

# 2020 Annual Report

## Ashmont Public School



4375

# Introduction

The Annual Report for 2020 is provided to the community of Ashmont 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

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Ashmont Public School

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## School vision

Ashmont Public School aims, through high expectations and quality teaching, to support all students to engage successfully in learning, to become creative and confident individuals with the personal resources for future success and wellbeing, and to live by our motto 'Yindymarra' - showing mutual respect.

## School context

Ashmont Public School is located in on the western side of Wagga Wagga with a student population of 245, 53% being of Aboriginal or Torres Strait Islander background.

An environment of high expectations for all staff and students exists within the school where we have a highly trained staff including two Instructional Leaders who lead school professional learning in Literacy and Numeracy and provide continuous evaluation and analysis of data to inform and direct teaching and learning across the school. The use of funding from the School Budget Allocation Resource has enabled us to employ additional staff to support our students through reduced class sizes, School Learning Support Officers, an Aboriginal Education Officer and Literacy and Numeracy Interventionists.

The school itself provides spacious playgrounds for successful and dynamic programs in sports, dance and sustainable outdoors education. Our facilities include stimulating learning spaces that incorporate technology to engage and inspire students.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Excelling
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	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

### Quality Learning Culture

#### Purpose

To provide meaningful, challenging quality educational experiences that are differentiated and lead to improved learning and the pursuit of excellence for all students.

To deliver whole school practices that build wellbeing, resilience and support the learning engagement of all students

#### Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities to or above 20.7% in Numeracy and 25.5% in reading.
- 66.5% or above of students will achieve their year appropriate expected growth in reading and 56.9% or above in Numeracy.
- Improved levels of student engagement and wellbeing with attendance being at or above 74.9% and wellbeing at or above 90.2%.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

Deliver authentic learning experiences with visible learning intentions and meaningful feedback that enables students to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>All teachers took part in professional learning, working through each of the modules of "What Works Best" 2020 update. Professional discussion, practice sharing and classroom observations identified the consistent application of effective teaching practices within all classrooms while individual student learning goals were negotiated, evaluated and updated at regular termly intervals.</p> <p>Over last 3 years results in the top 2 bands for reading and numeracy have fluctuated and are currently sitting at 8.5%, with our Aboriginal cohort working slightly above 9%. NAPLAN results over 5 year period for both year 3 &amp; 5 above 'like schools' but below state level.</p> <p>2020 Check in Assessment had the school achieving 27.3% in the top two bands in both reading and numeracy. Once again above similar schools but below state results.</p>	<p>Monthly PL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$43754.00)</li></ul>

##### Process 2: Personalised Learning

Learning is informed and directed by assessment data. Programs are differentiated. Timely targeted intervention or enrichment is provided and students.

Evaluation	Funds Expended (Resources)
<p>Executive evaluated and updated the assessment schedule, after feedback, creating a more manageable document. Evaluation feedback from teachers and executive led to the revision of whole school programming formats for Literacy and Numeracy to effectively show explicit differentiation of teaching and learning. Further professional learning on the Learning Progressions and consistent input of data in focus areas during monthly Professional Learning sessions, directed targeted intervention in Literacy and Numeracy.</p> <p>COVID home learning was collaboratively planned across stages and with adjustments to suit individual learning needs.</p>	<p>Interventionists</p> <p>Instructional Leader EAFS</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$163254.00)</li><li>• Literacy and numeracy (\$45941.00)</li></ul>

## Progress towards achieving improvement measures

### Process 3: Student Wellbeing

Implement whole school evidence-based, wellbeing programs to support students' social, emotional, physical and spiritual development. (Positive Behaviour for Learning, Trauma informed teaching practices, Live life Well)

Evaluation	Funds Expended (Resources)
<p>Positive achievements in Wellbeing have been driven by whole school implementation of PBL, a school funded support class, a strong emphasis on explicit teaching of positive behaviours, as well as relationship building and cultural connection.</p> <p>For the year of 2020 to term 3 whole school attendance sat at 88.28% . In 2020, 42.8% all students were at or above 90% and 36.9% Aboriginal students attending at or above 90%., well below Department generated targets.</p> <p>85% of students reported positive wellbeing using the Tell Them From Me Survey. Baseline target for positive wellbeing was 79.8% . 2020 snapshot term 1 saw a rise to 85.23% which is identified as the lower bound of our target.</p> <p>Suspension data shows historical rates averaging at 76 over the years between 2015-2019. The rate reduced dramatically from 89 suspensions 2019 to 19 suspensions in 2020.</p>	

### Next Steps

Continuation of the initiative to develop a culture of effective teaching practice through a focus on, explicit teaching, success criteria, assessment and effective feedback within the teaching and learning cycle, focused on the improvement of all students' reading and numeracy achievement.

