

# 2022 Annual Report

## Illawarra Environmental Education Centre



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# Introduction

The Annual Report for 2022 is provided to the community of Illawarra Environmental Education Centre 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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4237 6100

## School vision

Illawarra EEC leads schools in environmental education through modelling exemplary teaching practice for students and innovative collaborative practices with teachers in our school community. We strive for students to understand human impacts on the environment and to develop a deep connection with the natural world that inspires the custodianship needed to protect it.

Environmental and Zoo Education Centres (EZEC): Leading environmental education for a sustainable future

## School context

Illawarra EEC is one of 25 NSW DoE Environmental and Zoo Education Centres (EZECs) in NSW - leaders in environmental and sustainability education.

Our excursion **sites** are located on the Illawarra coastline - amongst marine, estuarine, rainforest and forest environments. The natural beauty and environmental vulnerability of our excursion sites play an integral role in instilling in students a sense of custodianship for the environment which is crucial in order to ensure a sustainable future.

Our **students** are K-12 NSW Public School children from a diverse range of backgrounds and cultures. IEEC values and seeks feedback from all students we interact with, demonstrating our commitment to students and the need for continuous improvement.

Our **programs** provide inquiry-based curriculum learning experiences that enable students to explore, investigate and understand the natural environments and the impact humans have on environmental systems.

Our **staff** endeavour to engage students in their learning, using outdoor learning pedagogical approaches that encourage students to connect with the natural world.

IEEC fosters **relationships** with classroom teachers for our influence to be realised. We seek and value collaboration with teachers and student feedback to provide the best opportunities possible for students.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: High performance teaching

### Purpose

To ensure students experience best practice teaching which is explicit, authentic and applied, building their knowledge and empowerment towards environmental custodianship.

### 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 performance teaching

### Resources allocated to this strategic direction

**Location:** \$647.00

**Per capita:** \$8,000.00

### Summary of progress

**The focus for 2022 was on** establishing a professional learning community amongst IEEC teachers and peers to achieve teaching excellence in an outdoor learning context. The goal was to embed a high performance culture of continuous improvement that focuses on professional learning, collaborative inquiry, observation and reflection for effective teaching in our context.

**This involved** the core teaching team conducting professional learning in a series of teaching sprints - commencing with identifying and prioritising an agreed selection of context appropriate evidence based pedagogies and teaching strategies, Eg. LISCs, collaborative learning, questioning.

The team researched the identified strategies and presented teacher professional learning to one another in order to further develop our knowledge. Various teaching observations methods were researched and it was decided that an adaptation of the HITS teaching observation methods would be used.

The core team conducted teaching observations on one another throughout term 3. This coincided with the collection of anecdotal student voice feedback and visiting teacher observation feedback. Immediate feedback was provided to the observed teacher and the experiences were shared collectively during a reflection day, which resulted in a new Teaching Sprint being developed for term 4, which included strategies the team agreed needed new or continued focus.

Scheduling issues and competing priorities were the primary reasons for a postponement of the teaching observations component. The team opted instead to choose their own teaching strategy of focus and conduct self reflections based on a template they developed in collaboration.

Steps towards expanding the professional learning community on teacher improvement in the outdoor learning context commenced in term 2. IEEC's leadership in this area was well demonstrated through the delivery of information session on 'High Expectations' and teaching observations methods at the Taronga Zoo EZEC conference in term 3, the implementation of the survey to assess current practices and learning needs and will continue when we present at the 2023 EZEC conference on various teaching strategies and observation and feedback methods.

A challenge to address within the core teaching team at IEEC was how to disseminate the benefits of the TPL and teaching observations through to the wider team. In terms 3 and 4 the core team developed two strategies to address this issue. The first was to incorporate the mapped teaching strategies into the Centre's lesson plans and the second was to introduce a formalised morning and afternoon routine, whereby teachers discuss the strategies required at each component of the program in the morning, then participate in a reflective exercise following the teaching day (Reflection Cube game) in order to collectively share experiences implementing strategies for enhanced student engagement, understanding and wellbeing. A TPL meeting to up-skill and inform the broader team is planned for mid term one 2023.

