

# 2022 Annual Report

## Clare Public School



4565

# Introduction

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

Clare PS values a rich, rigorous education of discovery that respects childhood, builds resilient individuals and celebrates the human spirit. We honour each student's learning needs, readiness and interests through responsive planning, targeted explicit teaching and strategic assessment in order to maximise each student's learning potential and achievement.

Each child experiences the right to be heard, to be respected, to feel a sense of belonging to their family, school and community and to become responsible citizens.

'Learning with our head, heart and hands'.

## School context

Clare Public School is situated 155 kilometres north of Balranald and 75 kilometres south of Ivanhoe. It provides quality education in an isolated rural setting for students drawn from the surrounding sheep stations. Families travel extensive distances, up to 300km daily, to transport their children to school. There are four school families with a total of seven students enrolled for 2021.

The school structure consists of one multi-grade class with one full-time teaching principal, one-part time teacher covering release from face to face and support teaching and one student learning support officer. The school has a part-time School Administration Manager and a part-time General Assistant.

Clare PS is focused on building individual and collective wellbeing through a climate of care and positivity. In our small school, children interact across age groups, playing with and caring for each other as a family. Each child is treated as an individual and their own needs, interests and talents are understood and catered for. Learning programs are student centred, highly responsive to personal learning needs and driven by evidenced based teaching and learning. Our learners are at the centre of everything we do.

The school is an important part of the Clare community. We seek to build collaborative partnerships with students, staff, families and our community to support and develop our students and our community.

In combination with feedback from staff, parents and students our school has identified two key strategic directions as a basis for a shared commitment to the achievement of our school vision statement. Our focus strategic directions will be student growth and attainment and nurturing and engaging learning culture.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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

"The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on 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.

- Data Skills and Use
- Formative Assessment

### Resources allocated to this strategic direction

**Socio-economic background:** \$3,240.19

**Low level adjustment for disability:** \$14,622.10

**Professional learning:** \$5,701.61

**Location:** \$11,127.00

### Summary of progress

In 2022, the focus in this strategic direction was in the use of data to monitor and assess student progress and achievement and to design teaching and learning activities that met student needs. Professional learning in the use of literacy and numeracy progressions and on analysing data for its use in teaching, guided teachers in using data driven information to adapt teaching and learning to meet whole class, small-group and individual learning needs. The Teaching Principal provided teachers with personalised support to build understandings of formative assessment practices and how to effectively use them .

Supporting beginning teacher to explore strategies for formative assessment and to feel comfortable co-teaching and collaboratively reflecting on observations and discussions with students has been highly effective. The seven principles of learning: learners at the centre, social nature of learning, emotions are integral to learning, recognising individual differences, stretching all students, assessment for learning and building horizontal connections have guided the direction of the professional learning. Enabling teachers engagement in school based action research projects of pedagogical inquiry has achieved higher levels of critical thinking, creativity and problem solving. Each member of the team has been supported in a culture of learning and a positive impact on student learning has been evident. Student learning outcomes have been tracked through the collection and analysis of assessment data and every child has shown improvement. This has been shared with all stakeholders. Teachers report a heightened sense of confidence and a culture of collective efficacy is being nurtured.

The 2023 focus will be to continue to support Clare Public School staff to have a consistent, clear and explicit method to provide quality feedback to students on their learning in literacy, so that all students understand their level of achievement and their areas for future development.

A cycle of collective inquiry will lead high impact professional learning promoting collegial conversations and shared reflections between teaching staff and students.

### 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 in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Reading by	2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 35% of students in the top two skill bands for reading indicating they exceeded the upper bound of the system negotiated target.

12%	
Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Numeracy by 8%	2022 NAPLAN data indicates that in the Deniliquin Small Schools Network there was an increase of 4.2% of students in the top two skill bands for numeracy indicating progress towards the system negotiated target.

## Strategic Direction 2: Nurturing & Engaging Learning Culture

### Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment, we seek to know and deeply understand our learners' identities, dispositions, values, attitudes and skills so that we may respond with nurturing learning environments to support their development as caring, creative thinkers and communicators.

'Engaged learning occurs when the lives, knowledge, interests, bodies and energies of young people are at the centre of classroom and school'.

Developing teacher capacity to systematically deliver a differentiated curriculum through instructional leadership and quality teaching and learning.

### Initiatives

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

- Collaborative Practice
- Visible Learning and Feedback

### Resources allocated to this strategic direction

**Integration funding support:** \$51,528.00

**QTSS release:** \$1,379.05

**Location:** \$6,395.11

**Per capita:** \$1,768.76

### Summary of progress

In 2022, due to a 100% turn over in classroom teaching positions the focus was to provide a quality induction program for new staff. Strong Start, Great Teachers guided a collegial induction process and the 5C Assessment Tool was used, ensuring a comprehensive and personalised program. The Teaching Principal completed ACEL - The Heart of Leading Learning professional learning, deepening their knowledge and skills to lead inquiry and maximise collaborative practices, and applied adaptive leadership skills to customise staff learning and commitment.

The Clare Public School team successfully supported teachers to become a 'student of their students' and to understand the practicalities of visible teaching and learning, to embrace questioning and reflections and to seek student driven data in behaviours, attitudes, dispositions, not just responses. Due to investing in relationships, time, resources and collaborative strategies, Clare Public School is growing in a learning culture of thinking and acting responsively and every student, every teacher and the school has continued to improve.

