

# Chatham High School Annual Report



2018



8414

## Introduction

The Annual Report for **2018** is provided to the community of Chatham 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.

Daryl Irvine

Principal

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## School background

### School vision statement

Chatham High School seeks to provide quality teaching and active learning in a supportive environment, developing responsible citizens with strong values and the essential skills to maximise their life outcomes.

### School context

Chatham High School is a large and welcoming comprehensive rural high school which services the town of Taree and the Manning Valley. The school is built on the traditional lands of the Biripi people. The enrolment for 2018 is 580 students and 30% of students identify as Aboriginal or Torres Strait Islander. Nine in every ten students attract equity funding and two thirds of students fit into the highest bracket in terms of socioeconomic disadvantage. The school is committed to meeting the needs of all its students and strengthening connections with the community it serves.

Partnerships with our neighbouring primary schools, as part of the North Manning Learning Community, enable the school to strategically plan and implement innovative approaches to student learning, engage parents and build on community support for students. The school also enjoys active partnerships with a number of university and tertiary education providers. A curriculum extension class (CHACE) is highly valued by parents, students and staff as a dynamic model for effective teaching and learning. Student leadership is an active and valued aspect of school life and enhances the positive perception of the school in the community. All students in Years 11 and 12 are able to access a curriculum in partnership with Wingham and Taree High Schools, broadening the HSC curriculum choices for students in all three schools.

The school has an experienced and dedicated teaching, support, administrative and executive staff, noted for their caring attitude to all students and their strong commitment to student learning and wellbeing. A large Support Unit provides a comprehensive range of educational services for students with specific needs. All students access a broad academic and vocational curriculum and participate in diverse cultural and sporting opportunities offered by the school to enhance student retention and attainment. The school's sporting successes are underpinned by strong staff commitment to working with teams and individual students.

## 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.

In the domain of Learning, our focus was on curriculum and learning and assessment and reporting. The school has an effective student transition program in place and a successful and active partnership with primary schools through the North Manning Learning Community of schools. Efforts to communicate a student profile to all teachers prior to having them in their class, has helped staff get 'up to speed' and focussed their work on knowing their student and how they learn. The school has developed a strong partnership with the University of Newcastle and their Aim High equity program supports students' educational aspiration, attainment and access. The school offers significant extra-curricular learning opportunities to support students and allow them to develop independent learning skills, reflect on their learning and make school to work and real world connections. Using student performance data to inform teaching practice has been another focus area. Staff have analysed and interpreted external student and school data to incorporate differentiated teaching strategies to meet the specific learning needs of students across the full range of abilities. The Authentic Assessment initiative is a continuing school learning priority which now holds the mantle of 'business as usual'. The school has identified mental health as a factor contributing to the wellbeing of students with direct influence on the delivery of teaching. The Griffin Fest is a festival / activity day aimed at promoting positive mental health for both students and staff. Tell them from me survey data continues to highlight the positive opinions of students when thinking of student advocacy and belonging. It is noteworthy that data while strongly positive has declined somewhat and further investigation is intended to occur using student voice. Key cultural programs such as the Aboriginal Dance Group and Sista Speak, have dramatically enhanced all students' cultural understanding and continue to be a key component of the school's strategy for promoting a sense of connectedness through cultural affirmation. In the School Excellence Framework domain of Learning we have identified ourselves as delivering across all elements. In the domain of Learning the school's self-assessment was consistent with the evidence presented in four elements and was validated using the School Excellence Framework. In the element of Student Performance Measures, the evidence presented indicates the

school was working towards the Delivering stage.

