

2021 Annual Report

Palinyewah Public School



3912

Introduction

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

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ... **P**articipate **P**ersevere **S**ucceed.

School context

Palinyewah Public School is a small rural school situated on the Darling River 40km north of Wentworth. Students come from the locality of Ellerslie and the surrounding farming community located to the north of the school. Palinyewah Public School is classified as a TP1 school with one multi-stage class. Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Our school expectations are:-

- * Be wise - responsibility
- * Be kind - respect
- * Be true - integrity

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents taking great pride in their school. Our school community values education and is very supportive of the school. The school is part of two networks - the local area Sunraysia Network, and the broader Far West Network.

Based on the outcomes of our Situational Analysis, External Validation process and School Excellence Framework, we have determined that we need to:-

- * Focus on explicit teaching and feedback practices, specifically in reading and numeracy
- * Develop strategies to ensure the effective use of data in practice
- * Promote meaningful teacher collaboration to improve teaching and learning
- * Build teacher and student capacity in using assessment as a tool to support 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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and build strong foundations for academic success in all key learning areas, all staff will identify, understand and implement the most explicit teaching methods in which student assessment data is regularly used to identify student achievements and progress.

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 and feedback
- Data skills and use

Resources allocated to this strategic direction

School support allocation (principal support): \$11,182.10

Socio-economic background: \$1,851.10

Low level adjustment for disability: \$13,171.79

Location: \$7,196.01

Summary of progress

Explicit teaching and feedback

Throughout 2021, staff have undertaken professional learning to further develop their skills in explicitly teaching literacy. The focus areas were vocabulary, fluency and comprehension. The skills learnt were matched to the InitialLit program to enhance its delivery.

During 2021 there was also a focus on the explicit teaching numeracy. The focus was on including a clear learning focus for each lesson. This supported students in being able to articulate the concept being taught and use that as a measure, for them to consider their learning success.

Developing activities which would assist families to understand the learning progress of their child was the aim of this area. The Parent Teacher Interview process was refined to include a Student Learning Review activity where students were given the opportunity to consider their strengths and areas in which they needed support. A Partnership in Learning page was also developed which provided families with a list of activities which could be used at home to further support student learning. These were discussed at Parent Teacher Interviews and given to parents as a ready reference. Utilisation of Class Dojo was revised to include teacher feedback statements on student learning tasks to provide information to parents and students. This program was most effective during the "Learning from Home" program.

Next year, staff will continue to embed these programs and undertake professional learning with a specific numeracy focus.

Data skills and use

As part of this initiative, professional learning was undertaken in using SCOUT to analyse student data with a specific focus on supporting teachers to analyse NAPLAN and Check-In assessment data. As part of the InitialLit program targeted assessments were undertaken to support the differentiated instructions for student in the class. Teachers developed skills in using this data to inform their practice.

With the structure and scaffolds available through the InitialLit program, staff indicated greater confidence in collecting, recording and analysing data to show students' progress in literacy. Further professional learning is needed to support teachers in using SCOUT to inform their practice.

In 2022, time will be allocated to collaboratively analyse NAPLAN and Check-In data in SCOUT to assist staff to identify gaps in student learning and use the linked tools and learning strategies to support teachers in planning and program delivery. Staff will work with the Assistant Principal Curriculum and Instruction to further develop their skills in purposefully collecting, analysing and using data with a focus on using the Learning Progressions and recording progress in ALAN.

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
An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN reading bands by 2.5% from the system negotiated target baseline.	In the Far West Small Schools network there has been an increase in the number of students in the top 2 NAPLAN bands in reading.
An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN numeracy bands by 2.5% from the system negotiated target baseline.	In the Far West Small Schools network there has been an increase in the number of students in the top 2 NAPLAN bands in numeracy.

Purpose

To maximise the learning outcomes for every student through the strengthening of quality teaching practice, explicit strategies will be put in place to enable teachers to engage in effective, intentional and purposeful collaboration and feedback.

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.