The focus in 2023 will be on providing high impact professional learning that will enable staff to engage and enact with the new K-2 syllabus and the new literacy and numeracy progressions. These new understandings of the role of the literacy and numeracy progressions in supporting teaching and learning through the NSW syllabuses will provide clarity and confidence in supporting students differentiated needs. Students and parents will be partners in this learning, cultivating their sense of belonging through 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
For 60-100% of students to achieve expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
For 60-100% of students to achieve expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Increase the percentage of students attending school more than 90% of the time.

The number of students attending greater than 90% of the time or more has decreased.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,528.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clare Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> intensive support for funded students has resulted in increased wellbeing for all students and total inclusion. The implementation of targeted programs to differentiate teaching and learning programs at point of need enabled explicit teaching and learning. Students have been highly supported to connect, succeed and thrive as is evidenced by their increased skills, confidence and joy for learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of School Learning Support Officer employment 5 days a week a week to ensure optimal conditions and support for identified students. The School Learning Support Officer will continue to be involved in collegial discussions with staff, parents, allied health professionals and the school counsellor to extend their leadership capabilities.</p>
<p>Socio-economic background</p> <p>\$3,240.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clare Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Classroom teacher employed to provide differentiated instruction for targeted students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all children demonstrating growth in school based literacy and numeracy assessments, DOE check in and ALAN diagnostic assessments, and on the literacy and numeracy progressions. Teaching and learning provided explicit, targeted support addressing individual needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ classroom teacher to provide differentiated instruction for targeted students.</p>
<p>Low level adjustment for disability</p> <p>\$14,622.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Clare Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$14,622.10</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School Learning Support Officer has extended their knowledge and skills to collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students. Beginning teacher has been capably supported to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of employment of School Learning Support Officer so that identified students with specific needs are offered all chances to succeed.</p>
<p>Location</p> <p>\$17,522.11</p>	<p>The location funding allocation is provided to Clare Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students expressed positive feedback to being offered extended opportunities to participate in intensive swimming school, small school sporting events, cultural performances via incursions or excursions and increased confidence with using technology. Increased parent satisfaction and engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to subsidise travel expenses for excursions and to utilise DART Connections and the Rural Access Gap Team to source incursions, and technology resources to extend curriculum offerings and overcome remoteness.</p>
<p>Professional learning</p> <p>\$5,701.61</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 Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of a casual teacher during Term 3 and Term 4 so that Teaching Principal and Beginning Teacher had dedicated time together.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to embed effective practices in the explicit teaching of phonics and reading resulting in improved results as identified in PLAN2. Differentiated teaching of phonics improved student outcomes in reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching to ensure all teachers experience professional growth.</p>

<p>QTSS release</p> <p>\$1,379.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staffing to support staff collaboration in the implementation of high-quality curriculum</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide additional professional learning release time to enable capacity building with understanding the new syllabi and updated literacy and numeracy progressions.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing professional learning for COVID educators</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals 100% of students answered all questions in the learning progressions sub-elements of phonological awareness correctly and captured in PLAN2</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. to continue providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1	2	3	3
Girls	1	4	4	4

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	94.0	97.5	86.4
1	95.0	97.5	91.1	87.7
2		94.9	100.0	86.1
3			87.3	95.1
4				84.0
All Years	94.4	94.7	92.8	87.1
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		92.0	92.6	87.8
3			92.7	87.6
4				87.4
All Years	92.9	92.1	92.7	87.6

## 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 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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	238,421
<b>Revenue</b>	553,709
Appropriation	552,796
Sale of Goods and Services	125
Grants and contributions	288
Investment income	501
<b>Expenses</b>	-450,275
Employee related	-406,313
Operating expenses	-43,962
<b>Surplus / deficit for the year</b>	103,434
<b>Closing Balance</b>	341,855

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	51,528
<b>Equity Total</b>	17,863
Equity - Aboriginal	0
Equity - Socio-economic	3,240
Equity - Language	0
Equity - Disability	14,623
<b>Base Total</b>	327,921
Base - Per Capita	1,769
Base - Location	17,522
Base - Other	308,630
<b>Other Total</b>	62,505
<b>Grand Total</b>	459,817

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



## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parent interaction and communication throughout 2022 continued to be specific to the school context. Parents within the community shared their satisfaction and concerns candidly and were provided with many avenues to facilitate this. Due to the small cohort of families the school was in the fortunate position of knowing parents intimately; daily, informal discussions as parents drop and pick up children are embedded, P&C meetings and school functions have 100% attendance, messages and emails are exchanged so communication was shared openly. Parents express their satisfaction with the school culture and teaching and learning practices. They appreciated the increased collaboration with small schools in the Murray Darling and Deniliquin Networks.

Teachers appreciated the collegial climate at Clare PS and felt supported to flourish. They enjoyed the respectful and trusting workplace and the way that everyone, including students, worked together to identify where students could be more engaged to improve their wellbeing and learning outcomes.

In term 4 staff collaboratively completed the Student Participation Whole School Evaluation with 'strongly agree,' the consensus for all statements. Students were then invited to share their feedback on the statements and agreed that the teachers were 'pretty spot on. We know you care about us'.

Students agree that Clare PS is 'the best school ever and do not understand why more kids don't come here'. They 'love, although it is sometimes boring, how teachers always give the why for doing things because then we know how it is helping us'. Students arrive from their cars with smiles and board their cars with smiles still attached.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.