In the domain of Teaching, collaborative practice has been a primary focus. Teams were established to actively develop and implement school wide products and practices and to support the successful implementation of the three strategic directions of the School Plan. Teams have cross-faculty representation and staff selected a team based on their professional learning needs and interests. Team leaders reported their team's progress and proposed projects to the whole staff at staff meetings. Learning and development has been another focus area. There has been a focus on improved teaching methods, particularly in literacy, with professional learning activities to build staff capacity to understand and implement the pedagogy for the explicit teaching of academic writing strategies. Progress towards meeting milestones continues to be assessed using SMART, HSC RAP, literacy progressions and internal performance data. In the School Excellence Framework domain of Teaching we have identified ourselves as delivering across all elements except collaborative practice in which we identified with sustaining and growing. In the domain of Teaching, the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

In the domain of Leading one of our priorities was leadership for both staff and students. The team structure provided aspiring leaders with the opportunity for leader learning, leader practice and team work. Relationships with external agencies such as the University of Newcastle, Youth Frontiers and TAFE promoted student leadership opportunities and built their capacity to succeed at school and beyond. Students also participated in leadership programs and opportunities within the school context. Parents and community members engaged in a wide range of school activities including NAIDOC week, Expo evening and merit and academic assemblies. Social media and surveys were used extensively to communicate with the wider school community and to seek feedback on school operations. Software management tools are used extensively to assist with school resourcing and management. System refinement continues to enhance school management practices and enables an agile, responsive planning environment. In the School Excellence Framework domain of Leading we have identified ourselves as delivering across all elements except collaborative practice in which we identified with sustaining and growing. In the domain of Leading the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

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/sef-evidence-guide>

## Strategic Direction 1

### Student Engagement

#### Purpose

To promote an innovative and supportive school culture that engages learners and provides them with personal resources for future success.

#### Overall summary of progress

A number of key activities were conducted in support of student engagement processes.

- Professional learning conducted for all staff deepening their understanding of Chatham High Schools community context.
- The Learning Management System (LMS) team conducted situational awareness activity to guide school implementation of an LMS. Professional Learning on Google classroom was conducted for key staff who then delivered wider training of all staff.
- An external coach conducted a School Evaluation Tool (SET) review of the school's Positive Behaviours for Learning (PBL) implementation. PBL action plan developed.
- Planning progressed for the establishment of the flagship learning space. Materials and equipment were ordered.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Improved Attendance</b> Student attendance across all equity groups raised to equal or better State Similar School Group. (SSSG)	\$10000 – Professional Learning activities. Community engagement events.	Staff completed survey on the school's LMS as to whether they feel confident to use it for all classes next year (2019).
<b>Improved Academic Performance Data</b> Move to <i>delivering</i> in the <i>Student Growth</i> theme of the 'School Excellence Framework V2'  Increase the proportion of students in the top two HSC band by 20%.	\$120000 – Furniture and fittings for Flagship learning space.	Furniture for flagship Learning Space in Library has been ordered.
<b>Improved Behaviour Data</b> Increase the number of students meeting behaviour expectations to 85% in line with PBL theory.	\$5000	Action plan for PBL commenced with new behaviour referral system. Including

#### Next Steps

- LMS training to be revisited and linked to programming activities, in particular differentiation of learning and assessment activities.
- Staff exposure to flagship learning space to act as incubator for future focused learning spaces through the school.
- Key staff selected to undertake PBL training to strengthen fidelity with PBL process. Other focus areas include signage throughout the school and revamped student reward system.

## Strategic Direction 2

### Professional Practice

#### Purpose

To support all staff to consistently aim for quality collaborative professional practices as part of a continuous cycle of reflection and improvement. To further teaching staff's capacity to implement explicit teaching practices through the application of evidence-based teaching strategies.

