

# 2020 Annual Report

## Blue Haven Public School



4623

# Introduction

The Annual Report for 2020 is provided to the community of Blue Haven 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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## Message from the principal

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2020 has truly been a year like no other. The start of the year saw our school community impacted by the natural disasters of both bushfire and flood. We then saw the departure of our Principal Mr Paul McDermott to the Literacy and Numeracy team at State Office, clear recognition for the amazing changes that he had led across our school in previous years. This was soon followed by a pandemic that impacted so many people both locally, nationally and internationally.

With the impact of COVID-19, school-life took a significant turn with school closures and a move to a home learning program, where parents got to experience a glimpse of the outstanding privilege it is to be a teacher, helping students to achieve their academic goals. Teachers were very flexible and innovative in their program development, with the creation of clips and videos to support students to be able to learn at home. The development of resource packs that were delivered to families were also well received.

It was fantastic to see the children return to school as restrictions eased and we supported and worked with families still highly anxious regarding the pandemic to ensure that all children returned to re-engage with face-to-face learning in the classroom. As soon as we were able, we reinstated intervention programs to support our students that were most significantly affected by the lengthy time away from school, to support them to minimise the impact the disruption had on them.

The end of 2020 saw us as a school take the time to reflect and analyse our current practices, to plan for the next Strategic Improvement Plan cycle. Students, staff and parents were surveyed to identify our accomplishments, what we are doing well and what directions we need to take in 2021. I have been extremely proud of the achievements of our school community throughout this challenging year and I am excited for what 2021 will bring.

In the following pages, our 2020 Annual School Report contains a detailed breakdown of student achievement, finances and stakeholder satisfaction. Please make the time to peruse the report, and as always, make contact with the school if you have any questions or if I can be of assistance.

Kind regards,

Dale Edwards (Acting Principal)

## School vision

To be a high performing school with a positive and inclusive school culture that promotes the wellbeing and success of all.

## School context

Blue Haven Public School provides a quality education in a contemporary setting. It is situated in the suburb of Blue Haven on the Central Coast.

The school is committed to continual school improvement and is focussed on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning.

Blue Haven Public School caters for approximately 643 students across 26 classes. It is an active member of the Wallarah Local Management Group and the Muru Bulbi Aboriginal Education Consultative Group.

Blue Haven Public School enjoys positive partnerships with the Parents and Citizens and local community and is committed to building social capital throughout the community.

## 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	Excelling
LEARNING: Curriculum	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Excellence in Teaching and Learning

### Purpose

High performing learning communities utilise evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders.

#### SEFv2 links:

**Learning** - *Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures*

**Teaching** - *Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development*

**Leading** - *Educational Leadership, School Planning, Implementation and Reporting, School Resources*

### Improvement Measures

6% increase of students (top 2 bands) of NAPLAN (Read/Num)-21.6% to 27% (BI)

**Reading** Yr 3 - 30.4%, Yr 5 - 20.23%, Yr 7 - 14.9% (15-17) **Numeracy** Yr 3 -18.3%, Yr 5 - 16.5%, Yr 7 - 8.5% (15-17)

74.5 (15-17) to 85 (18-20) value added in NAPLAN Read/Num Yr 3-5 (Scout)

35.7 (15-17) to 45 (18-20) value added points in NAPLAN Read/Num 5-7 (Scout).

30% increase of Aboriginal students in the top 2 bands in NAPLAN (Read/Num) from (Premier's Priority 18-20))

**Reading** Yr 3 - 13.9%, Yr 5 - 16.6% (15-17) **Numeracy** Yr 3 -22.8%, Yr 5 - 3.7% (15-17) (Scout)

### Progress towards achieving improvement measures

#### Process 1: Teaching and Learning

Embed evidence based teaching and learning practices consistently across the school to present highly engaging, differentiated curriculum, with a focus on Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>A whole school pedagogical approach has been embedded with explicit instruction being effectively used in all classrooms during literacy and numeracy sessions. Revisiting each component in 2021 is necessary to ensure that staff have the opportunity to reflect and refine their teaching strategies. This will occur through differentiated professional learning to ensure the needs of all staff are catered for.</p> <p>Staff have reported an increased confidence and ability to use formative and summative assessment data to drive teaching and learning programs and effectively catering for specific student needs. Intervention programs are using triangulated data to identify students at risk to ensure that the correct students are selected for both support and extension.</p>	<p>Planned external consultant costs were not expended due to COVID.</p>

#### Process 2: Professional Learning Community

Implement a whole-school approach to instructional coaching and PL to support staff in providing quality teaching and learning experiences driven by data.

