

Camden Haven High School

Annual Report



2018



8280

Introduction

The Annual Report for **2018** is provided to the community of Camden Haven High 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.

Margaret Hutchinson

Principal

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Message from the Principal

As our school focuses on the present, we challenge ourselves for the future. We continue to explore and embrace ways of supporting student learning and wellbeing as reflected in our school plan.

Camden Haven High School is a great school and a busy place involving everyone working together: to get the most memorable and best learning experiences for all of our students. We provide a diverse range of quality school programs and extra-curricular activities and the staff, both teaching and non-teaching are dedicated and professional. They are continually participating in professional learning to strengthen real time teaching and create new and exciting ways to enrich learning for our students.

There is a sense of cohesion and purpose by staff, students, parents, families and the wider community which underpins all we undertake. This year we have provided numerous opportunities for the talents of all students to be developed and fostered. We are not only concerned with making good use of one's talents but also encouraging all students to seize the opportunities presented at school to develop themselves to the fullest – academically, physically, culturally, socially, and emotionally.

The importance in a large school is the contribution of parents and community organisations. The P&C is a small, but very supportive group who run the school canteen. This has been over many years the main source of funds raised which have come back to the school and, being used to upgrade facilities and improve classrooms for students during 2018.

Businesses and service organisations in the wider community, continue to support our school by sponsoring extra-curricular activities such as chess, robotics and bridge building but also in taking on students for work experience, work placement and traineeships. This has allowed for wider and broader experience for students, providing them with the opportunity to pursue both academic and/or vocational pathways, and a greater choice for their future lives.

As members of the school community, we can all be proud of the achievements of all of our students, the quality experiences and learning, and above all, the real sense of community and pride which is demonstrated constantly in our daily school. I, with my team of Deputy Principals, take this opportunity to sincerely thank all who actively contributed to our successes during this year.

Collaboration, communication, creativity and critical thinking, all so important for allowing members of the school community to form connections, past, present and into our future.

Message from the school community

2018 has continued to see the CHHS Parents and Citizen's Association (P&C) partnering with the school staff, executive, students and parents. We represent our school community on the school finance committee, teacher selection panels and at a P&C Regional level.

The P&C operates the school canteen, caters for functions and provides book packs. These are our main fundraising activities and are organised by a small group of dedicated volunteers. Monies raised through fundraising are donated to the school

and used to fund equipment and learning programs for our students. Annual funding includes the school bus lease and presentation awards. There was \$6300 donated to the TAS department for a new 3D printer. \$7000 spent on concrete for the Oasis area. There was \$20,000 spent on the replacement of air conditioning around the school. The benches in the hospitality area were replaced with stainless steel benches for \$16,000. Funds towards the new general purpose education room for \$32,000.

Our meetings, where we are updated on school activities and provide input into school based programs, are open to all parents and carers of our students. Come and be involved in your student's education.

Message from the students

The SRC had another successful year in raising funds and supporting student wellbeing within our school community. The 2017/18 members started their terms with Pink and Blue day raising funds for the Movember foundation and the Breast Cancer network Australia. As a result of the generosity within our school community the SRC was able to donate \$800 to each organisation.

As part of International Women's Day Camden Haven High School SRC supported Quota international in hosted an IWD Breakfast at LUSC. Paiton Wilkinson and Lillibet Skerritt were MCs for the event both delivering excellent speeches focusing on the key message of IWD this year being *#leave no woman behind*. Lillibet, supported by former School Captain, David Jackson, provided the entertainment for the morning with a beautiful musical ensemble.

The SRC were also able to hold a fundraiser for the *Heartkids* foundation. Students were encouraged to wear red or blue in support. The SRC ran a skipping challenge getting students active a lunch time, as well as face painting and a BBQ. Over the course of the day \$700 was raised to be donated to the *Heartkids* foundation to support Australian children, teens and adults affected by congenital/childhood heart disease.

Within our school community the SRC have been running a number of regular initiatives. One of which is *Nominate a Mate*. It was identified that students within our school were achieving some outstanding things outside of school. *Nominate a Mate* aims to recognise these achievements at the fortnightly assembly.

Congratulations to all our SRC members on their efforts and successes this year.

Mr Wilkinson and Ms Woodhouse

School background

School vision statement

We are an innovative learning community delivering excellence . We will;

Provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.

Equip our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum.

Strive to have our parents, teachers and community members actively involved with our student's learning. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.

School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment. The school caters for students from Years 7–12 with both face to face and distance learning. 752 students attend onsite, with 432 fulltime and 540 single course students who study by distance.