All staff analyses student progress and achievement data and a range of other contextual information to identify individual student learning needs.

The school utilises a wellbeing framework to enable safe and supportive learning culture.

## Strategic Direction 2

### High Quality Teaching

#### Purpose

To provide a supportive and stimulating professional environment, where teachers are committed to implementing the most effective explicit teaching methods that are evidence based, within a culture of collaboration and high expectations, with a particular focus on teaching Literacy and Numeracy, to students at all levels of achievement, in all subject areas.

#### Improvement Measures

- All teachers deeply and collaboratively analyse internal and system data, in order to plan and implement personalised learning in Literacy and Numeracy.
- Systematic processes allow all teachers to engage in collaborative teaching practices, professional feedback and the development of professional learning to maintain accreditation standards.

#### Progress towards achieving improvement measures

##### Process 1: Research Based Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy, numeracy, science and technology teaching practices. (eg, L3, TEN, STEM)

Evaluation	Funds Expended (Resources)
All teachers have engaged in professional learning to develop capacity in delivery of evidence-based teaching pedagogy in literacy and numeracy. Feedback from staff identified areas for professional learning in line with the School Plan and Performance and Development Procedures. Shared goals in Literacy and Numeracy allowed for economic allocation of resources with the ability to differentiate the learning to accommodate teacher development and experience. Due to a lack of relief staff and COVID-19 restrictions, Ashmont's whole Stage Professional Learning sessions lead to a greater focus on collaborative practices in fortnightly Stage meetings as well as remote professional learning. Staff continued to work with Instructional Leaders on Learning Progressions, Data analysis and Learning sprints.	

##### Process 2: Collaborative Practice

Strengthen collaborative practices through fortnightly opportunities to gain a shared understanding of Learning Progressions and valid teacher judgement in assessment analysis.

Evaluation	Funds Expended (Resources)
Regular Stage based Professional Learning sessions conducted by Instructional Leaders EAfS and Aboriginal 3-6 allowed staff to gain a strong understanding of Learning Progressions with an in depth focus on Creating Texts and Quantifying Number. Staff feedback indicated that 100% of staff showed greater confidence in using Learning Progressions. Tell Them From Me Teacher Survey scored 8.5 school mean for collaboration, (state mean 7.8).	

##### Process 3: Evaluative Practice

Continual reflection, evaluation and monitoring of the impact of programs and approaches used by all teachers improving practice as required.

Evaluation	Funds Expended (Resources)
School Leaders regularly monitor and evaluate whole school practices and	

## Progress towards achieving improvement measures

milestones in consultation with all stake holders and supported by Principal School Leadership. Evaluation, revision and trialing of new programming formats to include Learning Progressions and greater differentiation of learning has commenced. During staff meetings, teachers take a major role in identifying evidence to inform the schools self-assessment on the School Excellence Framework, leading to the collaborative decision making in regard to future school directions.

## Next Steps

Professional learning is designed to meet student needs, identified through current system, school and classroom data about progress and achievement.

Regular dedicated time is planned throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.

Teachers regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

## Strategic Direction 3

### Leading Learning Partnerships

#### Purpose

To create a learning environment with a culture of high performance that demonstrates leadership and organisational improvement that is responsive to community need.

#### Improvement Measures

All aspiring leaders build their capacity through professional learning opportunities, mentoring and coaching.

Improved student attendance.

Increased parent involvement in school planning and evaluation, information sessions, assemblies and school community events.

#### Progress towards achieving improvement measures

##### Process 1: Leadership Development

Support is provided to build current and aspiring leaders' capacity to lead curriculum, wellbeing and organisational practices through targeted professional learning, PDP planning, coaching and mentoring.