Evaluation	Funds Expended (Resources)
<p>Professional Learning in 2020 was largely around remote learning and the use of technology for teaching and learning. As a result, there has been an increase in teachers utilising technology in classroom lessons, providing</p>	<p>Professional Learning costs</p> <p>Casual relief costs</p>

## Progress towards achieving improvement measures

students with opportunity to demonstrate their learning in a variety of ways. The introduction of differentiated professional learning received positive feedback from staff and will continue in 2021.

Stage collaboration days were driven around specific stage needs with an increase in teacher autonomy to drive the agenda for the sessions. This resulted in higher productivity and allowed time for clarification and planning following whole school professional learning. The addition of 1-1 data discussions proved to be successful with an opportunity for teachers to received feedback on the effectiveness of their teaching and set future goals.

Assistant Principal planning days have provided leaders with time dedicated to professional learning and planning with support from senior executives. This will continue in 2021, with a focus on instructional leadership to build the capacity of middle management.

## Strategic Direction 2

### Positive and Inclusive Wellbeing

#### Purpose

Inclusive schools have a safe, respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect, succeed and thrive.

#### SEFv2 links:

**Learning** - *Learning Culture, Wellbeing*

**Teaching** - *Effective Classroom Practice, Data Skills and Use, Learning and Development*

**Leading** - *Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes*

#### Improvement Measures

Greater than 95% of students receiving recognition for achieving school behavioural expectations. 2017 baseline 92%.

Students feel accepted and valued by their peers and by others at their school data increases from 76% (2017) to 81% (2020) (TTFM).

Increase attendance rate from 90% to 94% with ATSI students matching non-ATSI students.

#### Progress towards achieving improvement measures

##### Process 1: Social and Emotional Learning

Implement a whole-school social and emotional learning program supporting students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>The social and emotional learning programs that were implemented in 2020 were significantly modified to support students in a learning from home environment. Regular and consistent check-ins occurred during this phase to identify the individual student's needs and concerns and make arrangements to support them. Upon returning to school our programs again continued with all children from Year 1-6 engaging with the Resilience, Rights and Respectful Relationships while Kindergarten continued the Worry Woos program. This coupled with the explicit Positive Behaviour for Learning school based lessons, ensured students readjusted to school quickly after returning in Term 2.</p> <p>Our lunchtime activities program continued again upon the return, with the students being effectively supported in all areas of play, resulting in improved playground interactions between students. This was vital as many students anxiety about returning to school was impacting on their social interactions with their peers.</p> <p>The use of External Service Providers that ran tailored groups within the school had to stop, which unfortunately meant that our scheduled IRIS art therapy group and the Season's for Growth program were unable to occur.</p>	\$71,660 - Behaviour/Wellbeing

##### Process 2: Behaviour Management

Implement consistent whole-school behaviour management systems and practices to promote positive relationships and student engagement.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The classroom management mentoring program overseen by the Assistant Principal Wellbeing was put on hold for much of 2020. Instead the role became more of a support role, assisting students with conflict resolution and implementing behaviour supports for children heightened by the layered trauma that the natural disasters and pandemic of 2020 caused. These strategies were very effective in providing students with structured supports and a verbal outlet to manage their behaviours.</p> <p>Professional Learning was also provided to staff to assist them with managing and supporting student behaviour and mental health.</p> <p>Data Reviews were undertaken to identify the areas of need to best target them with the school developed PBL lessons.</p>	<p>\$71,660 - Behaviour/Wellbeing</p>

### Process 3: Positive School Culture

Develop the wellbeing of all community members through innovative and proactive initiatives.