Engagement in learning is ensured through the provision of rich learning experiences which are relevant and significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. School values are embedded in all programs, practices and relationships.

A broad academic curriculum, strong vocational program, highly experienced teaching staff, a variety of curriculum options in all stages, high quality creative and performing arts, a wide range of opportunities in cultural, debating and public speaking, leadership and sport. This is further supported by effective student wellbeing programs, personalized learning plans, transition programs, broad individualized career choice and a wide range of co-curricular programs. Parent and community support for the school is strong and the school has been recognized for its achievements, its work in quality teaching and leadership.

All students are encouraged to participate actively to enhance their learning and to develop strong connections to peers, teachers and the school. Student opportunities are further enhanced by our strong partnerships with families, the wider community, our local community of schools and all schools with distance learners across the state.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

The efforts of teams across the school have focussed on wellbeing, positive behaviour for learning, recognising achievement, literacy, numeracy and learning development.

The school wide focus on Positive Behaviour for Learning (PBL) continues to provide a vehicle which enables staff at the school to consistently reinforce expected behaviours in both in class and out of class situations to provide a rich learning environment that is open, respectful, caring and safe. There has been a focus on activities which target the whole student body to provide for the wellbeing of all students.

A revision of the Merit scheme has seen the introduction of Step-Up Cards to encourage and recognise student achievement with regular draws being held. Staff are also being recognised for their achievements and contributions to school life.

Literacy and numeracy continues to be a major focus across the school and in Year 8 all students participated in Literacy/Numeracy lessons throughout the year. This will be expanded to also include Year 9 in 2019. Students who did not achieve the Band 8 requirement in the NAPLAN tests were provided with the opportunity to sit practice tests and then take the exam.

Teaching

Our main focus in the area of teaching is to ensure the curriculum opportunities the school is providing meet the NESA and DoE requirements for students in all years. A Differentiation Team has been established and this cross faculty team provide support to staff in differentiating learning materials to meet the identified needs of students. A newsletter documenting ideas is available to all staff as a point of reference. Timely, consistent feedback has been the main focus for the Assessment and Reporting Team. They do continue to monitor that there are consistent school-wide practices for assessment which monitor, plan and report on student learning.

Leading

Professional learning continues to be a major focus to increase teacher knowledge and improve practice and to improve teacher understanding of how students learn. To encourage high participation by students in both curricula and extra-curricular activities to recognise student achievement and which are widely promoted in the local and wider community to engage parents and families more closely into the life of the school. All students are provided with leadership opportunities which will enable them to have an effective transition from school to work or further educational settings.

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:

Strategic Direction 1

GREAT LEARNING Connect, Succeed, Thrive, Learn

Purpose

To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with personal resources for future success and wellbeing.

Overall summary of progress

The school provides a safe and inclusive learning environment for staff and students. All students at the school are known, valued and cared for. Positive behaviour for learning is consistently reinforced across the school in all faculties in both in class and out of class situations. High expectations and recognising achievement are targets within this strategic direction as is improving the literacy and numeracy skills of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 10% increase in student engagement and wellbeing in "Tell Them From Me" student survey data	\$12,000	Surveys currently being undertaken so no comparison data is currently available.
<ul style="list-style-type: none">• All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2018 and Year 9 results	\$27,000	Data on this will not be available until 2020.
<ul style="list-style-type: none">• School self evaluation against School Excellence Framework validates a growth from sustaining and growing to excelling in the areas of Learning Elements (Learning Culture and Wellbeing)	\$14,500	TTFM data indicates that students are making an effort to achieve success in their learning. All areas of Student Wellbeing Framework were mapped to programs offered by the school.

Next Steps

Continue to work with Team Leaders to regularly report to the Executive Team on the progress of milestones. Expand on the work already begun for differentiation, embedding literacy and numeracy practices within faculties and recognising and celebrating achievement and success.

Strategic Direction 2

INSPIRED TEACHING Curriculum, Differentiation, Feedback and Assessment

Purpose

To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.

