

2021 Annual Report

Willans Hill School



5550

Introduction

The Annual Report for 2021 is provided to the community of Willans Hill 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

Willans Hill School

Lord Baden Powell Drive

Wagga Wagga, 2650

www.willanshil-s.schools.nsw.edu.au

willanshil-s.school@det.nsw.edu.au

6925 1076

School vision

Willans Hill School is a community of learners. Students are challenged to learn through personalised and inclusive programs to become valued members of society. Our focus on wellbeing, student growth and community connections empowers our students to become confident, resilient and independent learners. Success is underpinned by strong relationships, engaging and explicit instruction, delivered by committed and passionate staff.

School context

Willans Hill School is located in Wagga Wagga and caters for students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment and/or neurodevelopmental disorder. We run 9 classes of mixed ability, each class has a maximum of 8 students, with 10% of students identifying as Aboriginal and 20% of students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer works in each classroom to support the teacher to deliver high quality, individualised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual goals for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to and provides an excellent work experience program and post school transition program for our high school students.

Willans Hill School is an inclusive environment that supports learning, teaching and friendship. We value relationships and strong partnerships, including those with external agencies and therapeutic providers.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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 to inform teaching

Resources allocated to this strategic direction

SSP Supplementary Funding: \$119,449.00

QTSS release: \$14,014.75

Location: \$2,046.00

Refugee Student Support: \$1,599.94

English language proficiency: \$4,703.29

Literacy and numeracy: \$2,283.43

Summary of progress

In 2021 the staff developed personalised learning goals for students each term in English and maths and began to implement the use of learning intentions and success criteria when designing learning. A key enabler of this initiative was the additional release time and support provided to staff by the Instructional Leader and Assistant Principal- Visible learning to develop SMART goals for students that included success criteria. Goals were developed through data analysis, and explicit teaching related specifically to learning goals. In addition, student assessments were designed for complex learners and tracking of student growth against numeracy progressions, pre-progressions and in the area of communication. The implementation of these assessments and tracking student growth was successful. One of the barriers has been tracking growth of our most complex learners and having a broad range of assessments that allows students to demonstrate knowledge and understanding. Additionally, the system to track data was difficult due to the extensive size of the school developed progressions, developing a digital format would have made this process significantly smoother. Changes that have been directly observed are:

- The use of learning intentions and success criteria being developed when designing learning.
- Staff are using student data to determine learning goals and accurately track student growth.
- Students, staff and community can see and celebrate student growth.
- Student growth is now tracked K-12 on a termly basis in numeracy and communication.

Individual and whole school data is used to determine the where to next in learning. Annual progress measures were achieved in mathematics and communication, and the school will continue to develop stronger school wide systems to track student growth in English. Needs based funding has been allocated to employ an Instructional Leader to develop learning progressions that cater more specifically to the complex learners at Willans Hill School. Funding also supported additional time for teachers to work with the Instructional Leader to collect and analyse data, and use that data to design learning. Resources were purchased to support the teaching of mathematics and communication.

In 2022 we will continue to work on developing and implementing an assessment schedule for literacy, specifically phonological awareness and phonic knowledge. The school will also analyse and develop school based assessments that are specifically designed for our more complex learners, including participation in the CESE Assessment for Complex Learners trial.

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 proportion of students achieving individual learning goals in	The proportion of students working in level 6 of the counting processes element has increased from 3% to 23%.

numeracy	The proportion of students working in levels 4 to 6 of the place value progressions has increased from 27% to 45%.
Increase the proportion of student achieving individual learning goals in literacy.	21% of students achieved all PSLP learning goals in the area of literacy.

Strategic Direction 2: Quality teaching

Purpose

To create a culture of continuous improvement where staff are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

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.