Evaluation	Funds Expended (Resources)
<p>The majority of students were successful at achieving the school's Reward Days, however we only had two true Reward Days as a direct result of COVID, those being in Term 3 and 4. We also provided the students with a water slide day with strict COVID guidelines at the end of the year.</p> <p>Special Interest Groups again operated in 2020 with children selected to participate in a number of activities each week to extend their skills and abilities. These included opportunities for students identified as having high potential for talent development to experience additional learning opportunities.</p> <p>We continued to work closely with the Blue Haven Schools as Community Centre, and went through the employment process at the end of 2020 for the next 4 -year contract for the facilitator.</p> <p>Participation rates continued to be high for student events, however with COVID parents events moved to an online platform which had a reduction in participation rates. The Donny's Diner breakfast initiative, was put on hold for most of 2020 due to the COVID guidelines not allowing for the sharing of food.</p>	<p>\$10 000 - Budget for Reward Days and Events</p> <p>\$8,000 - Donny's Diner</p>

## Strategic Direction 3

### Effective Connections

#### Purpose

Effective connections and relationships promote positive outcomes for students and are central to everything we do.

#### SEFv2 links:

**Learning** - *Learning Culture, Wellbeing, Reporting*

**Teaching** - *Effective Classroom Practice, Data Skills and Use, Learning and Development*

**Leading** - *Educational Leadership, School Planning, Implementation and Reporting, Management Practices and Processes*

#### Improvement Measures

Increase the number of parents that feel welcome at school by 0.8 to 7.4 by 2020, (TTFM) (2017 - 6.6)

Volunteer rates increase to 26% by 2020 (baseline 16% 2017 TTFM)

#### Progress towards achieving improvement measures

##### Process 1: Leadership

Review and strengthen authentic opportunities for leadership that enhance our school community.

Evaluation	Funds Expended (Resources)
<p>The student leadership program was delayed in 2020 due to the pandemic, with the Parliament making two proposals, a request for the improvement of the Senior toilets and the installation of reversible basketball and netball hoops on the netball court. These will be looked at being evaluated for a possible 2021 school project.</p> <p>Aspiring Leadership program for teachers continued in 2020 with 6 teachers engaging with the program. The teachers engaged in leadership skill building sessions that were designed to support them to achieve effective and cohesive teams.</p> <p>The Leadership Program for current executive effectively had leaders reflect on their strengths profile to identify strengths and areas for development which were used to set individual goals. These regular sessions allowed for leaders to capitalise on their abilities while challenging them to grow as a leader.</p>	<p>\$10,000 - Parliament Program</p> <p>\$5,000 - Casual relief for Aspiring Leaders program</p> <p>\$30,000 - Simon Popley Leadership Development Program</p>

##### Process 2: Connections

Implement a whole school approach that develops strong partnerships with all stakeholders, promoting an authentic learning community that increases student and school success.

Evaluation	Funds Expended (Resources)
<p>Throughout COVID we were able to ensure effective connections for most families, however parents found engaging their children with the provided learning was difficult. Many 'Drop In' sessions were scheduled that parents could join to provide them with ways to effectively support their children at home.</p> <p>We were unable to have our community in the school which meant that we could not hold our scheduled biennial concert. This disconnect from families</p>	<p>\$31,892 - School Learning Support Officer Community role</p> <p>\$30,000 - Family Referral Service Initiative</p>

## Progress towards achieving improvement measures

made maintaining connections with the community challenging, however the community School Learning and Support Officer was able to liaise with families consistently throughout the year and provide supports and referrals to local providers, including the school's Family Referral worker.

Towards the end of the year parents were engaged in feedback sessions that allowed them to share their thoughts on how we as a school can engage with them more effectively.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$110,482 - Flexible	<p>Funding was used to support students in the classroom with the provision of resources to ensure equity in access to the curriculum. Teachers were provided with time to meet with families to create student Personalised Learning Pathways, to support them with literacy, numeracy and cultural goals.</p> <p>The school continued the tradition of providing all new students in Years 3-6 with aboriginal artifacts relevant to Boy's or Girl's Business, with them being decorated and presented to the students at Presentation Day.</p> <p>An Aboriginal School Learning and Support Officer was employed in Term 4 to support our Aboriginal students and their families and to undertake a survey of the local Aboriginal community to determine future directions for Aboriginal education and community connections and cultural identity.</p> <p>The school employed local Aboriginal community members to work with students each week to enhance the student's cultural identity, including providing a visiting performance.</p>
<b>English language proficiency</b>	\$8,409 - Flexible \$8,672 - New Arrivals Staffing	<p>These funds were used to employ a specialist staff member to work intensively with students in all phases of English Language Learning - Beginning, Emergent, Developing and Consolidating. The funding also provided for the resourcing of various programs to enable high quality teaching and learning.</p>
<b>Low level adjustment for disability</b>	\$175,014 - Staffing (1.6) \$75,428 - Flexible	<p>The staffing component of the allocation provides for 2 Learning and Support Teachers. 1 full-time and one part-time. The Learning and Support teachers are heavily involved in the Learning and Support Team and have worked closely with all students with a disability, their families and all other stakeholders to ensure each child's needs were effectively met throughout the year. The Learning and Support Teacher also provides targeted observations and interventions for students identified as having the greatest need.</p> <p>The flexible funds were used to employ School Learning and Support Officers to provide additional support for identified students and provide them with additional professional development to better meet their student's needs. These funds were also used to purchase various resources to support learning needs, such as weighted implements and sensory equipment. Funding in this area provided for the school to meet the needs of all students and facilitate academic growth and improved wellbeing.</p>
<b>Quality Teaching, Successful</b>	\$103,587 - Staffing	In 2020, we were able to involve all staff