Overall summary of progress

Our main focus in the area of teaching is to ensure the curriculum opportunities the school is providing meet the NESA and DoE requirements for students in all years. A Differentiation Team has been established and this cross faculty team provide support to staff in differentiating learning materials to meet the identified needs of students. A newsletter documenting ideas is available to all staff as a point of reference. Timely, consistent feedback has been the main focus for the Assessment and Reporting Team. They continue to monitor that consistent school-wide practices for assessment monitor, plan and report on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs are dynamic showing evidence of differentiation informed by feedback of teaching practices through lesson observations, consistent assessment and tracking of student progress	\$110,000	Professional learning was provided to staff. A Differentiation newsletter was developed and shared with staff.
<ul style="list-style-type: none">The school is able to evidence growth from sustaining and growing to excelling in the Teaching Domain element of Effective Classroom Practice and in the Learning element of Assessment.	\$53,000	PBL expectations were explicit taught to students. Data indicates a decline in referrals for inappropriate behaviour in classroom settings. Consistent assessment practices evident across KLAs.

Next Steps

The curriculum being offered at the school will continue to be reviewed to ensure it meets the needs of students. Close monitoring of all related documentation will be a main area of focus across all faculties led by the Principal and the Senior Executive. Differentiation, feedback and assessment practices will continue to be a area of focus with professional learning for staff in these areas being a priority.

Strategic Direction 3

EFFECTIVE CONNECTIONS Promote the school, Engage, Build Leadership

Purpose

Strive to have our parents, teachers and community members actively involved with our student's learning. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.

Overall summary of progress

Leading professional learning continues to be a major focus to increase teacher knowledge and improve practice and to improve teacher understanding of how students learn. To encourage high participation by students in both curricula and extra-curricular activities to recognise student achievement and which are widely promoted in the local and wider community to engage parents and families more closer into the life of the school. All students are provided with leadership opportunities which will enable to have an effective transition from school to work or further educational settings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased enrolment of feeder school students attending Camden Haven High School	\$7,500	Enrolment in Year 7 for 2018 continued to increase and student numbers for 2019 mean the school will need six classes in Year 7.
All programs support equitable and ongoing opportunities for participation by all students in engaging in and developing collaborative relationships with community and parents/carers	\$75,000	Local Schools Local Decisions means the school is able to support faculties to provide engaging opportunities in both curricular and extra-curricular activities to build on relationships with community and parents/carers.
<ul style="list-style-type: none">All Stage 6 students attain the schools expectations for success e.g. a credential, transition to work/further education	\$150,000	HSC results for 2018 cohort were outstanding. All students were supported and able to make an effective plan for their transition from school.

Next Steps

Engaging parents and families with the school and promoting school achievements and further exploring ways to ensure this happens will be the main focus. Changes to the school uniform will be introduced and this will provide a better image of our school to parents and the wider community. Transition procedures will also be strengthened to better promote the school within the local area.

Key Initiatives	Resources (annual)	Impact achieved this year
Community Consultation Project	\$15, 000	This grant has enabled the school to provide new signage undertake grounds beautification, improve the school foyer and revisit branding and school uniforms. This has resulted in a positive impact on students, staff, parents and the wider community.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	554	543	541	535
Girls	470	461	507	506

The school has maintained a consistent enrolment of over 1000 for the past five years. The number of students attending face to face was maintained at 750 with the remaining enrolment being students who study by distance learning – fulltime, pathways and single course. There are regular requests for non-local enrolments annually, however the school adheres to the DoE policy and sets a buffer in each cohort to ensure there are places for in-area students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.5	91.9	89.2	86.8
8	89	90.5	87	85.3
9	86.1	87.4	88.9	83.1
10	84.6	86.6	83.6	81.2
11	86.4	87.1	84.9	84.4
12	87.4	88.1	89.5	87.3
All Years	87.5	88.5	87	84.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Students attendance is recorded using swipe cards before lessons begin each day. A check is conducted during period one for any students who may not have swiped on. Parents of students who are absent receive an SMS text generated from the students database (Millennium). Teachers use Millennium to mark their rolls each lesson.

Absences are monitored weekly and letters to parents address attendance rates below 85% as well as absences without explanation. HSLO referrals are made when students non-attendance is consistent and where needed plans to improve attendance for individual students are developed with parents.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	7
Employment	10	75	30
TAFE entry	0	7	23
University Entry	0	0	31
Other	90	10	5
Unknown	0	2	4

In 2018, 31% of HSC students gained entrance to a university. The majority of students in both Years 10 and 11 continued in fulltime education, most at CHHS, but some chose to attend TAFE or enrolled with another educational provider. Some students withdrew from their studies upon reaching 17 years and having completed their Year 10 RoSA. Many of the families of the students who left CHHS in Years 10 and 11 during 2018 relocated and they enrolled in another school either within NSW or interstate.