Evaluation	Funds Expended (Resources)
The Performance and Development procedures identified areas for professional learning and support for all staff. Early career teachers were allocated mentors and accessed Beginning Teacher professional learning and additional release. Three early career teachers gained accreditation at Proficient level. Assistant Principals and Instructional Leaders participated in professional learning, however due to COVID restrictions this occurred remotely and did not allow for inter school peer visits to build capacity in their roles. Ashmont Principal participated online learning, network meetings and forums, peer discussions and Principal School Leadership support to develop leadership skills and prepare for the new Strategic Improvement Plan cycle.	

##### Process 2: Management and Communication

All school staff are supported to develop skills for successful operation of administrative systems and positive and respectful community communication delivery.

Evaluation	Funds Expended (Resources)
Ashmont Public school transitioned from hard copy School Bulletins to digital using Microsoft Sway uploaded to school website, Facebook and new school App "School Stream".  An Assistant Principal was released weekly to monitor student attendance coordinating formal fortnightly attendance meetings, liaising with Departmental support(HSLO, ASLO) as well as external agencies. School use of SENTRAL text messaging allowed an increase in informal and formal communication with families. The purchase of a school bus provided assistance to families in need of support in transporting students to school. Facebook and School Stream App and Sway Bulletins focused on positive attendance and weekly/termly/yearly 100% attendance awards rewarded students showing positive attendance.  Provision of a wide of engaging learning opportunities and supportive wellbeing processes have been the focus to enhance school engagement leading to whole school attendance at 84.2% and Aboriginal student attendance at 81.1%. Students attending at or above 90% is 42.8% and	Additional AP release  Toyota Hiace bus  School Stream App  SENTRAL messaging  <b>Funding Sources:</b> • Socio-economic background (\$81675.00)

## Progress towards achieving improvement measures

Aboriginal 36.9%, below system created targets.

### Process 3: Community Engagement

Opportunities are readily available for the whole school community to participate in planning, evaluative practices, educational and wellbeing information delivery, mentoring, extra-curricular activities and transition processes.

Evaluation	Funds Expended (Resources)
<p>COVID-19 restrictions greatly impacted school community focused events. The use of online platforms such as Zoom, See Saw, Google classroom and Facebook allowed the school to engage, with limited success due to limited access to digital technology, in the sharing of our NAIDOC celebrations, Personalised Learning Pathways, Book Week activities, Easter Hat parades and Education Week performances.</p> <p>The Learning Journey presentations allowing every student to explain in their own words, about their learning goals and achievements throughout the year, were this year presented in hard copy to families. Without the whole school community face-to-face engagement that was offered during Learning Journeys, when parents would be supported to take part in the Tell Them From Me survey, parent participation dropped from 78% to 10% making the reliability of responses less valid.</p> <p>Parents access school communication through Sway, Facebook and the School Stream App. Limited Tell Them From Me Survey responses indicates a 7.5 mean (above State 6.6) that parents feel informed about academic, wellbeing and future opportunities for their children.</p> <p>Kinderstart transition program allowed for the 35 preschool students and their parents and carers to gain confidence in their ability to successfully transition into a full time educational setting as well as allowing staff to gain early assessment data to best cater for future learning needs, accessing any early learning support and external agencies involved with the students.</p>	<p>0.2 staffing- Kinderstart</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$21343.00)</li></ul>

