

# Greenacre Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Greenacre 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 school 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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### Message from the principal

2019 was my first year as principal at Greenacre Public School and it was wonderful getting to know everyone involved with the Greenacre Public School community. Whilst change and something new can be difficult for some, it is seen as an opportunity for growth and development by others. This optimistic view of change is held by many in the Greenacre Public School learning community and it has been great to see how we have come together across 2019 to make an already great school even stronger.

A lot of time in my first year was spent looking at our purpose as a school and evaluating school programs, practices and procedures. I took the time to meet individually with all staff, many students and many parents to learn about Greenacre Public School. Out of these valuable conversations came some main areas to focus on as a school; communication, culture and teaching and learning.

We began by defining the type of culture we wanted to create at Greenacre Public School and many discussions and professional learning took place around our purpose and values as a school and community. Our new school purpose "Children are at the core of everything we do" along with five overarching values of honesty, respect, teamwork, communication and personal growth were collaboratively developed and these now guide the Greenacre Public School community in everything we do. We set high learning expectations, and aim to teach students to persist through challenges and to be caring, tolerant and respectful of themselves, others and the world around them.

The achievements and opportunities that are outlined in this report are possible due to the combined efforts of our very dedicated, professional teachers, our highly supportive administrative staff who facilitate our endeavours and the valued partnership of our parents and community partners, including our Parents and Citizens (P&C) organization that continually support the school and have warmly welcomed me into the community. It is a privilege to lead and be a part of such a great school community and I thank all of our stakeholders and contributors for your wonderful contributions to our school in 2019.

# School background

## School vision statement

Greenacre Public School is committed to providing quality education through collaboration, communication, creativity and critical thinking. We will develop confident, self-motivated, respectful and resilient citizens for future success.

## School context

Greenacre Public School is located within the Bankstown area of Sydney and serves a multicultural community. As a large and complex school, it is able to offer many educational opportunities across a wide range of educational areas. It has three classes for those students with special learning support needs (an IM class and two IO classes), and a class for those students who are academically gifted (an OC class). In addition to the basic skills of literacy and numeracy, which continue to be important focuses within the school, public speaking, student leadership, Stephanie Alexander Kitchen Garden Program, performing arts and sport are highlighted.

The school's core values are:

Honesty, Communication, Teamwork, Respect and Personal Growth

## 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

Strong Commitment to Quality Teaching and Learning

### Purpose

To create a school culture where evidence based teaching practice underpins improved student results through differentiated teaching to promote excellence in learning.

### Improvement Measures

Visible evidence of differentiation in all teaching and learning programs.

At least 10% increase in the number of students achieving in the top 2 bands of NAPLAN in Reading, Writing and Numeracy for both Year 3 and Year 5.

(Based on 2017 data).

Increase in the percentage of students achieving stage appropriate outcomes based on the syllabus and teacher judgment.

(Based on 2018 T4 data).

### Overall summary of progress

The purpose of this Strategic Direction is around creating a culture of evidence based teaching practice to promote excellence in teaching and learning. A lot of work has occurred in this space across 2019 with staff collaborating to create a shared purpose for the school. Staff, students and community also worked together to develop 5 values that represent Greenacre PS. This purpose and values will drive every we do as a school and every decision we make. With a new principal coming in, this direction was centred on school culture and the next steps will be to move into evidence based teaching and learning.

### Progress towards achieving improvement measures

#### Process 1: Differentiation

School leaders and teachers will design, implement and evaluate differentiated practices across the school, supported by data and enriched with explicit feedback for students and parents.

Evaluation	Funds Expended (Resources)
<p>A whole school purpose statement that reads, "Children are at the core of everything we do" was collaboratively created as a result of all staff working together. Staff, students and community were also involved in a process of determining 5 values we wanted to be representative of our school. Clear expectations and guidelines around the culture we want to create and how the values link to that are also being developed as a part of this process.</p> <p>Staff worked closely with executive to narrow the focus for quality teaching and learning. Grade teams met together each week, with support of Deputy Principal Instructional Leaders and Assistant Principals to plan, assess and complete professional learning linked to literacy and teachers built their knowledge of syllabus documents unpacking content and beginning conversations around differentiating what teaching and learning looks like.</p> <p>School executive focused on coming together as a team and developed an executive vision and charter, outlining expectations for how the leadership team would operate. Professional learning around leadership and emotional intelligence was undertaken across the year and the charter now guides how executive work together and how they embody the culture of the school.</p>	Professional Learning \$ 55 000

## Progress towards achieving improvement measures

### Process 2: Improving Teacher Pedagogy in Literacy and Numeracy

Teaching and learning sprints will drive targeted teaching and improved learning outcomes.