- High Impact Professional Learning Model

Resources allocated to this strategic direction

SSP Supplementary Funding: \$118,296.20

Professional learning: \$23,138.27

Summary of progress

In 2021 the school developed a structured approach to professional learning, staff worked with the Instructional Leader on the explicit teaching of mathematics, which included assessment and analysis of data, this was major focus during Semester 2. One aspect of the initiative that we did well was the effectiveness in which we paced the learning. The deliberate slowing of learning helped to ensure that staff could embed reflect on and refine their practice with support of the Instructional Leader. As a result, teachers have felt supported when analysing data and planning more explicit teaching. The model was successful however, when there were teacher absences, the structure was difficult to maintain and the flow of professional learning was interrupted. Our central focus on professional learning and the underpinning of change in teacher practice, was to develop a robust and genuine platform of collaboration through the lens of instructional leadership, this has been successful. In addition, the implementation of learning walks has begun to increase collective efficacy and collaboration between staff. Learning walks focused on a culture of knowledge sharing by building in opportunities for all teachers to learn from each other, with a focus on specifically identified evidence-based practices. This has resulted in the use of data to inform teaching and more explicit teaching in mathematics, communication and learning habits. Moving forward, the school will focus on ensuring greater collaboration between leadership and staff when determining the PL focus and share data in this area. Needs based funding has been used to support staff with additional time to work with the Instructional Leader and AP visible learning. The funding has also supported the implementation of learning walks across the school.

In 2022, in this initiative/strategic direction, we will continue the professional learning model with a focus on English, because the staff identified that this model has high impact on teacher practice and collegiality.

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 increased proportion of students K-12 can articulate what they are learning and why they are learning it.	The proportion of students able to name the learning dispositions and the characteristics of the disposition has increased from less than 10% of students to greater than 80% of students.
Increase the proportion of student achieving expected improvement in communication.	Students have shown an average of 16% increase in growth from Communication Matrix baseline data.

Strategic Direction 3: Wellbeing and Connections

Purpose

A strategic and planned approach to ongoing improvement that is focused on individualised student learning and wellbeing through strong collaborative relationships and improved systems and processes.

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.

- Student wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$86,024.57

SSP Supplementary Funding: \$54,241.00

Aboriginal background: \$4,485.65

School support allocation (principal support): \$21,986.00

Summary of progress

The school has continued to evolve the Learning and Support Team, the team now includes a behaviour support practitioner and occupational therapist. These two allied health partners are employed by the school to support staff to meet the needs of students. A range of systems and structures to improve connections between the school and allied health professionals were implemented to support students and Willans Hill School. Therapeutic supports, both school funded and external, work collaboratively with staff to meet the complex needs of students across the school. Teachers were provided with additional time to meet with providers and work collaboratively to achieve student learning goals. Attendance was reviewed each week and strategies put in place to contact and work with families of students with attendance concerns. One of the barriers to meeting attendance targets was the high rate of student illness and extended lengths of time from school due to major ongoing health issues. Having an Assistant Principal - Wellbeing to support staff with the ongoing development of student plans for learning, health and personal care enabled the ongoing monitoring of student wellbeing across the school. The school now has a consistent approach to developing behaviour, health care and learning plans that are reviewed regularly with parent consultation. The Learning and Support Team works together to address individual student needs across the school, improving overall student wellbeing. This leadership also led to strong coordination and links with external allied health professionals. Not having a school counsellor on site for most of the year created barriers to ongoing support. New Personalised Learning and Support Plans that have specific literacy and numeracy goals that are reviewed termly with parent consultation has led to increased collaboration with families and increased number of students achieving learning goals. Needs based funding has been used to employ therapeutic supports across the school and have an Assistant Principal Wellbeing to lead staff through plan development and review, as well as monitor student attendance.

In 2022 the school will continue implement new strategies to improve student attendance and continue to work closely with external agencies. In addition there will be a focus on community connections with our EAL/D families.

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
Decrease the proportion of students attending school less than 80% of the by 5%.	The percentage of students attending school less than 80% of the time remained static indicating progress yet to be seen toward the target.
Increase the proportion of student attending more that 90% of the time 3%.	The number of students attending greater than 90% of the time or more has been maintained.
Increase the proportion of students successfully transitioning into	Access to community-based activities by high school students decreased significantly.