- Collaborative Teaching Practices
- Assessment

Resources allocated to this strategic direction

Professional learning: \$5,284.26

QTSS release: \$2,466.60

Literacy and numeracy: \$1,493.25

Location: \$575.00

Summary of progress

Collaborative Teaching Practices

During 2021, staff completed Quality Teaching Rounds professional learning with the University of Newcastle. This program provided staff with an opportunity to work digitally with staff in other small schools to share and observe classroom practice. Following involvement in this program staff indicated a deeper knowledge of the Quality Teaching Framework and ways in which the elements of the framework can be incorporated into lesson planning.

The collaboration between the Far West Small Schools Network grew throughout the year. During 2021, the schools in the network were able to collaborate in a range of different areas. As part of the school planning process, the Far West Small Schools Network developed shared network targets for NAPLAN outcomes and attendance goals. They also participated in professional learning opportunities focused on the "What works best" areas of high expectations, explicit teaching and effective feedback, as well as data analysis in SCOUT.

In 2022, the collaboration across the small schools network will be further developed as part of the strategic improvement plan to share data and involve the COVID ILSP online tutoring team in delivering targeted intervention across the schools. Three of the small schools will share an Assistant Principal Curriculum and Instruction and as part of this will collaborate on identified professional learning opportunities.

Assessment

During 2021, a range of different assessment strategies were investigated to monitor student learning. The school trialed the use of PAT Reading and Numeracy as well as Essential Assessment. Staff feedback showed a preference for the data provided through NAPLAN, Check-In and InitialLit. Teachers the revised public speaking rubric and this was implemented as part of the assessment schedule. Staff reported it was easy for them to use during the marking process. Feedback indicated that parents and students had a greater understanding of the components of public speaking and ways in which they could improve.

In 2022, staff will review and update the assessment schedule to embed robust assessment practices across all key learning areas, and ensure the assessments are engaging and gather valid, reliable and useful information to guide student learning. Whole school practices for recording data will be established. Staff will investigate the Interview for Student Reasoning (IfSR) suite of online numeracy assessments to identify how students construct their mathematical understandings and to identify specific student needs. Students will reflect and monitor their progress through a daily reflection journal which is designed to help them reflect on their lessons, their growth mindset and how they treat others. Additional measures, such as exit tickets, to assist students in reflecting on their learning will be incorporated into daily practice.

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
At least 50% of Year 3 and Year 5 students in the Far West network achieving expected growth in reading.	The percentage of students in the Far West Small Schools Network achieving expected growth in reading has exceeded the annual progress measure.
At least 50% of Year 3 and Year 5 students in the Far West network achieving expected growth in numeracy.	The percentage of students in the Far West Small Schools Network achieving expected growth in numeracy shows progress yet to be seen toward the annual progress measure.
The school will have an increase in the percentage of students attending >90% of the time.	The percentage of students attending more than 90% has increased, demonstrating achievement of this annual progress measure.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,851.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Palinyewah 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"> • Explicit teaching and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in the InitialLit program • employment of additional staff to support InitialLit program implementation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the implementation of the InitialLit program across K-2, which has strengthened the instruction of phonics and phonemic awareness. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - deepening teachers understanding of their learning and collaborating to incorporate vocabulary, fluency and comprehension across all KLAs - continuing with additional staff to support the ongoing implementation of the InitialLit program.
<p>Low level adjustment for disability</p> <p>\$13,171.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Palinyewah 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"> • Explicit teaching and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the differentiated instruction for targeted students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all identified students making progress in their learning, specifically in the area of literacy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - the school will continue to provide additional support for identified students through the employment of trained staff.
<p>Location</p> <p>\$13,936.39</p>	<p>The location funding allocation is provided to Palinyewah 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"> • Explicit teaching and feedback • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • increased days of employment of a teacher to deliver stage based instruction • creating a visual maths program incorporating the learning focus and links

