

# 2020 Annual Report

## Charlestown East Public School



4194

# Introduction

The Annual Report for 2020 is provided to the community of Charlestown East 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.

## School contact details

---

Charlestown East Public School

James St

Charlestown, 2290

[www.charlestoe-p.schools.nsw.edu.au](http://www.charlestoe-p.schools.nsw.edu.au)

[charlestoe-p.school@det.nsw.edu.au](mailto:charlestoe-p.school@det.nsw.edu.au)

4943 5173

## School vision

Charlestown East Public School focuses on each child as an individual in an environment where students are supported to improve on their personal best in academic, cultural and sporting pursuits. Quality teaching and reflective practice provides the foundations for a learning environment that motivates and engages students and prepares them for future learning. The whole school community works together to foster a positive and welcoming environment where everyone is valued.

## School context

Charlestown East PS is a proud member of the Whitebridge Community of Schools. An enrolment of 307 consists of 12 mainstream classes and 3 multicategorical classes. The school works with the Aboriginal community, including the Minimbah AECG to support the 8 students of an Aboriginal background.

The dedicated and caring staff work collaboratively to provide learning experiences that are engaging and are differentiated to cater for the individual needs and interests of the students. Opportunities are provided for all students to pursue their academic, cultural and sporting interests through a varied in school program, as well as utilising the resources outside the school including activities organised by WCoS. School teams and groups proudly represent the school in netball, soccer, touch football, swimming, athletics, choir, StarStruck dance and drama, public speaking and debating.

The school prides itself on its strong sense of community with staff, parents and students working together towards ongoing school improvement. Strong partnerships between all members of the school community are valued and contribute to a shared vision for the school. The WCoS facilitates a learning community beyond the school, with regular planned activities that support and engage parents, students and staff, including kindergarten and high school transition, enrichment workshops, Charlestown Cup, professional learning and professional networks.

The school focuses on preparing students for future learning and providing them with the skills to be positive citizens. All classrooms have access to the wifi network, providing internet access for the ipad and laptop mobile libraries that are utilised by students K-6 on a daily basis. The Tree of Values/You Can Do It Program ensures explicit teaching of the core values and communicates clear expectations for behaviour, facilitating a caring, inclusive and welcoming school environment. A culture of inclusion is valued and is promoted and celebrated through school events and positive communication.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Focused Teaching

#### Purpose

Quality pedagogy and reflective practice are embedded in the teaching and learning cycle. Passionate and skilled teachers collaborate to provide engaging and differentiated learning that is informed by evidence.

#### Improvement Measures

A consistent, best practice model for the explicit teaching of Maths and English is implemented in all classrooms.

Staff adopt evidence based practices to improve teaching capacity and student outcomes.

All teaching and learning programs include adjustments for learning and/or IEPs for students with additional needs.

#### Overall summary of progress

- Program reviews are evidence that the explicit teaching model is being implemented in the majority of classrooms.
- 'What Works Best' (CESE 2014) was used as the basis for the 2018-2020 school plan. The evidence based practices of high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing and collaboration were all incorporated into the school plan. This was supported also by the Grattan Institute's report 'Targeted Teaching- how better use of data can improve student learning' (2015). These have been a focus of professional learning in 2020.
- The Focus on Reading Program (DoE 2011) was the basis for discussion about improving reading comprehension as this was identified as an issue in NAPLAN. 'Teaching Comprehension Strategies:K-12' (DoE 2010) summarises the research on understanding texts and determined that explicit teaching of the comprehension strategies is necessary to support understanding of texts. This led to the implementation of the Super 6 comprehension strategies across the school.
- In order to develop consistency of practice and an understanding of best practice in the teaching of reading, 'Effective Reading in the Early Years of School' (CESE 2017) was used for professional learning and led to the development of a guided reading scaffold for use across the school.
- The school commenced a 3-year professional learning project 'Visible Learning', based on the research of John Hattie. During 2020, the staff developed a shared understanding of Visible Learning and gathered data to inform our focus areas for this project.

