

2023 Annual Report

Avoca Public School



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Introduction

The Annual Report for 2023 is provided to the community of Avoca 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.

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School vision

At Avoca Public School we aim to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Teachers, parents and students work together to provide a safe, developmentally inclusive and curriculum-focused environment so that every person is known, valued and cared for.

School context

Avoca Public School is a small K-6 school, located in the Southern Highlands with the traditional custodians of the land being the Gundungurra People. With an enrolment of 7 students, and a changing demographic, Avoca Public School continues to offer all students a broad range of learning opportunities in a safe, caring and rural environment.

Avoca Public School is a member the Goulburn Small Schools Network, and as a result our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

Staff at Avoca Public School strive to build on their strengths through shared distributive leadership and collaborative practice within the networks. Avoca Public School leads improvement and change through whole school systems that ensure all teachers and all students embrace a culture of high expectations.

Our students demonstrate a high level of academic potential and place high value on their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in dance, music, and a wide range of sports. Our teachers promote a culture of high participation and our students regularly participate at state level competitions. Our student leadership program puts a strong emphasis on student voice and nurtures leadership from Kindergarten to Year 6.

We are committed to the belief that a sense of wellbeing underpins a child's potential to achieve academic success, and wellbeing is at the heart of our inclusive educational program. Our playgrounds are well resourced with large vast play spaces to engage a range of interests.

Our vibrant, energetic and committed Parents and Citizens Association works hard to support our staff to enable the best opportunities for our students. Our presence within our wider local community is growing, and we participate in important community observances such as the Anzac Day, NAIDOC week, BDAS Art Gallery exhibitions and art classes at the Ngunungulla Art Gallery.

The situational analysis process has informed a need to implement data informed explicit teaching practice to improve outcomes in literacy and numeracy. Collaboration, sustainable community partnerships and educational leadership are priorities for our school.

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	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in numeracy and reading through data informed practice and explicit evidence-based teaching facilitations. Student outcomes in reading and numeracy will be improved through consistent use of data-driven, evidence-based teaching practices across the whole school to meet the needs of every student.

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.

- Systematic Data Collection
- Data - Informed Explicit Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Low level adjustment for disability
Location
Per capita
QTSS release
Professional learning

Summary of progress

The school has developed an effective schedule of systematic data collection which encompasses: external assessment (NAPLAN and Check in Assessment); Plan 2 Assessment Data; PAT; teacher observation and analysis (ongoing and entered into Individual Learning Folders) and student reflection on their learning through setting Personal Learning Goals (PLGs) developing strategies to achieve their goals and reporting on them in the school reporting cycle. The next step will be to further develop the PLG process in which students are taught how to link and develop their learning goals to specific areas of need using baseline data, Learning Intentions and Success Criteria in the areas of Literacy, Numeracy and Wellbeing. Teachers will continue to use the Collaborative Support in Unique Settings (CSUS) Theory of Action model to isolate specific areas of need and inform explicit teaching to facilitate student improvement. The additional teacher facilitated personalised, targeted teaching with growth achieved in Literacy.

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
Numeracy Growth An increase in Check-in Assessment mean scaled score for Numeracy in Years 5 and 6 for 2023 compared with Years 5 and 6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Numeracy has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year. Cohort size varied from 2022 to 2023 assessment.
Reading Growth All students (Years 1, 2, 5 and 6) can demonstrate Reading growth and achievement from Term 1 to Term 4, using PAT data as a key data point.	PAT testing and in school assessment indicate the percentage of students achieving growth in Reading has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
• School staff collaborate with the parents more effectively and twice termly to use student progress and achievement data to identify strategic	Staff and parent surveys indicate an increase in effective collaboration between the school and families. Formal and informal interviews were well attended and the importance of strategies (e.g. attendance) towards improvement were discussed.

priorities, and develop and implement plans for ongoing continuous improvement.

Our SEF-SaS at sustaining and growing will be moved towards excelling in these domains:

- **effective classroom practice**
- **data skills in use**
- **assessment**
- **school planning and reporting**

Effective Classroom Practice -

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

Data Skills in Use -

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

Assessment -

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

School Planning and Reporting -

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

Strategic Direction 2: Explicit systems for sustaining wellbeing, growth and effective collaboration

Purpose

All staff will engage in systematic, collaborative practices to continue to deepen their connection to the school vision, and share their expertise to ensure that every student achieves their potential through wellbeing. All students and staff have knowledge of and are able to use this in order to connect, succeed, thrive and learn to support high levels of attendance and engagement ongoing.

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.

- Community Wellbeing, Connection and Attendance
- Sustainable Collaboration & Leadership

Resources allocated to this strategic direction

Professional learning

Summary of progress

The school continued to maintain processes for collaboration and responsibility for learning for students, families and staff. Students maintained Personal Learning Goals in three main areas (Literacy, Numeracy and Wellbeing). This process enhanced student voice, purpose of learning and involvement of parents and carers. This led to increased engagement and attendance for most students. The process will continue in 2024 and will be embedded in each reporting cycle.

Staff were involved in collaboration and professional learning with other small schools to further enhance knowledge of the new 3-6 Curriculum and how students learn and build on skills that they already have during 4Cs learning (Collaboration, Creativity, Critical Reflection and Communication). On the full day students participated in curriculum based activities with the other small schools, promoting relationships and engagement. Principals of the school met on separate occasions to collaborate and engage in professional learning. These activities will continue into 2024 with a focus for staff on the 4Cs for learning as well as activities specific to small schools cohorts..