**As a result** IEEC's core teaching team is experiencing significant personal benefit in enhancing one's teaching practice. There was unanimous agreement among the core teaching team that the opportunity to spend time learning from each other and in collaboration was invaluable. All teachers reported extensive learning that has transferred into sustained improvements in their teaching practice. Teachers reported new confidence and motivation as they were trying new things, reaching out of their comfort zone, more self aware of their impact on students and a marked change in the way they prepared for their teaching day. Primary school student surveys reported 4.9/5 for how engaged they felt, 4.2/5 for their ability to learn outside, 4.8/5 for the feeling they had in nature and 5/5 for the activities they conducted on the excursion. Visiting teachers noted specific teaching strategies they observed (LISCs, metalanguage, feedback,

questioning etc) whilst watching IEEC teachers deliver the excursion, which was a validating experience for the IEEC teachers in the core team.

The incorporation of teaching strategies into our lesson plans is the first step in our plans to ensure that the whole teaching staff are provided with the opportunity to implement successful outdoor learning teaching strategies into their teaching at IEEC. The impact of this activity is expected to be observable in 2023 once strategies have been incorporated into more lesson plans and the wider team (not just the core team) have been able to practice adopting these strategies, with ongoing 'lesson schedule review' preparation before the teaching day and reflection using the Reflection Cube activity following the day.

IEEC's role in progressing professional learning in outdoor learning teaching strategies within the EZEC network has provided the core team with validating exposure as leaders in this field. This was demonstrated through the delivery of information session on 'High Expectations' and teaching observations methods at the Taronga Zoo EZEC conference in term 3, the implementation of the survey to assess current practices and learning needs and will continue when we present at the 2023 EZEC conference on various teaching strategies and observation and feedback methods.

#### **Next year the focus will**

continue with teaching observations in term one, followed by continued leadership in the professional learning influence IEEC has on the wider EZEC community. Work will also continue in producing lesson plans incorporating focus strategies suitable for particular components throughout the day, as will the focus continue on ensuring that the wider IEEC team is included in the professional learning opportunities that this initiative brings.

From term 2 the IEEC team will gain TPL on Quality Teaching strategies and then investigate Quality Teaching Rounds as a potential methodology to implement within the team.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Effective Classroom Practice shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element of Educational Leadership will maintain at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Educational Leadership shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element of Learning and Development will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the Learning and Development shows the school currently performing at Sustaining and Growing.

## Strategic Direction 2: Communities of practice

### Purpose

To build strong relationships with teachers that collaborate on common goals and projects towards enhanced student learning, engagement and wellbeing.

### 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.

- Environmental outdoor learning communities of practice
- Curriculum Communities of Practice

### Resources allocated to this strategic direction

**Professional learning:** \$5,018.02

**Per capita:** \$7,160.78

### Summary of progress

The focus for 2022 was on building relationships and promoting collaboration with teachers within IEEC's school community.

Primary Schools are the focus of Initiative One, with a future goal to collaborate on action research investigating whether outdoor learning in school settings supports student learning, wellbeing and engagement. To commence and establish a foundation, baseline data was collected in terms 3 and 4 from 123 teachers within the Illawarra, Shoalhaven and Wollondilly networks, seeking insight into the current values, uptake and barriers towards outdoor learning in primary schools. In summary, over 97% of teachers believe that outdoor learning is beneficial to student engagement, wellbeing and learning and 73% are confident with teaching outside, yet over 90% of teachers spend between 0 and 3 hours on outdoor learning each week (37% of those not teaching outside at all). The top three barriers identified that prevent teachers from teaching outside include dependancy on the weather, followed by concerns over behaviour issues and that the school's programs are written for inside the classroom.

An outdoor learning action research project scope was drafted and a pilot school (Barrack Heights Public School) self nominated to participate, however delays in obtaining the baseline data hindered progress, which will now continue in term 1, 2023.

High Schools are the focus of Initiative Two, with a future goal of having established 'collaboration hubs' built on strong collaborative relationships with high school (particularly senior) teachers with a common purpose towards improving student outcomes using IEEC's resources, programs and summative assessment support. To this end, the Centre's focus in 2022 was to analyse our current relationship strength and quality with high school teachers.

The core High School teaching team conducted a SWOT analysis of our current relationships with teachers regarding what we offer and how we communicate our support for their teaching and learning programs and fieldwork. The results indicated an existing high level of trust from teachers, but that time for collaboration is an issue. The team identified the opportunity to target periods in the year when the classroom teachers would be most in need and therefore willing to collaborate. It was also decided that hubs would be program based, involvement in hubs will be by invitation and based on selected clusters of bookings from calendar.