<p><b>Students (QTSS)</b></p>	<p>\$103,587 - Staffing</p>	<p>consistently in demonstration lessons, observations and feedback sessions. These were supported with regular data conversations that ensured student outcomes remained the teacher focus throughout the year. The impact of COVID saw this change during the learning from home process to assist teachers to adjust to the newly required lesson format, ensuring quality education was maintained. Teachers identified that they had improved confidence and greater collaboration as a result of the model.</p> <p>QTSS in 2020 delivered improved teacher collaboration and practice resulting in strengthening quality teaching practices through lesson observations, modelling, feedback, co-planning, co-reflection, mentoring and the use of student data as evidence of improvement</p>
<p><b>Support for beginning teachers</b></p>	<p>\$80,804 - Flexible</p>	<p>Throughout the year and more particularly during the home learning phase of 2020, staff were provided with opportunities to work closely with the school's Instructional Leaders, their identified teacher mentors to facilitate collaboration and critically reflect on and improve teaching and learning practices.</p> <p>The release from face-to-face teaching opportunities allowed collegial feedback amongst stage teams to work directly with Instructional Leaders using evidence of data to enhance and provide best possible learning for students with differentiation to suit all levels of learning at home.</p> <p>Further to this, professional learning with beginning staff was provided to support Effective Teaching in the Early Years and improve practice based on the professional standards across K-6. Time was also allocated to support with the required Department of Education new teacher induction program as well as school-based induction processes.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	304	311	318	340
Girls	265	263	266	303

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.4	92.5	93	88.8
1	92.7	93	91.6	86.4
2	91.9	91.2	92.8	88
3	91.3	91.7	91.1	85
4	89.7	90.2	92.8	84.5
5	91	90.4	91.4	84.7
6	89.5	90.8	91.9	80.6
All Years	91.8	91.5	92.1	85.6
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.22
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
School Administration and Support Staff	4.06

\*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>	765,105
<b>Revenue</b>	7,239,061
Appropriation	7,188,602
Sale of Goods and Services	29,727
Grants and contributions	19,810
Investment income	922
<b>Expenses</b>	-7,251,874
Employee related	-6,278,502
Operating expenses	-973,372
<b>Surplus / deficit for the year</b>	-12,814
<b>Closing Balance</b>	752,291

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>	361,225
<b>Equity Total</b>	1,092,750
Equity - Aboriginal	110,482
Equity - Socio-economic	723,416
Equity - Language	8,409
Equity - Disability	250,442
<b>Base Total</b>	4,475,905
Base - Per Capita	140,454
Base - Location	0
Base - Other	4,335,450
<b>Other Total</b>	672,838
<b>Grand Total</b>	6,602,717

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

Throughout the course of 2020, we implemented a number of tools to seek community, student and staff satisfaction. For the community, we provided opportunity to engage with the Tell Them from Me parent survey as well as random selection phone surveys to identify areas of success and future development. Students were also surveyed a number of times throughout the year, with the most comprehensive of which being the Tell Them From Me survey. Both the parent and student Tell Them from Me surveys allow us to make comparisons against previous years. We were expecting the pandemic and natural disasters to have an impact on our results this year. Staff had many opportunities to offer feedback, including in qualitative interviews with the leadership team, as well as written responses a number of times throughout the year. The responses provided assist the school to set targets and direct future undertakings.

# 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.