Year 12 students undertaking vocational or trade training

There has been a trend at CHHS over a number of years for students to include a vocational education and training (VET) course in their selection of subjects. Of the students who completed their Higher School Certificate (HSC) in 2018, 60% of students undertook the study of one, or more, VET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 100% of students gained the HSC award and those students enrolled in a VET course received a Certificate II qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	21
Classroom Teacher(s)	112
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1.2
School Administration and Support Staff	21.11
Other Positions	1

*Full Time Equivalent

Camden Haven High School has two staff members who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

All teachers have a Performance Development Plan (PDP) which include professional goals linked to the School Plan or the DoE Strategic Plan. Personal goals may also be included in the PDP. Plans are centrally collated and used to inform whole school professional learning activities.

Professional learning focussed on literacy and numeracy strategies, differentiation, assessment and reporting and the new curriculum changes introduced into Stage 6 courses. Teachers are encouraged to share classroom experiences with colleagues and provide feedback to faculty or all staff where appropriate following attendance at professional learning events. Staff continue to pursue accreditation at Highly Accomplished or Lead as well as more than half the staff achieving maintenance of accreditation or proficient teacher accreditation.

Staff attend Collegial Network Meetings (CLN) locally and across the state with other schools who provide learning by distance. These network meetings discuss curriculum, assessment practices, differentiation and the development of learning materials.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,179,136
Revenue	22,564,830
Appropriation	21,880,540
Sale of Goods and Services	6,302
Grants and Contributions	665,857
Gain and Loss	0
Other Revenue	1,571
Investment Income	10,561
Expenses	-19,851,411
Recurrent Expenses	-19,851,411
Employee Related	-17,916,740
Operating Expenses	-1,934,671
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,713,420
Balance Carried Forward	3,892,556

The opening balance for the 2018 school year is displayed as the balance brought forward.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	8,018,234
Base Per Capita	220,441
Base Location	21,334
Other Base	7,776,459
Equity Total	888,311
Equity Aboriginal	98,635
Equity Socio economic	489,547
Equity Language	2,046
Equity Disability	298,083
Targeted Total	619,371
Other Total	10,146,686
Grand Total	19,672,602

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

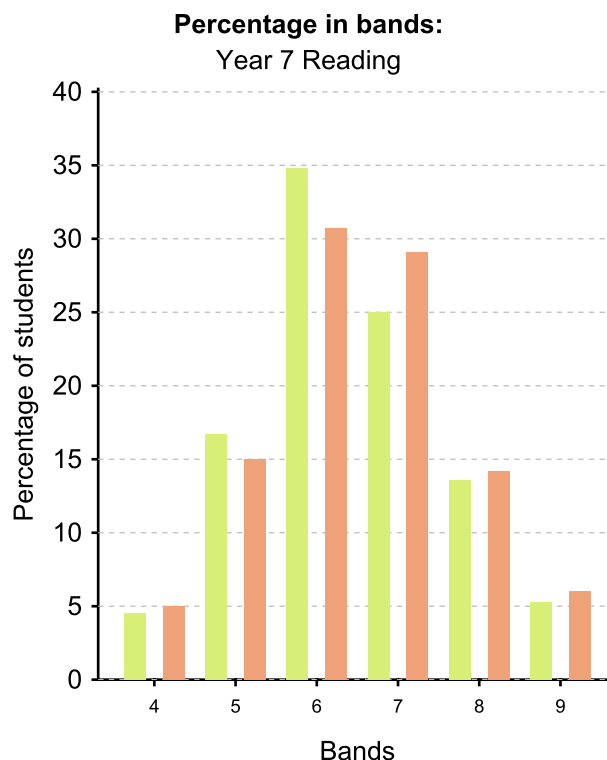
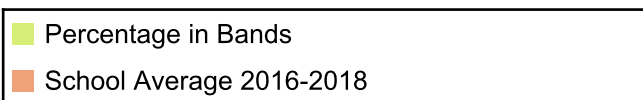
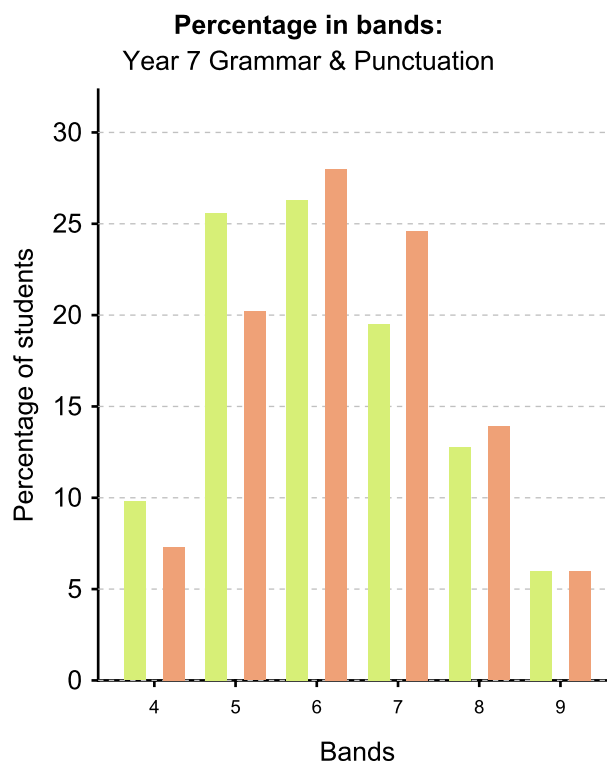
NAPLAN