#### Overall summary of progress

The key focus for this strategic direction for 2018 was the implementation and embedding of Quality Teaching Rounds to support staff to consistently aim for for quality collaborative professional practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two Year 9 NAPLAN bands for writing.	\$10000 – Professional Learning.	<p>The Instructional Leader attended the 'Six Write Ways' writing initiative with stage 3 teachers from Chatham High School's community of schools. They worked collaboratively to implement the PEEL writing strategy across stages 3 and 4 in the respective schools to further the quality of academic writing.</p> <p>Due to a lack of prior knowledge of Chatham High School staff of the 'Six Write Ways' strategies and the non-effective use of the strategies by purposive student group a decision was made to shift focus to the creation of a whole school writing book incorporating a range of academic writing strategies, templates and other resources.. Representative from each KLA will make ontributions to the writing book.</p>
Move to excelling in the 'Collaborative practice and feedback' theme of the 'School Excellence Framework V2'	\$20000 – Professional Learning.	<p>A significant number of teaching staff attended the Quality Teaching Rounds professional learning sessions.</p> <p>The 'Observation, collaboration and reflection' survey conducted before the commencement of the Quality Teaching Rounds indicated there was not a culture of classroom observation to further pedagogical practice at Chatham High School. While lesson observations were taking place, they were mostly to meet compliance expectations rather than for learning and development purposes. Teachers indicated they needed more support in relation to feedback on their performance and suggestions for assessment materials. There was a very strong response from teaching staff for the need for more opportunities to work collaboratively with colleagues to plan and develop effective teaching programs.</p> <p>The first PLC (Professional Learning Community) was established and the first QT round was conducted. Accordng to feedback completed by the participants they strongly agreed the QT rounds process was effective as a self reflective tool, promoted collegial discussions, provided useful</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Move to excelling in the 'Collaborative practice and feedback' theme of the 'School Excellence Framework V2'		feedback on their teaching practice and influenced the way they plan and developed their lessons and teaching activities.
Increase in understanding and effective use of learning intentions and success criteria to promote student learning progress and set high student expectations.	\$10000 _ Professional Learning.	Participants in the first PLC were introduced to the use of learning intentions to support The Quality Teaching element of 'Deep knowledge'.

## Next Steps

- Expansion of the QTR program to ensure all staff have exposure to the process of self-reflection and peer review.
- Implementation of an interventionist Academic Writing project. Explicit teaching of academic writing in stage six will be supported through production and use of a student writing resource in the form of a booklet.
- Staff professional learning on PEEL paragraphs as a key component of the Academic Writing Booklet.

## Strategic Direction 3

### Whole School Wellbeing

#### Purpose

To enhance our teaching and learning environment enabling staff and students to connect, succeed and thrive. Positive, respectful relationships within the school community are our focus, underpinned by student and staff wellbeing.

#### Overall summary of progress

A number of key activities were conducted in support of increasing whole school well-being.

- Whole school staff participated in NESLI 'The Wellbeing Toolkit' training, consisting of 5 x 1hr sessions over Term 3 and 4. This training was supported with a subscription to a website that provided a number of resources that staff can refer when and if they require.
- Whole school learning support referral processes were further enhanced through Chatham's inclusion in the Youth Strategic Network of Taree. This group operates both at a strategic and operational level to support students and families who would most benefit from a coordinated approach across support services. Chatham High School will commence operational meetings in 2019.
- An enhanced transition program involving scheduled visits by a designated Chatham High Learning and Support teacher (LAST) commenced, ensuring greater connection to partner school's learning support teams. The single point of contact enabled more efficient communication of information to inform IEP's and transition profiles for each student entering year 7. The year advising team were able to benefit from the connections built by the LAST as they sought to establish themselves in the role.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved positive connections among staff and students as evidenced by growth from <i>delivering to sustaining and growing</i> in the 'Caring for Students' theme of the School Excellence Framework V2.	\$5000 – Professional learning. \$2000 – NESLI staff well being toolkit.	Staff completed NESLI well-being professional learning.
Timely and efficient case management of students as evidenced by growth from <i>delivering to sustaining and growing</i> in the 'Individual Learning Needs' theme of the School Excellence Framework V2.	\$2000 – Staff release and professional learning.	