A discussion session was held in term 2 regarding improving our communication with teachers prior to excursions in support of preparedness of teachers, students and IEEC staff for better outcomes on the day. This resulted in a new process being implemented whereby a series of pre excursion questions would be sent via the communication schedule from IEEC's SAM at various stages from booking to one week prior and a phone call arranged if necessary. The benefits of this communication system were immediately observable, as IEEC teachers were better able to prepare for the day, having essential information such as prior learning and resources use, expectations and goals of day, assessment task use and support needs of students. This process was continued in terms 3 and 4, with sustained success and will therefore become a permanent fixture of the Centre's bookings process.

The first collaboration hub was formed in term 4, consisting of senior geography teachers who currently engage with IEEC for fieldwork, resource and assessment support. Teachers joined IEEC staff on a collaborative program development day, visiting fieldwork locations and designing learning experiences along the Minnamurra River. The experience reinforced the high degree of relational trust that already exists from classroom teachers, but that orchestrating time out from teaching to provide collaboration time is challenging and costly, but hugely beneficial to

IEEC's cause. The release of the new senior Geography Syllabus has provided impetus for a continued focus on the Geography Hub in 2023 and the Centre's involvement in the Term 2 Curriculum Networks Illawarra (CNI) Geography Staff Development Day will provide greater exposure for the growth of the hub.

### Progress towards achieving improvement measures

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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
Self-assessment against the School Excellence Framework in the theme of Community Engagement will maintain at Delivering.	Self-assessment against the School Excellence Framework in the element Community Engagement shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the Element of Data Skills and Use will maintain at Delivering.	Self-assessment against the School Excellence Framework in the Data Skills and Use shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the element of Curriculum will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Sustaining and Growing.

## Student information

Planned visitation for 2022 totalled 8805, although the higher than average rainfall experienced across the La Nina year resulted in actual visitation of 7146.

Primary school student numbers totalled 3631 and high school student numbers totalled 3515.

Despite 2022's weather affected booking numbers, our total visitation was above 100% on the previous year's student bookings, which was greatly affected due to COVID restrictions, thus signalling a return to pre-COVID rates of attendance.

### Attendance

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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
Classroom Teacher(s)	1
School Administration and Support Staff	1.19

\*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 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	131,044
<b>Revenue</b>	527,016
Appropriation	466,737
Grants and contributions	60,244
Investment income	35
<b>Expenses</b>	-571,523
Employee related	-492,417
Operating expenses	-79,106
<b>Surplus / deficit for the year</b>	-44,506
<b>Closing Balance</b>	86,537

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>	0
<b>Equity Total</b>	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	441,864
Base - Per Capita	15,161
Base - Location	647
Base - Other	426,056
<b>Other Total</b>	6,040
<b>Grand Total</b>	447,904

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

IEEC sends program and teacher quality feedback questionnaires to participating schools following an excursion. In 2022, total of 49 teachers, 98 high school students and 13 primary school classes responded to post excursion feedback questionnaires issued by IEEC.

A notable finding is the level of customer service and support provided at the time of excursion booking, which was exceptionally high. As such, our School Administration Manager is to be commended.

Analysis of the feedback shows that both teachers and students are extremely satisfied with the quality of the teaching and learning provided by IEEC teachers on excursion programs. Classroom teachers observe IEEC teachers quickly establishing rapport with students and they comment on our ability to engage students in learning, through explicit teaching, questioning, feedback, modelling and high expectations.

A revealing aspect of the teacher surveys revealed a lower than expected interaction with IEEC's GoogleSite teaching resources, which was often due to time commitments or differences in the school's assessment schedule. All teachers who did use them however, described them as high quality and very helpful. IEEC will continue to focus on our communication and engagement with classroom teachers prior to the excursion to allow students to be prepared for our excursion day.

The data from high school students overwhelmingly demonstrates that IEEC outdoor excursions:

- are at the correct level of their ability
- are relevant to what they have been doing in class
- provide a positive connection with nature
- help students learn due to the outdoor learning environment
- make them feel they can learn better due to the outdoor learning environment.

The average rating that high school students gave IEEC teachers was 4.5 out of 5.0.