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

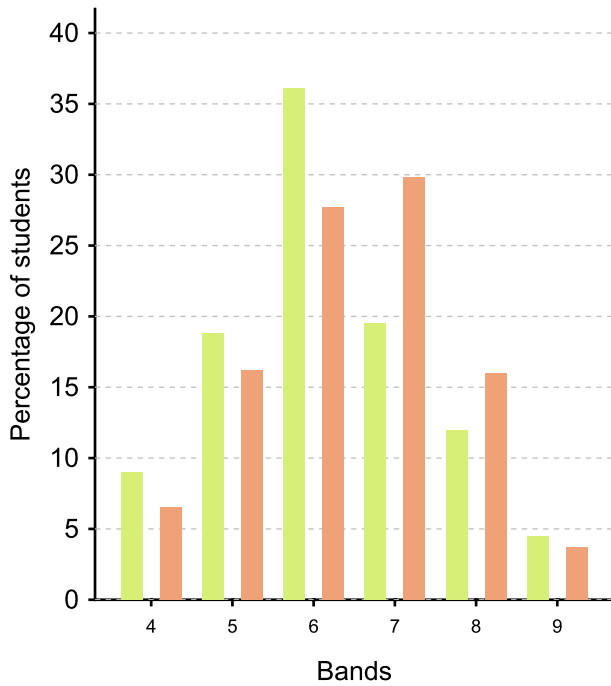
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

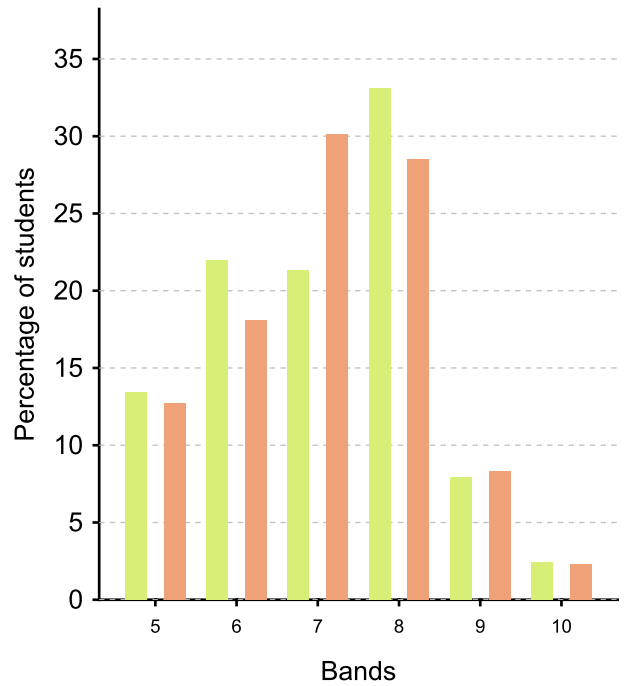
NAPLAN results for the school have reflected that over time the school is sustaining and growing in regards to value adding to student achievement Year 7 – Year 9 and excelling for Year 9 – Year 12.