<p>Location</p> <p>\$13,936.39</p>	<p>to online resources to increase student engagement</p> <ul style="list-style-type: none"> • creating a public speaking rubric to enable the students to set high expectations for their preparation and presentation of speeches <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the effective delivery of the IntiaLit program for years K, 1 and 2 - stage based groupings for other KLAs - increased engagement of students with the maths program - students had a clear guide to see where they could go to next to improve their speech presentation <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to use funding to increase the teaching allocation to provide smaller, stage based learning opportunities - continue to refine the maths program to incorporate additional online resources
<p>Professional learning</p> <p>\$5,284.26</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Palinyewah 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"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - teaching staff developing a greater undertaking the Quality Teaching Framework and implementing these practices in their daily teaching. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - collaboration with teaching staff to continue to embed the Quality Teaching Framework in teaching and learning plans - ongoing classroom teacher observations to provide explicit feedback to teachers
<p>Literacy and numeracy</p> <p>\$1,493.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Palinyewah 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"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • planning to consider ways in which the collaboration across the small schools in the Far West can enhance the learning opportunities for the students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - staff participating in targeted professional learning in Literacy and Numeracy to support teachers in a small school context. - the implementation of aspects from What Works Best into teachers' classroom practice.

<p>Literacy and numeracy</p> <p>\$1,493.25</p>	<p>After evaluation, the next steps to support our students with this funding will be: the school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$2,466.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Palinyewah 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"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - implementation of targeted feedback on teacher practice to refine daily instruction. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - collaboration with teaching staff to continue to embed the Quality Teaching Framework in teaching and learning plans - ongoing classroom teacher observations to provide explicit feedback to teachers
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <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 to deliver small group tuition • development of resources and planning of small group tuition • providing intensive small group tuition for identified students who were needing additional assistance in learning <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved collection and recording of student improvement data to show gaps in specific student's learning - all targeted students in the program making learning progress. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - considering additional opportunities for more frequent targeted intervention sessions with students which are delivered remotely online - working with the Assistant Principal Curriculum and Instruction to investigate and implement additional targeted intervention programs which can be delivered in the small school setting within the funding constraints

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	3	4	6	9
Girls	9	8	6	5

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	94.7	97.2	94.3
1	96.8	94.5	94.8	93.5
2	91.9	96.7	95.5	94.6
3		97.8	92.7	94.3
4	99.4		92.7	97.2
5	95.2	94.9		90.9
6	98.9	98.9	98.3	
All Years	95.2	95.7	95.1	94.5
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	92.1	92.7
4	93.4		92	92.5
5	93.2	92.8		92.1
6	92.5	92.1	91.8	
All Years	93.3	92.8	92	92.6

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
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 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	86,020
Revenue	421,093
Appropriation	401,931
Grants and contributions	19,060
Investment income	102
Expenses	-417,058
Employee related	-374,378
Operating expenses	-42,680
Surplus / deficit for the year	4,035
Closing Balance	90,055

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	15,023
Equity - Aboriginal	0
Equity - Socio-economic	1,851
Equity - Language	0
Equity - Disability	13,172
Base Total	321,933
Base - Per Capita	2,958
Base - Location	13,936
Base - Other	305,039
Other Total	50,996
Grand Total	387,952

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

Palinyewah Public School is committed to building relationships between students, staff parents and the broader community. The level of parent involvement is high although through the COVID-19 restrictions the parents had limited contact with staff. Class Dojo (an online app) continued to communicate success in the classroom and school events. SZapp (online app) was implemented as a means of communication between school and home. Weekly notices and events were sent through to parents. This app also allows parents to complete online absentee notices. Staff were proactive in finding ways to communicate with parents. These included phone calls home and emails, to check-in on families and support parents and students throughout remote learning.

This year Google surveys were completed by staff, students and parents.

4 out of the 7 families completed the survey in 2021.

Parents are satisfied with the communication that they receive from the school. They stated that the communication is clear and concise. They felt that staff were approachable and provided their child with the opportunity to succeed and were encouraged to achieve their best.

All staff completed the staff survey.

All staff felt valued and found the work environment an enjoyable place to be. They felt that they were consulted about changes to school routines and given the opportunities to express their opinions and ideas and allowed time to further their knowledge with professional development. The staff felt that communication was clear and the school was one of high expectations for both staff and students. Staff felt that supplies needed were sometimes difficult to source.

All students completed the student survey.

All students felt that their teachers expected them to do their best at school. They felt supported in their learning by receiving regular feedback from the teachers about their work. They felt welcomed at school and recognised that their opinions were taken seriously. The students stated that all students are treated fairly at school and that school is a safe place to be.

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.