Primary teachers were extremely positive with their feedback on IEEC's teaching quality, resources and customer service. Over 90% of teachers agreed that the excursion experience allowed students to apply their learning to a real life context and that the differing abilities of their students were catered for throughout the day. 100% of Primary teachers also stated that their students were engaged with their learning throughout the day.

Primary teachers observed IEEC teachers setting goals for students with high expectations and providing feedback. Frequent comments were also made about the ability of the IEEC teachers to build relationships with the students in a short amount of time in order to manage their behaviour well.

The average 'thumbs up' students gave IEEC teachers 4.9 out of 5. The average 'love hearts' for the feeling they had when in nature was 4.8 out of 5, and the average 'smiley faces' for the activities they did on the day was 5.0 out of 5.

A sample of volunteered teacher and student comments are listed below:

### Primary teachers

- The students made lot of connections to their learning at school. It was wonderful to hear their questions as they clarified their understanding.
- Great questioning to challenge students thinking. Clear learning goals identified and expectations of activities communicated. Great demonstrations to show students what the tasks involved. All resources organised and engaging.
- Classroom management strategies were great, all students were engaged and catered for. We brought a diverse range of learners with complex needs and the day catered for them all well.
- Nikki was great with the group of students I had. She was always using questioning and asking the students to think outside the box and use the information they had to find more in-depth questions.
- Jack Hinde - great with the students. Gave them positive feedback and they felt safe.
- The staff at the IEEC were outstanding and provided our students with a fantastic day of outdoor learning. They were very professional, highly knowledgeable, friendly and approachable... thank you Nikki, Andrew and Will.
- The teachers at IECC were very engaging and their behaviour management strategies were great. They really knew the content and hit the syllabus outcomes- making it very fun!
- Don't stop providing these learning opportunities for our students. They provide them with unforgettable memories and real life learning experiences that a classroom can't do.

### Primary students

- Thank you so much because we had a great day. Thank you for organising the amazing activities and for teaching us about Killalea and helping us to grow our brains. You are the best teachers! We had a fantastic time and want to come back. Thanks again for a wonderful day!
- Thank you for the amazing experience. It was an exciting and lovely day. It was a great excursion and we got to do

a lot of fun activities. We also learnt lots of things about Killalea. The teachers were entertaining. It was the best excursion ever!

- We had an awesome day! The teachers were kind, fun and made things exciting. We can't wait to go again.

### **High School teachers**

- Great classroom management specific and flexible to the needs of our students by providing extra time for students to process information and discuss ideas. Staff had a lot of patience and redirected students to on task discussions when questioning. They also used a lot of modelled, guided and independent instruction whilst providing extra assistance to help meet the needs of individual students.
- Questioning and feedback were used really well throughout activities to constantly try and apply different learning strategies to help students understand and achieve goals. Visibly saw the positive impact this had on students engaging and completing activities to a high standard.
- High expectations- the staff used this strategy really well with our kids. They always communicated their expectations with students and let them know that they could succeed. Classroom management- excellent, especially as we had so many (very excited) kids there. They used the student's names and made them feel welcome and could de-escalate any heightened students.
- Each of the teachers running the activities were great! Very relatable with the students, encouraged them consistently, and modified teaching strategies to ensure all students were engaged and getting the most out of all activities.
- Steve was fantastic -- great speaker, good rapport with students, use of humour to engage students on the edge. Loved it.
- Steve was excellent, highly engaging and impactful in his teaching. He was very knowledgeable and the students really enjoyed the back and forth questioning throughout the day.
- Jack is a highly knowledgeable teacher that portrays his passion for the local environments in an infectious yet respectful manner. The students easily and readily engage with his presentations which then leads them to be more interested to interact with the environment and discover more about the area's focus.

### **High School students**

- My learning experience was amazing, it was full of fun facts, and we got lots of opportunities to laugh and learn new things.
- My learning experience was extremely joyful and made me feel more engaged because I was out of the classroom in our natural environment.
- The experience was very positive and beneficial to my learning in this area. I thoroughly enjoyed the activities we participated in and felt they enriched my understanding of biophysical interactions.
- It was a lot of fun and I liked it a lot more than if we were just learning in a classroom. They were awesome and engaging a perfect learning environment that has supported my style of learning exactly.

# 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.