Teachers will implement a teaching and learning cycle based on data and focused on improving student outcomes.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Programs were stripped right back to ensure all staff understood how to use data and outcomes to drive planning and teaching. Short, sharp phonics and phonemic awareness lessons were built into weekly timetables to support the L3 teaching and learning taking place.	Professional Learning Employment of Deputy Principal Instructional Leaders  \$160 000

## Strategic Direction 2

Active, Self-Motivated Creative Citizens

### Purpose

To ensure a student centred learning environment which inspires and empowers students to communicate, collaborate and use critical and creative thinking. .

### Improvement Measures

Students are able to apply critical and creative thinking skills and integrate information and communication technology to effectively problem solve.

Base line data 2017 term 4 ICT survey and focus group 2018 term 1.

Increase the ability and confidence of teachers to effectively utilise a range of Information and Communication Technology to enhance and support learning and embed general capabilities across the curriculum.

Increase the community's knowledge and understanding of social and ethical protocols and practices in ICT.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Pedagogy

Implement innovative and flexible learning practices into classrooms.

Evaluation	Funds Expended (Resources)
<p>The school continued to expand its use of flexible furniture and the pedagogy to go with it.</p> <p>The school started the process of redesigning our library space to enhance collaboration, communication and inquiry. The librarian took part in a range of professional learning to support this and created working groups with staff, students and community to plan out what the space would look like and be used for. All new furniture based on open plan design and learning was purchased, creating different spaces.</p>	<p>Remodelling of library and spaces across the school</p> <p>\$50 661</p>

#### Process 2: Digital Citizens

Integration of technology that enhances learning in all teaching programs and classrooms.

Evaluation	Funds Expended (Resources)
<p>Our school continued its partnership with Datacom. This involved a specialist teacher working in the classroom shoulder to shoulder with teachers to support them in integrating software programs linked to what they were teaching. This was extended to our support classes as well and resulted in better use of iPads across the curriculum. The school also took part in a technology audit which resulted in equitable access and use of technology across all grades.</p> <p>Teachers utilised stem share kits to implement movie making and 3D printing into their programs.</p>	<p>Professional Learning</p> <p>Technology – hardware and software</p> <p>\$220 500</p>

## Strategic Direction 3

### Evaluative Thinking Drives Best Practice

#### Purpose

To focus on reflective practices that help improve whole school achievement and create a culture that values evaluative thinking.

#### Improvement Measures

Increased collaboration of teachers to observe and model effective practices and feedback.

Students to have an increased awareness of their growth and future direction by setting academic, social/emotional and ICT goals.

Parents to have an increased understanding of the assessment practices implemented and the school strategic directions.

#### Progress towards achieving improvement measures

##### Process 1: Evaluation Practices

Implement a whole school approach to data collection, monitoring and evaluation.