#### Progress towards achieving improvement measures

##### Process 1: *Classroom Practice*

Developing a detailed and structured plan to provide opportunities for collaboration ,reflection of practice and targeted professional learning to embed ongoing improvement in the school culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Due to COVID-19 staff collaboration, coaching and mentoring processes were significantly impacted. The whole school professional learning plan, however, continued to be implemented in a different format and was adjusted to cater for the needs of staff as new online platforms were used for teaching in a remote learning environment.</li><li>• The Visible Learning Impact Coach was able to coach and mentor staff in Semester Two as we began to implement Visible Learning, with classroom walkthroughs and professional conversations about practice becoming more regular and a part of normal daily practice. These strategies significantly impacted teaching practice.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$63115.00)</li></ul>

##### Process 2: *Pedagogy*

Developing of quality teaching programs across the school that align with the curriculum, scope and sequences and 'what works best'

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Scope and sequences have been developed and are implemented in spelling, grammar, punctuation, mathematics, science and geography/history.</li><li>• A continued focus on staff using the programming template and the lesson scaffold has provided an ongoing improvement in the quality of teaching programs and compliance with curriculum guidelines.</li></ul>	Planning days for Visible Learning Impact Coach and team \$2000

### Process 3: Assessment

Implementing a whole school assessment schedule incorporating a cycle of regular data collection, analysis, and teaching at the point of need.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The whole school assessment schedule was reviewed to ensure a sequential recording of data across the school year and includes tasks that inform teaching. Inaccuracy and inconsistencies in the data in Sentral was identified.</li><li>• 5-week data checkpoints are embedded with changes made to the focus at each checkpoint, with a focus on a deeper level of teacher engagement in the data. Reflection sheets were completed by staff for whole school planning, to identify the need for targeted support and to ensure that staff have identified the areas / the students for their teaching focus.</li></ul>	

## Next Steps

- Review of lesson scaffold and programming template to ensure that it incorporates the language and components of Visible Learning.
- Another review is required of the assessment schedule to ensure that it includes tasks that inform progress and achievement and provide data to calculate effect sizes. Consideration also needs to be given to the appropriateness and value of the tasks to teaching.
- Accuracy of the data collected will be a focus. Professional learning in conducting and recording running records will be planned to address this.
- A writing scope and sequence will be developed to incorporate Seven Steps.
- Supervision procedures will be focused on the alignment of teaching programs with the scope and sequences.

## Strategic Direction 2

### Engaged Learners

#### Purpose

To develop a school culture that reflects a love of learning. The learning environment inspires learners to improve on their best and provides them with the skills and knowledge to prepare for future learning.

#### Improvement Measures

TTFM Student Survey data reflects at or above state average % of students who are : Interested and Motivated, experience High Skills/High Challenge tasks

NAPLAN growth Year 3 to 5 in Reading and Numeracy is at or above state expected growth.

Premiers Priority : Increase the proportion on NSW students in the top two skill bands by 8% by 2019

90% of students K-6 achieve the expected RRL in accuracy and comprehension: K=6, Year 1=16, Year 2 = 26, Year 3 = 30.

#### Overall summary of progress

- On average from 2018-2019, 83% of students achieved the expected reading level, missing the target by 7%
- On average from 2018-2020, 88% of students' spelling age is above their actual age. Over this period an average of 49% of students demonstrated a year's growth for a year's learning.
- On average from 2018-2019, 90% of students achieve sound or above on semester reports in English and 95% in Maths.
- Year 3 performed above the state and SSSG in the check-in assessment in reading and numeracy.
- The target in NAPLAN reading is to have between 50.4%-55.4% in the top 2 skill bands. Actual achievement in 2019 was 50.7% = met target.
- The target in NAPLAN numeracy is to have between 38.2%-43.2% in the top 2 skill bands. Actual achievement in 2019 was 33.8%. Improvements have been seen every year since 2016= close to target.
- The target for expected growth in NAPLAN reading is 61.8%-66.8%. Actual achievement in 2019 62.5% = met target.
- The target for expected growth in NAPLAN numeracy is 70.4%-75.4%. Actual achievement in 2019 37.5% =below target.
- Improvements have been seen every year since 2016, with the exception of a considerable dip in 2019 numeracy.
- On average across 2020, 40% of students in Years 4-6 had scores in the TTFM survey that placed them in the high skills/high challenge quadrant, which is 10% below the government norm.

