2022 Annual Report

Stroud Public School

3125

Introduction

The Annual Report for 2022 is provided to the community of Stroud 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

Stroud Public School
15-19 Erin St
STROUD, 2425
https://stroud-p.schools.nsw.gov.au
stroud-p.school@det.nsw.edu.au
4994 5255

School vision

In a strong collaborative environment, we are committed to empowering all learners to achieve their personal best, through the delivery of quality teaching that is driven by evidence based pedagogy and informed by data to ensure every student improves every year. Our core values of care, respect, responsibility and fairness will continue to build empathetic and caring citizens to enable them to participate fully in their community and the global world.

School context

Stroud Public School is located on Worimi Country. Stroud is a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautiful grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences. There are currently 74 students, 37 boys and 37 girls, attending the school. Aboriginal students make up 13% of the school population. There are five teaching staff, three administration staff and one teaching principal.

There are high levels of technology for student learning with every child every day able to access different forms of technology. All classrooms are fitted with Multi Learning Displays (MLD) to enhance their learning.

The school works in close, professional and strategic partnership with a small schools collegial group (CLN) and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to drive teacher learning and student improvement.

As a result of the school's situational analysis, there will be a strong emphasis on reading and numeracy focusing on the implementation of an evidenced based strategy for both reading and numeracy, integrating high impact teaching strategies with the use of evidence and data to monitor student progress and inform teaching practice. We will also use a formal peer feedback observation schedule to guide our work to ensure student improvement in both reading and numeracy is a focus for all teachers.

Stroud Public School is an inclusive, caring and innovative school. There is a dedicated team of teaching and support staff, an enthusiastic and committed P & C and an emerging Student Representative Council.

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	2022 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	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 through explicit, consistent and research-informed teaching.

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.

- • Reading
- • Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: $20,076.12
Per capita: $15,514.00
QTSS release: $11,607.00

Summary of progress

Reading

In 2022, with the support of the Assistant Principal Curriculum and Instruction (APCI) Close Reading continued to be implemented across 3-6 to improve student outcomes in reading. Staff engaged in data analysis assisted by the APC&I to identify student needs in reading to inform planning. The APC&I provided shoulder to shoulder support for staff during the implementation of the lessons and provided feedback to assist staff for future planning. To assist staff in the implementation of the new K-2 syllabus professional learning on Scarborough's Reading Ropes, Effective Reading K-2 and Reading Comprehension 3-6 was delivered. From this PL staff with the support of the APC&I developed Learning Sprints targeted at identified student needs.

A focus on the K-2 syllabus, learning intentions, success criteria and feedback will be a priority for 2023. Staff will also familiarise themselves with the 3 - 6 draft syllabus.

Numeracy

In 2022, staff participated in professional learning around the implementation of the new K-2 Mathematics Syllabus and The Big Ideas in Number (Trusting the Count, Place Value). The APC&I supported staff in analysing their assessment data around trusting the count and place value. Learning sprints were implemented for focus groups. K-2 staff were supported in utilising the 'launch, explore, summarise' pedagogy to familiarise and develop their skills in preparation for the new K-2 syllabus.

A focus on the K-2 syllabus, learning intentions, success criteria and feedback will be a priority for 2023 in addition to deep engagement with data informed teaching practices.

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
Meet lower bound target of 40% of students in year 3 and year 5 achieve in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 33.33% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target of 40%.
Meet lower bound target of 38% of students in year 3 and year 5 achieve in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 15% of Year 3 students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. There was a decreased percentage of Year 5 students who achieved in the top two skill bands for numeracy however cohort size does not allow the publication of these percentages.

The percentage of year 5 students achieving expected growth in NAPLAN reading is trending towards the lower bound target of 65%.	No growth due to NAPLAN not being conducted in 2020.
The percentage of year 5 students achieving expected growth in NAPLAN Numeracy is trending towards the lower bound target of 75%.	No growth data due to NAPLAN not being conducted in 2020.
School self-assessment of the Teaching domain element **Effective Classroom Practice** indicates the school is excelling at **explicit teaching** and sustaining and growing in **feedback.**	Self assessment against the School Excellence Framework indicates growth towards sustaining and growing in the element of Effective Classroom Practice however evauation indicates themes within the element require further focus in 2023.
Increase proportion of students attending greater than 90% of the time to 83%.	The number of students attending greater than 90% of the time or more has decreased by 12% indicating the target has not been achieved. 35.8% of students attended school 90% or more.