#### Next Steps

- Staff will undertake Teen Mental Health First Aid (TMHFA) staff refresher to ensure ongoing support to TMHFA program.
- Sourcing and delivery of Trauma Informed Practice and Bridges Out of Poverty professional learning.
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$200000	<ul style="list-style-type: none"> <li>• Appointment of Leader Community Engagement position. This role has responsibility for Aboriginal Education programs and coordinates a number of key initiatives including, Sista and Bro Speak, Learning Hub, liaison with Clontarf Academy and community engagement events.</li> <li>• School representatives regularly attend AECG meetings to maintain and enhance community consultation</li> <li>• Release of key staff including the AEO and Aboriginal tutors to assist with Aboriginal cultural events in partnership with the local Aboriginal community for example NAIDOC and regional Aboriginal Education Awards.</li> <li>• In-class tutor support for identified students.</li> </ul>
<b>Low level adjustment for disability</b>	\$135000	<ul style="list-style-type: none"> <li>• Employment of 3 additional Learning Support Officers to assist in classrooms with students who did not necessarily meet the threshold for individual funding. The majority of these students showed improved educational outcomes.</li> <li>• Creation of a supported integration class through the engagement of additional teaching staff to release a Learning and Support Teacher.</li> <li>•</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$20000	<ul style="list-style-type: none"> <li>• Quality Teaching Rounds assist staff in sharing best practice.</li> </ul>
<b>Socio-economic background</b>	\$450000	<ul style="list-style-type: none"> <li>• Non-teaching Deputy Principal, HT Welfare and HT Curriculum Innovation oversee a range of initiatives including CHACE program, Independent Learning Centre and Health and Wellbeing programs.</li> <li>• Community Liaison Officer with responsibility for enhancing connections with the wider school community.</li> </ul>
<b>Support for beginning teachers</b>	\$25000	<ul style="list-style-type: none"> <li>• Targeted professional learning.</li> <li>• Additional release time to assist in preparing teaching resources.</li> <li>• Mentor assistance as part of the CHS Induction and Accreditation Network.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	338	307	287	296
Girls	315	331	296	272

The school enrolment trend has remained somewhat static if not slightly reverses a downward trend. School enrolment processes have provided data that indicates a high percentage of families seek enrolment at Chatham High School as their school of choice.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.6	84.3	83.9	84.4
8	80.3	82.3	81.1	77.2
9	73.5	77.2	76.2	78.3
10	66.9	72.1	74.3	63.8
11	63.9	60.4	64.3	64.3
12	71.4	84.2	70.6	75.6
All Years	74.2	76.3	75.2	73.1
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

The school continues to dedicate significant resourcing to programs aimed at increasing student attendance. Once such program, The Clontarf Academy, continues to demonstrate a positive impact for Aboriginal boys enrolled with the Academy. A number of school administrative processes have undergone significant review as a result of a continuing negative trend in whole school attendance. While there are some positive signs of growth for some cohorts, there are a number of year groups that continue to demonstrate falling engagement with school. Significant efforts are

being made to enhance communication with parents and carers and to develop clear and efficient workflows for reporting and supporting students who have been identified as at risk due to low levels of attendance. Support from the HSLO team continues to be a critical component in a targeted approach to lifting levels of attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	10
Employment	2	10	25
TAFE entry	2	0	10
University Entry	0	0	15
Other	0	0	0
Unknown	0	5	40

### Year 12 students undertaking vocational or trade training

20 students enrolled in a VET course across five industry frameworks and eight courses. Four students completed a school based trainee ship as part of their HSC.

## Year 12 students attaining HSC or equivalent vocational education qualification

60 students enrolled in a pattern of study for the award of an HSC in 2018 with 11 withdrawing prior to completion.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2018, ten staff identified 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	1