Percentage in bands:
Year 7 Spelling



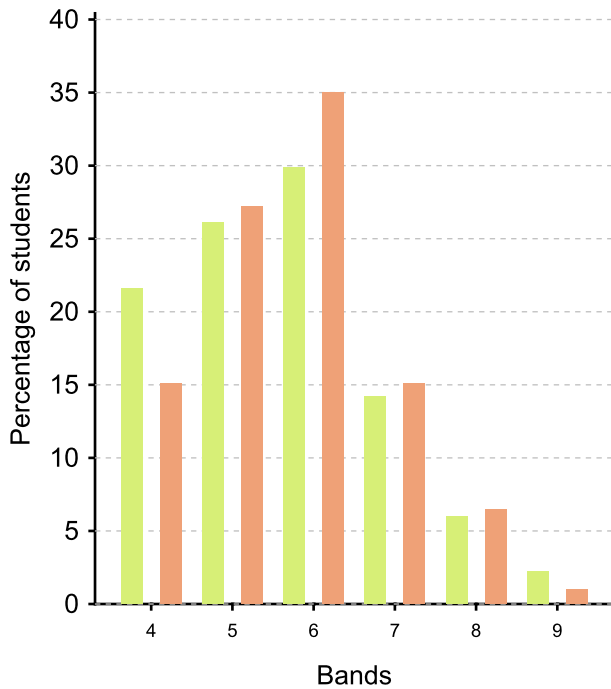
Percentage in bands:
Year 9 Grammar & Punctuation



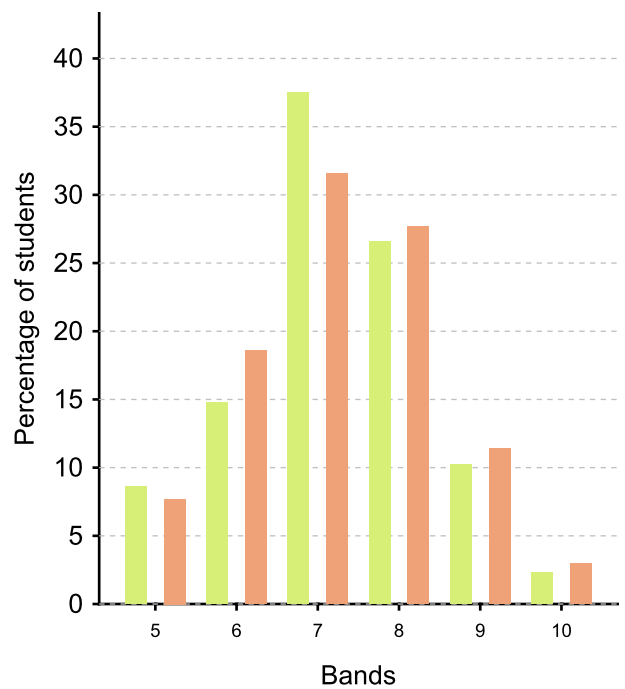
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



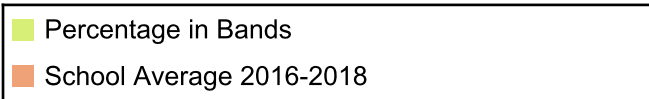
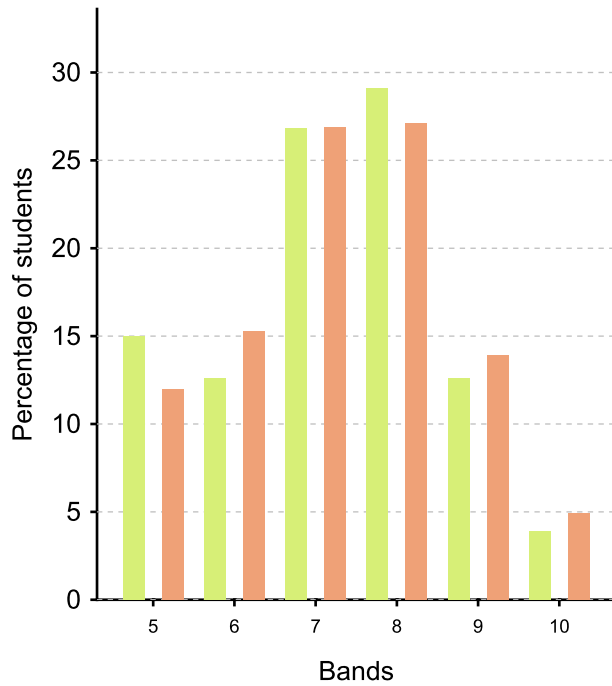
Percentage in bands:
Year 9 Reading