Strategic Direction 2: Effective Data Practice

Purpose

Through collaborative and consistent assessment practices teachers will analyse and interpret data to inform and modify practice to maximise student outcomes.

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.

- Effective Data Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: $10,038.08

Summary of progress

Effective data practice

In 2022, staff participated in high impact professional learning guided by the Assistant Principal Curriculum and Instruction (APC&I) in using data to inform practice. Staff used individual student and cohort data to create and implement learning sprints which were then evaluated and continued or adjusted as required.

A focus for 2023 will be to use summative assessment data to identify student learning and validate formative assessment practices. Professional learning for staff in utilising the department's suite of on-demand assessments, in addition to Check-in Assessments, will ensure data entered and analysed on the data collection software Planning For Literacy and Numeracy (PLAN 2) is relevant, up to date and authentic. Teachers will work alongside the APC&I to plan 5 week learning sprints based on PLAN 2 data, use Learning Intentions and Success Criteria to guide the 5 week plan, and then evaluate student achievement and progress on the Learning Progressions. Opportunities to identify trends in student achievement, areas for continued focus and development and areas of teacher expertise that need adjusting will occur as a result of collegial discussions with the Principal, APC & I and colleague teachers.

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
Improvement as measured by the School Excellence Framework **Teaching** **Element:** Data Skills and Use **Focus Themes:** Data literacy (Sustaining and Growing) Data Analysis(Delivering) Data Use in Teaching (Delivering) Data use in Planning (Delivering)	Self assessment against the School Excellence Framework shows the school currently Delivering in the themes of Data Analysis, Data Use in Teaching and Data use in Planning. In the theme of Data Literacy the school is trending towards Sustaining and Growing.
Improvement as measured by the School Excellence Framework **Learning Domain**	Self assessment against the School Excellence Framework shows the school is trending towards Sustaining and Growing in the focus theme of Whole school monitoring of student learning.

Element: Assessment **Focus theme**: Whole School Monitoring of Student Learning (Sustaining and Growing)	
Improvement as measured by the School Excellence Framework **Learning Domain** **Element**: Student performance Measures (Delivering) **Focus Theme:** Internal and external measures against syllabus standards (Sustaining and Growing)	Self assessment against the School Excellence Framework in the theme of Internal and external measures against syllabus standards shows the school is at delivering.

Funding sources	Impact achieved this year
Integration funding support $23,542.00	Integration funding support (IFS) allocations support eligible students at Stroud Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans were monitored and adjusted to meet ongoing student social-emotional and learning needs. **After evaluation, the next steps to support our students will be:** To strengthen monitoring processes and ensure opportunities for ongoing consultation with all stakeholders.
Socio-economic background $34,876.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of Student Learning Support Officer to support students with additional learning needs, prepare resources to support individual student learning goals and deliver targeted literacy and numeracy intervention programs such as Minilit. **The allocation of this funding has resulted in the following impact:** More effective collaboration between classroom teachers and support staff enabling students with additional learning needs to be provided with more targeted support. **After evaluation, the next steps to support our students will be:** To continue the employment of support staff to work collaboratively with teachers in ensuring personalised support for students.
Aboriginal background $4,952.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development, implementation and monitoring of Personalised Learning Plans. (PLP)

Aboriginal background $4,952.00	**The allocation of this funding has resulted in the following impact:** PLPs developed for all Aboriginal students. **After evaluation, the next steps to support our students will be:** To strengthen the quality of the PLP process, to focus on building aspiration and to further promote cultural awareness across the school community.
Low level adjustment for disability $32,963.00	Low level adjustment for disability equity loading provides support for students at Stroud Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • contribution towards funding an additional classroom teacher to enable the Teaching Principal to provide instructional leadership and ensure quality teaching is occurring in all classrooms. **The allocation of this funding has resulted in the following impact:** All students' additional learning needs are addressed and quality teaching and learning is occurring in all classrooms. **After evaluation, the next steps to support our students will be:** To continue this model of support and ensure a continued focus on meeting the needs of all students.
Location $5,741.39	The location funding allocation is provided to Stroud Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • additional staffing for teaching principal release **The allocation of this funding has resulted in the following impact:** a continued focus on quality teaching and learning in all classrooms supported by the Teaching Principal in the instructional leadership role. **After evaluation, the next steps to support our students will be:** To continue this staffing model to maintain a focus on pedagogical practice.
Professional learning $8,214.95	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 Stroud Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Release for teachers to work collaboratively with the Assistant Principal Curriculum and Instruction (APCI) to support Literacy and Numeracy teaching.