Evaluation	Funds Expended (Resources)
Structures are being developed across the school in regards to purposeful data collection. Data days are now in place where teachers meet individually every fortnight with the Deputy Principal Instructional Leader to identify students at risk, students on track and students working beyond. Teachers are now having regular conversations about what the data is saying and adapting their teaching as a result.. This has led to greater understanding of how to break down the syllabus and teaching and learning activities to ensure all students are improving	Data days Hour of Power \$90 000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Staffing allocation: \$320 148  Flexible allocation: \$188 930	<p>SLSOs were employed to support identified students from Kindergarten to Year 6. As well as academic support in the classroom, SLSO's also spent time with numerous students on the playground, supporting them to make friends and build positive relationships. All students involved were identified via the Learning Support Team from NCCD data, behaviour data, and identified students with funding.</p> <p>Speech Therapists and Occupational Therapists were employed to work with our support unit students and classes. As well as supporting students this also built the knowledge and understanding of our staff in the areas of oral language and speech as well as fine and gross motor ability.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$158 046	<p>QTSS funds were used to release executive staff a day a week, allowing them time to observe, coach and mentor classroom teachers. Observations, demonstration lessons and feedback took place around a teaching and learning and this was done in conjunction with team meetings each week, allowing teams to build their understanding of the teaching and learning focus. As a result of this, changes occurred in relation to curriculum and syllabus understanding and teachers improved their practice through modelling and team teaching as well as increasing their understanding of how or program and assess effectively.</p>
<b>Socio-economic background</b>	Staffing Allocation: \$202760  Flexible Funding: \$1097240	<p>Speech and Occupational therapy has been provided weekly to students in Kindergarten, Year 1 and the Support Unit. This has proven to be effective in identifying and meeting the needs of students early in their education. Staff also receive training while observing and participating in sessions. Weekly progress is monitored and lessons are planned accordingly. The collection of pre and post data is shared with teachers and parents of identified students with specific needs. The therapists also meet with parents and provide feedback</p> <p>A Community Liaison Officer was employed 5 days a week to promote and enhance parent participation. The school has a dedicated hub that our liaison officer works from, facilitating and providing families and parents with learning in a range of areas including English conversational classes, cooking classes, floristry and technology.</p> <p>A number of extra staff and positions were created to support the school. These included;</p> <p>– External coach was employed one day a week to mentor the executive and support wellbeing programs across the school.</p>

<p><b>Socio-economic background</b></p>	<p>Staffing Allocation: \$202760</p> <p>Flexible Funding: \$1097240</p>	<ul style="list-style-type: none"> <li>– Deputy principal instructional leader to work shoulder to shoulder with teachers across 3–6 in literacy and numeracy.</li> <li>– An Assistant Principal Languages was created and trialled in Term 4. Our school is entitled to 5.4 teachers to support students from language backgrounds other than English. An AP position was created to support and build the capacity of the EALD teachers across the school.</li> <li>– Two teachers, 2 days a week, along with an SLSO 2 days a week to support the Stephanie Alexander Kitchen Garden program.</li> <li>– All teachers were provided with an extra hour per week release from face to face teaching for Hour of Power (HOP). HOP provided time for teachers to work together as a grade to focus on current research and best practice.</li> <li>– Employment of extra classroom teachers and interventionists to allow for targeted support in teaching, learning and behaviour</li> </ul> <p>The school also funded a music program and a sporting program for all students, ensuring they were being provided opportunities that they may not access outside of school. Teachers also built their capacity in these areas through taking part each week with a specialist teacher.</p> <p>The school also provides student assistance in uniforms, excursions and resources for any families requiring it due to financial hardship.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$41067</p>	<p>Every beginning teacher was given a mentor to meet with each week and provided with additional time off class to work with that mentor. A beginning teacher mentor role statement was created to support the process.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Refugee funding \$12143</p>	<p>EAL/D specialist and class teachers collaborate to plan, program, assess, provide feedback and report on EAL/D students' progress. Teaching and learning programs across KLA's explicitly include the English language and literacy demands of the subject and utilise differentiated teaching and learning approaches to develop students' vocabulary. Additionally, newly arrived students access daily intensive English language program (New Arrivals Program) which focuses on the basic language skills that will support social interactions as well as prepare them for the language needed for the classroom to access the curriculum. EAL/D specialists develop and implement targeted EAL/D teaching and learning programs using evidence based second language acquisition teaching practices to develop EAL/D learners' academic language proficiency. Data on</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Refugee funding \$12143</p>	<p>EAL/D students' welfare, wellbeing and academic needs is systematically distributed and considered by teachers and teams across the school including the executive. Using the EAL/D School Evaluation Framework the EAL/D identified the areas that the school was excelling and what could be further developed. This led to the creation of the Greenacre Public School EAL/D Strategic Plan to assist the school in improving EAL/D education and outcomes for all students. As a result, these programs occupy a central place in the everyday teaching and learning of students at Greenacre Public School, where students feel safe, valued and understood.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	451	467	478	467
Girls	346	378	386	374

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	90.4	90	88.4
1	91.7	88.6	87.7	87.6
2	94.1	89.6	90.4	88.4
3	92.9	90.8	88.9	89.7
4	92.6	89.9	89.1	87.3
5	92.2	90.3	90.3	90.3
6	92.1	91.6	87.4	87
All Years	92.4	90.2	89.1	88.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	35.32
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	3
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	1
School Administration and Support Staff	7.87
Other Positions	2.8