#### Progress towards achieving improvement measures

##### Process 1: *Student Feedback*

Increasing engagement in student learning by build staff capacity to provide opportunities for student feedback in lessons

Evaluation	Funds Expended (Resources)
With the engagement of Corwin to deliver a professional learning package, our focus areas changed to accommodate their suggested learning schedule. Feedback was discussed in a general sense with the staff in the introductory Visible Learning workshop but due to the complexity of feedback, the decision was made to focus on this extensively in the following year.	\$12760

##### Process 2: *Future Focused Teaching and Learning*

Teaching is reflective of the changing learner and provides students with the skills for the future

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

- Technology across the school was audited and a comprehensive 4-year plan developed to ensure devices are current and operating effectively and school funds are planned to cater for the changing and growing need.

\$22000

### Process 3: *Student Engagement*

Students demonstrate increased ownership of their learning through the development of learning goals and a curriculum that is meaningful, engaging and targeted at the point of need.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• With the engagement of Corwin to deliver a professional learning package, our focus areas changed to accommodate their suggested learning schedule. Learning goals were discussed in a general sense with the staff in the introductory Visible Learning workshop but have been identified as a focus for 2021.</li><li>• Student, staff and parent survey data allowed all members of the school community to contribute to the identification of the learning dispositions important for our school. Staff worked collaboratively to develop lesson sequences to explicitly teach the learning dispositions.</li></ul>	

## Next Steps

- Learning dispositions lesson sequences will be delivered in Term 1 2021.
- All students K-6 will identify learning goals that will be recorded, reviewed and communicated to parents at parent teacher meetings in Term 1, 2021.
- A continued focus on learning differentiation and providing meaningful learning experiences will ensure that the needs of all learners are catered for.
- Data informed practice will be a continued focus to ensure that students are taught at the point of need. As Visible Learning is further embedded, teachers will develop a deeper understanding of where their learners are and where they need to move them on to next and the students will also be able to communicate this.

## Strategic Direction 3

### Inspiring Leadership

#### Purpose

*Shared and collaborative leadership is part of the school culture where teachers, students, parents and the broader learning community work together to build a positive and inclusive school community with a focus on continual improvement.*

#### Improvement Measures

Increased participation of parents in forums and surveys

Increased leadership of staff teams and school initiatives by classroom teachers

Staff surveys reflect high levels of support, inclusion and professional support in the workplace.

100% achievement of staff PDP goals.

#### Overall summary of progress

- Student survey data : 71% of students feel happy and safe at school, 26% of students feel OK at school and only 3% don't feel happy and safe at school.
- In 2019, parent survey data (54 responses) reports that 46% of parents think that their children are always happy and safe at school, 43% are usually happy and safe at school, 11% sometimes. 94% of parents rated the school's support of overall wellbeing 3+ (on a rating scale of 1-5). In 2020 (there were only 16 responses) 47% reported that their child is always happy and safe at school, 27% most of the time, 27% sometimes and 0% rarely. There was an increase of 20% in the top rated categories and a decrease in the bottom rated categories.
- Staff survey data confirms that 80% of staff feel that their wellbeing is supported.

#### Progress towards achieving improvement measures

##### Process 1: *Student Voice*

Using Student Parliament as a structured and transparent avenue for students to have input into school based decision making and provide feedback.

Evaluation	Funds Expended (Resources)
Due to the restrictions imposed by COVID-19, regular student parliament sessions did not occur and student parliament reports in the newsletter and an increased understanding of the decision making process was not achieved.	

##### Process 2: *Opportunities for Staff*

Valuing all staff are leaders in their area of work supported by planning within the school and across WCoS to enable opportunities for all staff for leadership that is fair and equitable.

Evaluation	Funds Expended (Resources)
All staff are a member of a curriculum or cross-curriculum team. Each team has participated in planning of initiatives that align with the school plan and have had input into new initiatives that will drive school improvement. All teams developed a budget, evaluated their plan and provided directions for the future.	

##### Process 3: *Community Engagement*

## Progress towards achieving improvement measures

**Process 3:** Promoting the importance of the community engagement in the effective running of the school and in the development of a positive school culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Attendance rates across 2020 varied between 75% and 93%. The school target is 84.3%-89.3%.</li><li>• A slight increase in the participation of parents in the annual parent survey was observed from 2018-2019, but a decrease in 2020.</li></ul>	