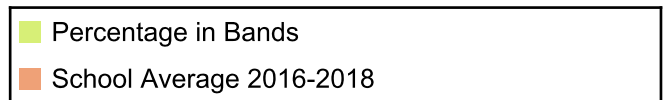
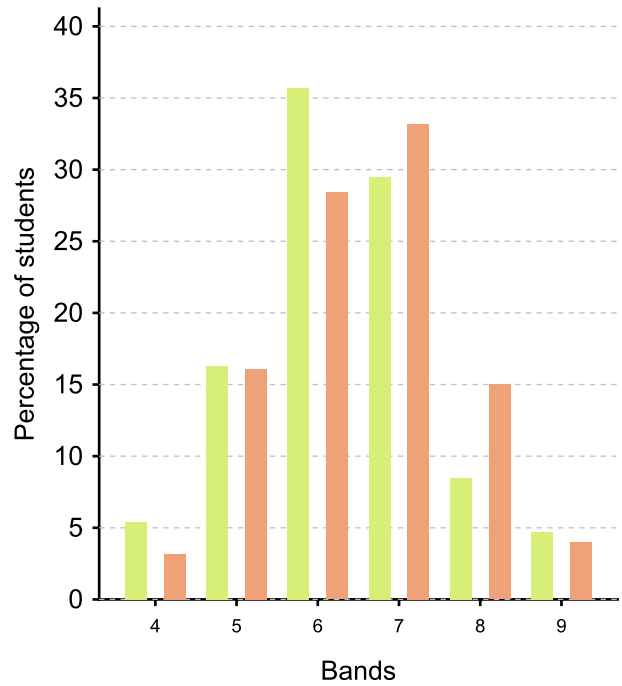
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

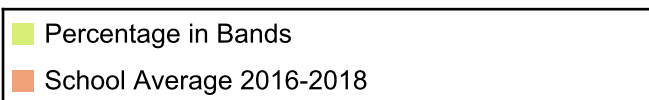
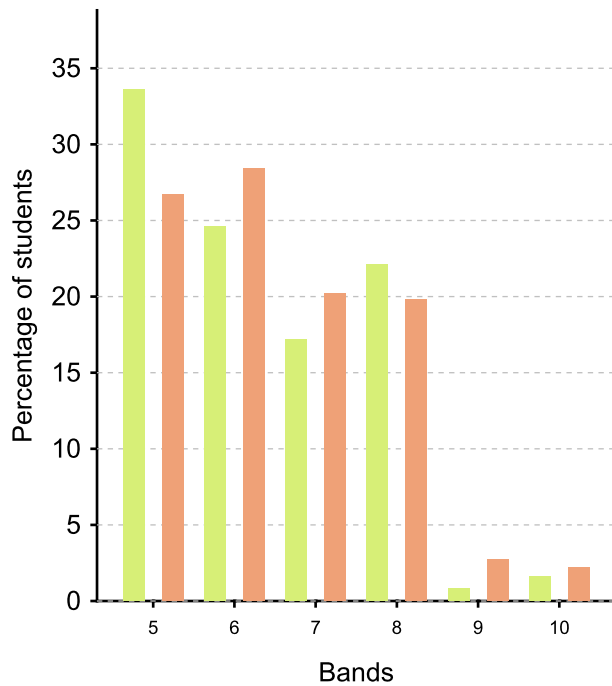
Percentage in bands:
Year 9 Spelling



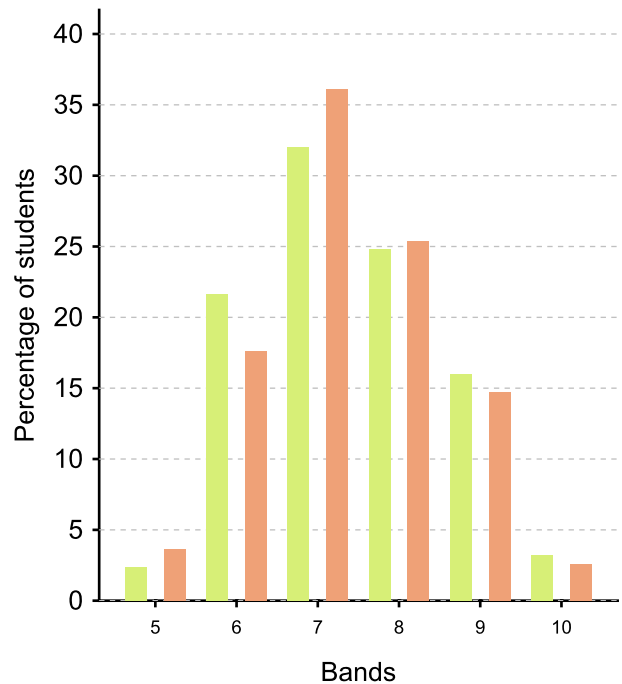
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



NAPLAN results for the school have reflected that over time the school is sustaining and growing in regards to value adding to student achievement Year 7 – Year 9 and excelling for Year 9 – Year 12.