community based activities.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,599.94</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 to inform teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in: Regular collection and analysis of data related refugee students and mathematics. Explicit teaching of mathematics related specifically to personalised learning goals. Improved tracking of data in relation to communication and language development.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide professional development on trauma related to refugee students and their families. The school will develop strategies to increase community connections with refugee and EAL/D families.</p>
<p>Socio-economic background</p> <p>\$86,024.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willans Hill 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs, specifically behaviour support and sensory needs. <p>The allocation of this funding has resulted in: Engagement of behaviour support and occupational therapist to support staff to make adjustments to learning environments, sensory spaces, support student regulation and decrease major incidents with students. Complex students able to regulate and engage in learning. Increased use of 'zones of regulation' and meeting students' sensory needs, leading to increased engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise these funds to engage external providers, such as a behaviour support practitioner and occupational therapist, to support staff and students.</p>
<p>Aboriginal background</p> <p>\$4,485.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willans Hill 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$4,485.65</p>	<p>include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Targetted Personalised Learning Support Plans to support Aboriginal Students. Contributed to the engagement of therapy dog and sensory support items.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning - Cultural walk with local aboriginal elder. Resources- Aboriginal text to support learning in classrooms.</p>
<p>English language proficiency</p> <p>\$4,703.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willans Hill 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 to inform teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Increased number of EAL/D students achieving communication goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to improve community connections and communication with EAL/D families.</p>
<p>Location</p> <p>\$2,046.00</p>	<p>The location funding allocation is provided to Willans Hill 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"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support teaching and learning. <p>The allocation of this funding has resulted in: Regular collection and analysis of data related to mathematics. Explicit teaching of mathematics related specifically to personalised learning goals. 20% of students achieving 2 progression increase in Counting Processes. Use of data to inform teaching. Deeper planning and programming documentation. Increased teacher collaboration time. More targetted professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ additional staff to support teaching and learning.</p>
<p>Literacy and numeracy</p> <p>\$2,283.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Willans Hill 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 to inform teaching <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$2,283.43</p>	<p>funding include:</p> <ul style="list-style-type: none"> targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Regular collection and analysis of data related to mathematics. Explicit teaching of mathematics related specifically to personalised learning goals. Use of data to inform teaching. Deeper planning and programming documentation. Increased teacher collaboration time. More targeted professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise funds for staff to work with Instructional Leader to improve student growth in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$14,014.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willans Hill 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 to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> 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: Regular collection and analysis of data related to mathematics. Explicit teaching of mathematics related specifically to personalised learning goals. Use of data to inform teaching. Deeper planning and programming documentation. Increased teacher collaboration time. More targeted professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise funds to support staff to work collaboratively with the Instructional Leader.</p>
<p>COVID ILSP</p> <p>\$38,349.93</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Targetted students engaging in the Mini Lit program and increasing phonic knowledge and reading skills. Intensive daily support in mathematics for targetted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intensive individual and small group tuition in English and maths.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	40	37	39	39
Girls	22	25	21	19

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
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.97
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.65

*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	886,416
Revenue	3,604,256
Appropriation	3,555,598
Sale of Goods and Services	699
Grants and contributions	47,696
Investment income	263
Expenses	-3,418,584
Employee related	-2,980,002
Operating expenses	-438,582
Surplus / deficit for the year	185,672
Closing Balance	1,072,088

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	1,600
Equity Total	95,214
Equity - Aboriginal	4,486
Equity - Socio-economic	86,025
Equity - Language	4,703
Equity - Disability	0
Base Total	2,727,442
Base - Per Capita	32,984
Base - Location	2,046
Base - Other	2,692,412
Other Total	568,572
Grand Total	3,392,828

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.

Parent/caregiver, student, teacher satisfaction

The school engaged in a range of strategies to receive feedback from parents and relevant stakeholders throughout the year. New systems and structures were introduced for the Personalised Learning and Support Process which engaged parents every term in relation to student learning and personal goals. Feedback from parents was overwhelmingly positive. Parents felt more informed and were able to celebrate and clearly see student growth and achievement. In addition, the feedback given by parents in relation to the Learning from home period was that they felt fully supported and high levels of contact from staff allowed them to support students through the digital learning as well as the learning tubs provided.

Teachers indicated they felt supported and that professional learning was clearly linked to the Strategic Improvement Plan. Teachers identified that their teaching is now more targetted to individual student need. Staff indicated that they would like to see an increase to collaborative planning sessions and the continuation of wellbeing strategies, such as the engagement of the school occupational therapist and behaviour support practitioner and felt a stronger focus on social skills would be beneficial.

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.