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,114,197
<b>Revenue</b>	10,204,830
Appropriation	9,937,666
Sale of Goods and Services	69,599
Grants and contributions	191,994
Investment income	5,570
<b>Expenses</b>	-10,085,891
Employee related	-8,567,673
Operating expenses	-1,518,218
<b>Surplus / deficit for the year</b>	118,939

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	669,887
<b>Equity Total</b>	2,443,543
Equity - Aboriginal	4,774
Equity - Socio-economic	1,300,000
Equity - Language	629,692
Equity - Disability	509,078
<b>Base Total</b>	5,370,015
Base - Per Capita	209,386
Base - Location	0
Base - Other	5,160,628
<b>Other Total</b>	1,266,881
<b>Grand Total</b>	9,750,327

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Greenacre Public School used the 'Tell Them From Me Survey' in 2019 to seek the opinions of our parents/carers, students and staff about the school.

**The following results are from the 2019 'Tell Them From Me' Parent Survey.**

Parents were asked questions across a number of areas. For **two-way Communication with Parents**, Greenacre Public School rated 70% compared to NSW Government Norm of 74%. The highest ranking responses in this area were; 81% of parents and carers believe the written information from the school is in clear, plain language and 77% believe student reports are written in terms they can understand.

In the section titled **Parents support learning at home**, Greenacre Public School rated 84% compared to NSW Government Norm of 63%. The highest ranking responses were; 82% of parents and carers ask about challenges their child might have at school, 89% encourage their child to do well at school and 86% praise their child for doing well at school.

For the **School supports learning at home** section of the survey, Greenacre Public School rated 77% compared to NSW Government Norm of 73%. The highest ranking responses were; 83% of parents and carers believe their child is encouraged to do their best at school, 82% believe teachers show an interest in their child's learning and 88% believe their child is clear about the rules for school behaviour

In **School supports child's behaviour**, Greenacre Public School rated 72% compared to NSW Government Norm of 74%. The highest ranking responses were; 81% of parents believe their child feels safe going to and from school and 70% believe teachers help students who need extra support

### **Students**

Students were surveyed to see how they feel about the school. The results for the social – emotional outcomes were as follows;

89% of students participate in sports with an instructor compared to NSW Government Norm of 83%

43% of students participated in extracurricular activities compared to NSW Government Norm of 55%

76% of students feel accepted and valued by their peers compared to NSW Government Norm of 81%

84% have positive relationships with friends at school they can trust compared to NSW Government Norm of 85%

94% value schooling outcomes and have a strong bearing on their future compared to NSW Government Norm of 96%

53% do homework with a positive attitude and in a timely manner compared to NSW Government Norm of 63%

79% are interested and motivated to learn compared to NSW Government Norm of 78%

87% try hard to succeed in their learning compared to NSW Government Norm of 88%

### **Teachers**

Teachers were surveyed in a range of areas across the school. In the area of **Leadership**, Greenacre Public School rated 72% compared to NSW Government Norm of 71%. The highest ranking responses in this section were; 77% of teachers work with school leaders to create a safe and orderly school environment and 76% of teachers believe school leaders help staff create new learning opportunities for students.

In the area of **Collaboration**, our school rated 78% which was the same as NSW Government Norm for collaboration. The highest ranking responses were; 87% teachers talk with other teachers about strategies that increase student engagement, 82% of teachers discuss learning problems of particular students with other teachers and 79% discuss own learning goals with other teachers

For **Learning Culture**, Greenacre Public School rated 81% compared to NSW Government Norm of 80%. The highest ranking for responses in this area were; 85% teachers discuss the learning goals with students for lessons, 87% teachers monitor the progress of individual students and 85% set high expectations for student learning.

In **Data Informs Practice**, Greenacre Public School rated 80% compared to NSW Government Norm of 78%. The highest ranking responses were; 86% of teachers believe assessments help staff to understand where students are having difficulty, 80% regularly use data from formal assessment tasks to decide whether a concept should be taught

another way and 80% give students feedback on how to improve their performance on formal assessment tasks

For **Inclusive School**, Greenacre Public School rated 86% compared to NSW Government Norm of 82%. The highest ranking responses were; 91% of teachers establish clear expectations for classroom behaviour and 89% strive to understand the learning needs of students with special learning needs

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

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.