The My School website provides detailed information and data for national literacy and numeracy testing. Please go to <http://www.myschool.edu.au> to access the school data.

NAPLAN results for the school have reflected that over time the school is sustaining and growing in regards to

value adding to student achievement Year 7 – Year 9 and excelling for Year 9 – Year 12.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

There were a total of 11 students from Camden Haven High School on the Honour Roll this year and the school was ranked 235 in the state by the Sydney Morning Herald, making it the highest ranked public school on the Mid North Coast.

Five students achieved ATARs over 90, with three coming close, with over 89. Of the 301 individual subject HSC marks this year – 65% of the marks were between 70–89 (Bands 4 and 5) and 71% were 70 or above (Band 4, 5 or 6).

Storm Davidson was named Dux, and said she was very shocked by her results.

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	78.5	67.3	67.1	72.6
Ancient History	73.2	66.6	69.5	71.9
Biology	73.5	69.2	70.7	71.5
Business Studies	75.1	67.2	69.3	72.5
Chemistry	67.0	66.0	71.8	72.5
Community and Family Studies	67.3	69.6	69.9	74.2
Dance	78.5	74.5	80.7	78.9
Design and Technology	73.2	70.6	74.2	70.1
Drama	79.6	71.8	74.8	75.7
English (Advanced)	76.1	75.6	77.5	75.7
English (Standard)	71.5	64.8	65.0	67.7
Industrial Technology	67.1	64.2	66.2	63.7
Japanese Beginners	67.8	0.0	75.8	69.8
Legal Studies	70.9	67.6	71.2	73.4
Mathematics	78.4	69.0	74.8	78.4
Mathematics General 2	70.9	63.2	65.1	68.3
Music 1	80.9	77.4	79.5	78.3

all year groups.

Personal Development, Health and Physical Education	82.1	67.8	69.5	82.1
Physics	72.5	66.3	70.6	69.5
Society and Culture	78.7	74.6	76.1	77.4
Software Design and Development	66.9	62.9	72.9	70.4
Visual Arts	78.9	75.5	78.0	78.5

The school have even more success in the Distance Education sector, although it does not contribute to the overall rank. The ranking does not take into account the many single course distance education students who attend Camden Haven High School, many of whom attend non-government schools in the area.

In particular, the Languages faculty had four students ranked in the top five results in the state. Ansonette Swart was ranked second in German Beginners; Ruby Dempsey was ranked third in French Continuers; Jessica Mulhearn was ranked fourth in Indonesian Beginners; and Joshua Kershaw was ranked fifth in Indonesian Beginners.

Mr Jim Rourke taught three top achievers, in French and Indonesian, and Mr Kent Leach taught the German students.

There were 21 distance education students on the Honour Roll for achieving a Band 6, with 19 in the Languages Faculty.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers utilising the data from the "Tell Them From Me" surveys. The surveys indicated that students have high expectations of achieving success, have developed positive relationships at school with other students and staff and make an effort to do the best they can in completing work.

Parent information evenings provide the opportunity for parents to gain an insight into how the school operates and to also discuss the progress of students not only academically but also socially. Parents have confirmed that staff at the school provide support for students and they encourage and support their children to engage fully in the educational experiences offered by the school.

The staff are committed and diligent and very supportive of school initiatives and the school plan. This is evident in the academic results, recognition of student success and wide number of extra curricular activities which are offered and run for students across

Policy requirements

Aboriginal education

A range of programs have supported our Aboriginal and Torres Strait Islander (ATSI) students throughout the year. Personalised learning plans for all students were reviewed and updated and students at school and those studying by distance were supported by three staff members who coordinated activities throughout the year. Parents and community were welcomed and joined in our Naidoc Week celebrations including students studying by distance who were able to attend here at school, at other local events or through the distance education roadshow developed by one of our coordinators and delivered within our distance education drawing area.

Quicksmart literacy and numeracy continued to support students with identified needs and participation rates and high levels of growth were achieved. A variety of Technical and Further Education (TAFE) and universities were able to provide students with information on programs which could be accessed to promote pathways to post school options.

Multicultural and anti-racism education

Students are encouraged to understand and appreciate the similarities and differences that contribute to the richness of our diverse country. Our core value of respect is a major factor in promoting tolerance between different ethnic groups. Perspectives of multicultural education are embedded into teaching and learning programs across all Key Learning Areas (KLAs).

The school is very inclusive and events held throughout the year foster an awareness of social justice and the importance of global citizenship. Staff and students work in an environment free from discrimination and racism.