The Assistant Principal Curriculum and Instruction (APC&I) and Digital Classroom Officer (DCO) roles were integral to developing highly effective collaboration in the school. The Digital Classroom Officer (DCO) in the school promoted the school's use of the latest technology to promote learning in the 21st Century. The DCO collaborated with all staff to up skill staff in need of professional development in the area of digital classrooms. The APC&I role allowed for highly effective collection of data for individual students which was then used for implementing programs targeting specific needs. The DCO position will not be available in 2024 while the APC&I will continue in the school during 2024 for one day per week.

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
• Increased percentage of students attending >91% of the time to be trending towards the upper bound system-negotiated target of 95%.	The number of students attending school 90% of the time or more has decreased.
• Our on balanced judgment against the Learning and Development School Excellence Framework will increase from Sustaining and Growing to excelling by 2024.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.
New TTFM Wellbeing data and parent feedback survey data (advocacy,	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

belonging, expectations) is maintained and excelling in comparison to similar school groups by 2024 and state targets.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,404.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Avoca Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic Data Collection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level. • Data Informed - Explicit teaching • individual or small group instructions <p>The allocation of this funding has resulted in the following impact: teachers were given time outside the classroom to collect, analyse data and plan effective programs for use in small group or individual instruction. The data analysis and revision of the Learning and Support Plans were used to inform explicit teaching. Impact is seen in an increase in Literacy skills on a school level.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy teacher to support our trajectory towards achieving targets. Concentrate on increasing our attendance rate by engaging parents/carers in proactive strategies to have their children increase their attendance rate.</p>
<p>Low level adjustment for disability</p> <p>\$18,290.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Avoca Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic Data Collection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging staff to build capability in meeting the literacy and numeracy needs of identified students • employment of additional staff to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment of trained SLSOs who will work alongside teachers to support individual learning.</p>
<p>Location</p> <p>\$886.76</p>	<p>The location funding allocation is provided to Avoca Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$886.76</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic Data Collection <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • quality resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: additional teacher support and co-curricular activities.</p> <p>After evaluation, the next steps to support our students will be: continue to provide students with a broad range classroom and co-curricula activities.</p>
<p>Professional learning</p> <p>\$4,944.59</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 Avoca Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data - Informed Explicit Teaching • Sustainable Collaboration & Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • other methods of learning designed to improve student outcomes. • teacher relief for staff engaging in professional learning • increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary use in writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the new curriculum, collaboration with similar sized schools and mentor and co-teaching.</p>
<p>QTSS release</p> <p>\$1,775.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Avoca Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systematic Data Collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the Assistant Principal Curriculum and Instruction to lead improvement in literacy or numeracy.</p>

COVID ILSP

\$10,882.21

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 2023.

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:

- employment of educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy

The allocation of this funding has resulted in the following impact: students are supported one to one or in small group tuition in areas of need (Literacy and Numeracy). The majority of the students in the program achieving significant progress towards their learning goals.

After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	1	5	5	2
Girls	2	6	4	5

Student attendance profile

School				
Year	2020	2021	2022	2023
K		89.8	98.9	
1			80.2	95.8
2		90.8		86.4
3		86.6	74.5	
4		88.3	80.6	72.9
5	95.7		76.1	91.3
6	88.7	82.7		83.2
All Years	91.0	87.7	80.8	87.6
State DoE				
Year	2020	2021	2022	2023
K		92.8	87.9	
1			87.4	90.5
2		92.6		90.8
3		92.7	87.6	
4		92.5	87.4	90.6
5	92.0		87.2	90.3
6	91.8	91.5		89.8
All Years	91.9	92.4	87.5	90.4

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	2,904.25
Revenue	495,417.65
Appropriation	468,057.84
Sale of Goods and Services	250.00
Grants and contributions	13,429.15
Investment income	190.38
Other revenue	13,490.28
Expenses	-462,527.68
Employee related	-405,194.70
Operating expenses	-57,332.98
Surplus / deficit for the year	32,889.97
Closing Balance	35,794.22

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	21,695
Equity - Aboriginal	0
Equity - Socio-economic	3,404
Equity - Language	0
Equity - Disability	18,291
Base Total	319,805
Base - Per Capita	2,342
Base - Location	887
Base - Other	316,576
Other Total	77,925
Grand Total	419,424

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Due to the size of the student population we were unable to obtain data from the Tell Them From Me surveys. We conducted our own surveys of students, staff and parents which were based on the Tell Them From Me Survey questions.

Students reported having confidence in the school to assist them when they needed more help and encouraged them to achieve their best. They felt that teachers and staff supported their individual learning styles and the experiences that were provided to them were engaging and varied. They expressed a strong sense of belonging to the school.

Of our parent and caregivers 60% of families responded to the survey with 100% of the responders expressing their positive satisfaction with the school its staff. These areas include: the staff of the school catering to the abilities and interests of their child, being approachable when there is a concern and teachers who teach students at their point of need. They indicated that the teachers and Principal were approachable and had the students at the centre of their philosophy. Parents and caregivers stated that our small school setting catered for individual learning styles and provided learning and social opportunities with similar sized schools. They also stated that they appreciated information being delivered in person, by email or by phone contact.

Staff reported a feeling of being valued and supported at work. They felt that everyone was working with a shared vision to support and improve student learning. Staff also expressed that the school worked well alongside the community and was led and managed well.

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.