### Professional learning and teacher accreditation

The school supported four staff, two permanent and two temporary in gaining accreditation, eight teachers at proficient–maintenance and one working towards Highly Accomplished. The school's accreditation and support network provide a regular chance for teaching staff to connect with colleagues in support of the process of accreditation and maintenance. Significant focus was given to building the awareness of accreditation for pre–2004 service teachers. The school continued the structure of staff, team and faculty level

meeting with set opportunities for professional learning. All staff were members of one of the three teams aligned to the school's priorities. VET staff upgraded their qualifications and additional staff sought and received specific vocational training in retail and entertainment industry frameworks. Within the structure of the school's teams, 100% of staff participated in professional learning. School Administrative and Support Staff (SASS) deepened their understanding of the PDP process in it's second year and enjoyed a similar collegial support structure to teaching staff.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	1,011,616
<b>Revenue</b>	10,043,234
Appropriation	9,883,214
Sale of Goods and Services	12,576
Grants and Contributions	105,663
Gain and Loss	0
Other Revenue	36,611
Investment Income	5,169
<b>Expenses</b>	-10,332,427
Recurrent Expenses	-10,332,427
Employee Related	-9,151,333
Operating Expenses	-1,181,094
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-289,193
<b>Balance Carried Forward</b>	722,423

The school operates a finance committee with membership including the two peak parent bodies, AECG and P&C and staff representatives. Budgetary allocations and adjustments meetings take place twice a year to ensure the predicted end of year position is reached.

Although there is a significant carried forward amount, there are a number of large projects including the establishment of a futures learning space that are yet to be invoiced and were budgeted for in 2018. Under–spends on short term leave, temporary staff and

school programs e.g. Leader Community Engagement and Clontarf Academy, also contributed to the large carry forward amount. It is anticipated that the 2018 actuals in income and expenditure will inform a far more accurate budget for 2019.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	5,604,887
Base Per Capita	121,792
Base Location	3,982
Other Base	5,479,113
<b>Equity Total</b>	1,639,815
Equity Aboriginal	261,924
Equity Socio economic	1,071,106
Equity Language	0
Equity Disability	306,785
<b>Targeted Total</b>	1,490,932
<b>Other Total</b>	387,368
<b>Grand Total</b>	9,123,002

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 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

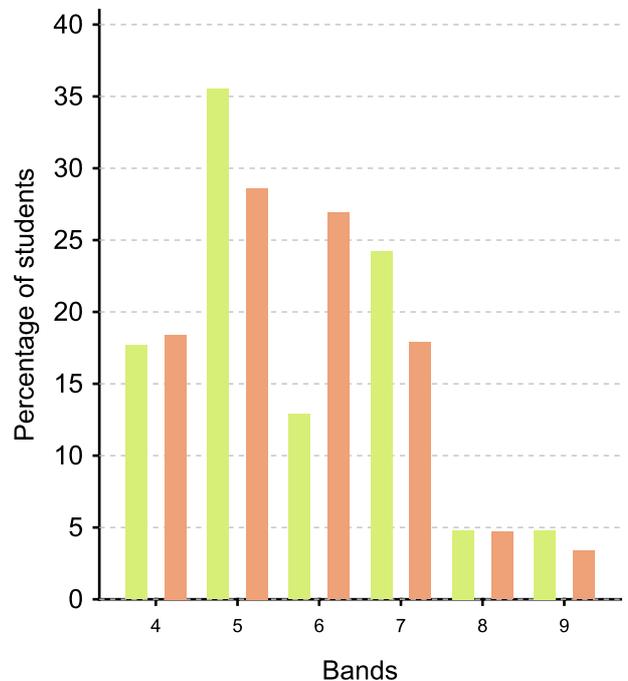
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

