Their child was known, valued and cared for.
2. They were regularly informed of their child's learning achievements and needs.
3. The Home Learning programs were engaging, appropriate and well supported.

100% of the students in Year 6 who responded to a short survey indicated that:

1. They felt a sense of belonging at school.
2. The expectations were clear.
3. Their learning had purpose.

100% of staff who responded to a short survey indicated that:

1. Professional Learning was valued at Central Tilba PS.
2. The School Improvement Plan was known and followed.
3. Staff well being was valued and supported.
4. Opportunities for capacity building and leadership were provided and encouraged.

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.