Professional learning $8,214.95	**The allocation of this funding has resulted in the following impact:** Teachers have a deeper understanding of new curriculum expectations in English and Mathematics. **After evaluation, the next steps to support our students will be:** To continue to release teachers to engage in a range of professional learning aligned to the Strategic Improvement Plan.
QTSS release $23,214.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Employment of additional staff to enable teaching release. **The allocation of this funding has resulted in the following impact:** A continued focus on quality teaching and learning in all classrooms supported by the Teaching Principal in the instructional leadership role. **After evaluation, the next steps to support our students will be:** To continue this staffing model to maintain a focus on pedagogical practice.
COVID ILSP $40,120.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Classroom teacher employed two days a week to facilitate the COVID Intensive Learning Support Program with small groups of students in Years 1 - 6. **The allocation of this funding has resulted in the following impact:** Analysis of data indicates that all students in the program have shown growth in Reading and Numeracy. **After evaluation, the next steps to support our students will be:** to continue the small group tuition program for identified students supported by a trained School Learning Support Officer.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	31	29	28	33
Girls	38	36	34	36

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	91.1	87.3	94.5	86.3
1	94.9	88.2	77.7	90.8
2	91.8	89.2	90.1	78.3
3	91.7	86.9	87.3	83.7
4	90.7	87.0	86.0	81.6
5	94.4	90.1	90.3	83.2
6	93.1	90.4	92.6	81.3
All Years	92.7	88.5	89.3	84.5
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	123,220
Revenue	1,003,858
Appropriation	965,661
Grants and contributions	37,451
Investment income	746
Expenses	-1,058,459
Employee related	-863,614
Operating expenses	-194,846
Surplus / deficit for the year	-54,602
Closing Balance	68,618

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	24,129
Equity Total	72,213
Equity - Aboriginal	4,952
Equity - Socio-economic	35,497
Equity - Language	0
Equity - Disability	31,764
Base Total	709,113
Base - Per Capita	15,666
Base - Location	5,741
Base - Other	687,705
Other Total	64,817
Grand Total	870,272

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

Parents, teachers and students were surveyed through the NSW Tell Them From Me (TTFM) process during 2022. These questionnaires are designed in conjunction with the Centre for Education Statistics and Evaluation (CESE).

Parent responses demonstrated strong levels of satisfaction in how welcomed they feel at school, how teachers listen when there are concerns, how effective and clear all written communication is and how helpful administrative staff are. Parents were also extremely satisfied with communication regarding their child's behaviour and their understanding about teacher's high expectations for their child. Parent responses were also above the NSW state norm in the element of safety at school which includes prevention and management of bullying and how safe a child feels at school.

83% of parents agree or strongly agree that Stroud Public School is a culturally safe place for all students. 91% of responders believe Stroud Public School is a welcoming place for students with a disability or additional needs.

Teacher responses indicated high levels of satisfaction in how Stroud Public School supports the evidence-based Eight Drivers of Learning including Leadership, Inclusive Schools, Collaboration and Learning Culture. 100% of teacher respondents agree or strongly agree that Stroud Public School is a culturally safe place for all students and is a welcoming place for all students. Teachers reported high levels of confidence in catering for students with additional learning needs and in establishing clear expectations for classroom behaviour. There was an upwards trend in confidence in leadership, ability to set challenging and visible goals and ability to effectively use technology.

Student responses are limited to students in Years 4, 5 and 6. 84% of student respondents agreed or strongly agreed that their classroom was an inclusive learning space and 83% of students surveyed believe our school is a safe and friendly place. The average score students gave for expectations of success by their teachers was 7.8 out of 10. In an open ended question regarding the best thing about attending Stroud Public School, students reported that they loved the sporting opportunities, they felt safe and they enjoyed spending time with their friends.

Areas for future focuses

The TTFM surveys of parents, teachers and students provided insight into potential areas for future focus. These include:

- Teachers providing more regular explicit, written feedback to students on their work
- Ongoing commitment to implementing curriculum changes effectively and thoroughly
- Continued focus on a collaborative, supportive and safe learning environment for all students
- Increasing students' sense of self and wellbeing and ensuring they feel valued and accepted.
- Continuing to refine ways of effectively communicating with parents regarding their child's achievement and how to support them in their learning.

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.