### Next Steps

The school works to build collaborative partnerships with students, staff, families, communities and other organisations to support students and school communities through regular, open and responsive interactions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Instructional Leader Aboriginal 3-6 \$163254.00 DoE: Aboriginal Education and Communities  Aboriginal Education Officer- non flexible funding  Five temporary SLSOs employed (0.84 PT)  Wiradjuri Language program  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$322 356.00)</li> </ul>	Instructional Leader worked to increase engagement and the proportion of students in the top 2 bands of NAPLAN in reading and numeracy as well as with the teachers to improve pedagogical practice. Check in assessments Year 3 students scored 46.1% in Reading and 51.1% in Numeracy and Year 5 Reading 42.5% and Numeracy 46%, all above similar schools except Year 5 Reading.  The implementation of cultural programs across the school including the Wiradjuri Language program were greatly impacted by COVID restrictions, however with the support of our AEO and Aboriginal SLSOs all students were able to engage successfully in Aboriginal education and culture.
<b>Low level adjustment for disability</b>	Learning Support Teacher- non flexible funding  SLSO 0.84  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$157 565.00)</li> </ul>	Regular monitoring through the Learning Support Team, employment of SLSOs, implementation of sensory regulation program, targeted professional learning in Autism, Trauma Informed Teaching Practices and interventionist support has allowed students to achieve growth in their learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional release PL  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$51 238.00)</li> </ul>	All teaching staff have taken part in ongoing remote and small group professional learning and collaborative discussion and planning. TTFM teacher survey scored 8.2 for collaboration within the school (state 7.8). Teachers are provided with peer and mentor time in line with the PDP process and aspiring leaders have had opportunities to build capacity through remote professional learning.
<b>Socio-economic background</b>	3.2 Additional Classroom Teachers and Interventionists  Student Program support  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$375 027.36)</li> </ul>	The employment of additional teaching staff allowed for class sizes to be reduced and the employment of interventionists to provide point of need support for students. The subsidising of sporting, science, cultural and creative arts programs allowed equity of learning opportunities to all students.
<b>Support for beginning teachers</b>	Additional Release  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$4 375.00)</li> </ul>	Additional release was provided to our beginning teacher in her second year for preparation, mentoring and peer observations to strengthen teacher capacity.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	103	98	122	133
Girls	132	121	123	125

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.6	91	81.5	90.1
1	88	88.7	87	88.6
2	88.3	89.4	83.9	90.3
3	88.1	88.5	86.5	90.3
4	90	86.6	84.9	89.8
5	90.5	87.7	86.2	86.9
6	88.1	86.7	82.7	86.9
All Years	88.9	88.5	84.5	89.2
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)	3
Classroom Teacher(s)	10.66
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.63

\*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>	453,671
<b>Revenue</b>	4,368,611
Appropriation	4,321,204
Sale of Goods and Services	9,913
Grants and contributions	33,978
Investment income	415
Other revenue	3,100
<b>Expenses</b>	-4,337,944
Employee related	-3,931,768
Operating expenses	-406,176
<b>Surplus / deficit for the year</b>	30,667
<b>Closing Balance</b>	484,338

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	73,756
<b>Equity Total</b>	1,129,391
Equity - Aboriginal	322,356
Equity - Socio-economic	651,804
Equity - Language	400
Equity - Disability	154,831
<b>Base Total</b>	2,103,885
Base - Per Capita	58,924
Base - Location	1,917
Base - Other	2,043,044
<b>Other Total</b>	705,610
<b>Grand Total</b>	4,012,641

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

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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, teachers and parents participated in the 'Tell Them From Me' survey which measured indicators based on the most recent research on school and classroom effectiveness. The scores for the Likertformat questions (i.e. strongly agree to strongly disagree) have been converted to a 10 point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Due to COVID and the inability to have parents supported by the provision of devices and technical assistance there was a large reduction of responses to the parent survey.

### **The results of the Parent survey with responses from 26 families showed:**

- Parents feel welcome 7.9 (NSW 7.4)
- Parents are informed 7.5 (NSW 6.6)
- Parents support learning at home 6.9 (NSW 6.3)
- School supports learning 7.5 (NSW 7.3)
- School supports positive behaviour 7.8 (NSW 7.7)
- safety at school 6.8 (NSW 7.4)
- Inclusive school 7.4 (NSW 6.7)

All results showed a slight decrease from 2019

### **The results of the Student survey showed:**

1. Advocacy at school- School mean 8.0
2. Expectations for success -School mean 8.0
3. Sense of belonging 76%

### **Aboriginal Students**

1. I feel good about my culture when I am at school. 86% agree or strongly agree.
2. My teachers have a good understanding of my culture. 89% agree or strongly agree.

### **Teacher Survey**

- Leadership 8.3
- Collaboration 8.5
- Learning Culture 8.4
- Data Informs Practice 8.2
- Teaching Strategies 8.3
- Technology 6.7
- Inclusive School 8.7
- Parent Involvement 6.9

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.