## Next Steps

- Further exploration of the concept of 'student voice' is required to ensure impact in this area in 2021. The second year of the implementation of Visible Learning will contribute significantly to this through the introduction of individual learning goals for all students. The improved processes for student parliament planned for 2020 will be actioned in 2021.
- The staff will continue to explore alternative ways of engaging the parent community in providing feedback for school improvement to ensure that a comprehensive understanding is gained.
- Staff development processes will continue to evolve and improve within the school and WCoS to ensure that all staff are developed and supported in their profession and to ensure that the learning environment within the school and the learning community is of a high standard.
- An ongoing system-wide focus on improving attendance will prompt a review of school attendance monitoring procedures in 2021 and inform changes to the strategies that the school uses to improve attendance.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$13 531.00)	Funds were used to support the learning of targeted Aboriginal students by engaging a SLSO to work on individualised programs in classrooms.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$98 195.00)	<ul style="list-style-type: none"> <li>• Funds were equitably expended to provide support to targeted students with additional needs in the classroom and playground.</li> <li>• SLSOs were provided with an improved understanding of student PLSP goals and were able to better support their needs as a result.</li> <li>• The movement of students from the bottom 2 skill bands in NAPLAN is evidence of the positive impact of the learning and support program implemented by the LAST.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$63 115.00)	<ul style="list-style-type: none"> <li>• Funds were effectively utilised to provide opportunities for staff to collaborate with their colleagues to improve practice.</li> <li>• During COVID, these funds were used to provide professional learning to staff to enable them to develop the skills to provide educational support to students in a remote/online learning environment.</li> <li>• The Impact Coach for Visible Learning was provided with additional time to gather evidence to inform our professional learning plan and support staff to implement learning intentions and success criteria in their classrooms.</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$42 146.00)	<ul style="list-style-type: none"> <li>• Budgets expended according to plan and to effectively address the needs of the school</li> <li>• All teachers and students have access to the resources that they need to teach and learn</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	141	143	173	167
Girls	104	122	136	144

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	95.8	94.5	91.1
1	94.5	94.6	93.7	93.6
2	93.7	93.2	95.1	90.3
3	94.9	92.6	93.4	91.6
4	95.2	94.8	92.8	88.6
5	94	92.7	94.2	92.5
6	92.5	93.1	92.9	95.7
All Years	94.6	93.7	93.8	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

## 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)	4
Classroom Teacher(s)	12.88
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	7.58

\*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	325,769
<b>Revenue</b>	3,701,502
Appropriation	3,604,435
Sale of Goods and Services	1,235
Grants and contributions	94,650
Investment income	811
Other revenue	371
<b>Expenses</b>	-3,599,896
Employee related	-3,274,937
Operating expenses	-324,959
<b>Surplus / deficit for the year</b>	101,606
<b>Closing Balance</b>	427,376

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	115,253
<b>Equity Total</b>	153,872
Equity - Aboriginal	13,531
Equity - Socio-economic	42,146
Equity - Language	0
Equity - Disability	98,195
<b>Base Total</b>	3,001,641
Base - Per Capita	78,866
Base - Location	0
Base - Other	2,922,775
<b>Other Total</b>	136,772
<b>Grand Total</b>	3,407,538

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

## School performance - NAPLAN

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

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

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Students

- Tell Them From Me survey data reflects that the school performs consistently above the state and SSSG in the focus areas of advocacy, sense of belonging and expectations for success.
- TTFM survey data reflects that an average of 73% (increase of 11% from 2019) of students in Years 3-6 are interested and motivated in learning; 75% (increase of 2% from 2019) are proud of their school; and 83% (decrease of 1% from 2019) have positive relationships at school.
- School survey data 71% of students reported through an internal survey that they are happy and safe at school and an additional 26% of students feel OK. Only 3% reported that they don't feel happy and safe at school.

## Parents

- In 2019, parent survey data (54 responses) reports that 46% of parents think that their children are always happy and safe at school, 43% are usually happy and safe at school, 11% sometimes. 94% of parents rated the school's support of overall wellbeing 3+ (on a rating scale of 1-5).
- In 2020 (there were only 16 responses) 47% reported that their child is always happy and safe at school, 27% most of the time, 27% sometimes and 0% rarely. There was an increase of 20% in the top rated categories and a decrease in the bottom rated categories.

## Staff

- Staff survey data confirms that 80% of staff feel that their wellbeing is supported.
- A variety of short staff surveys implemented by curriculum teams and for Visible Learning, have informed spending/resourcing that aligns with staff needs and have confirmed that the strategies and processes that have been implemented for staff wellbeing and professional development are welcomed and are having an impact on practice.

# 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.