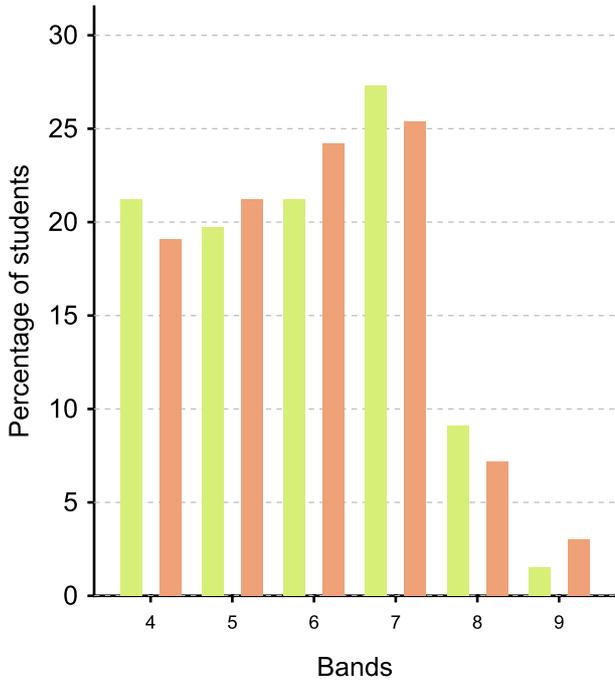
who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

As can be seen in the graphs, there has been a pleasing lift in performance across the literacy tests particularly in the upper bands. It is noted that there is still much work to do in lifting student performance particularly in writing.

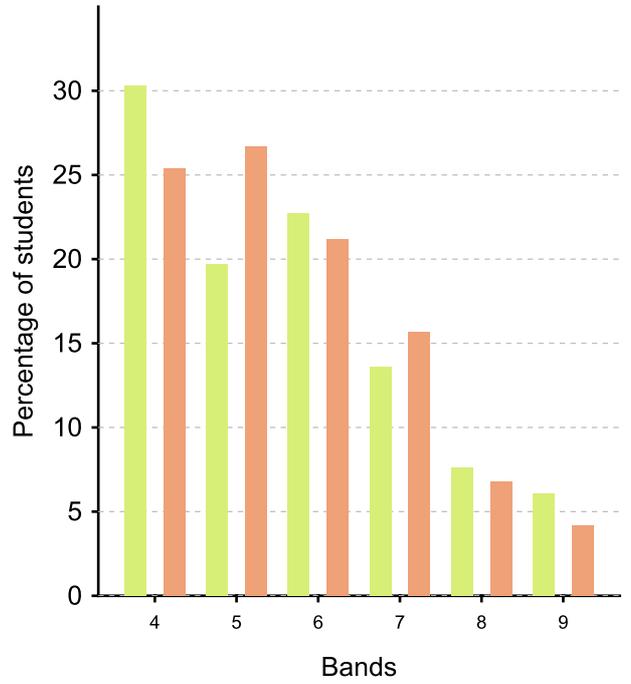
Percentage in bands:  
Year 7 Reading



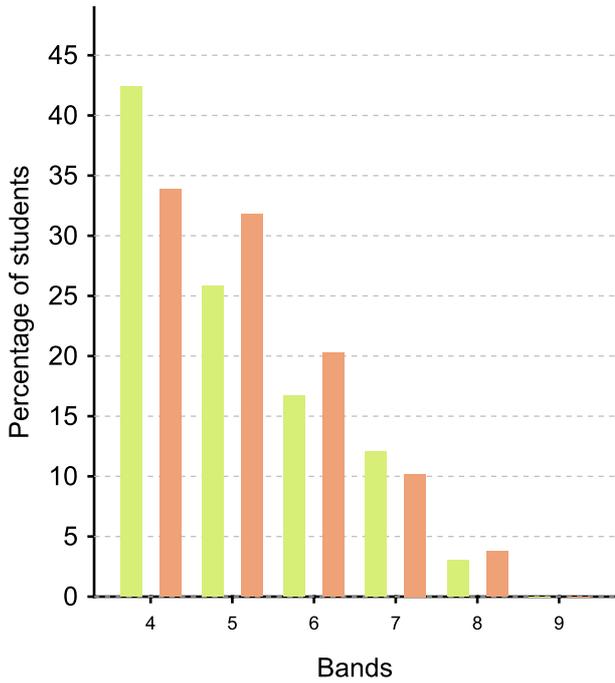
**Percentage in bands:**  
Year 7 Spelling



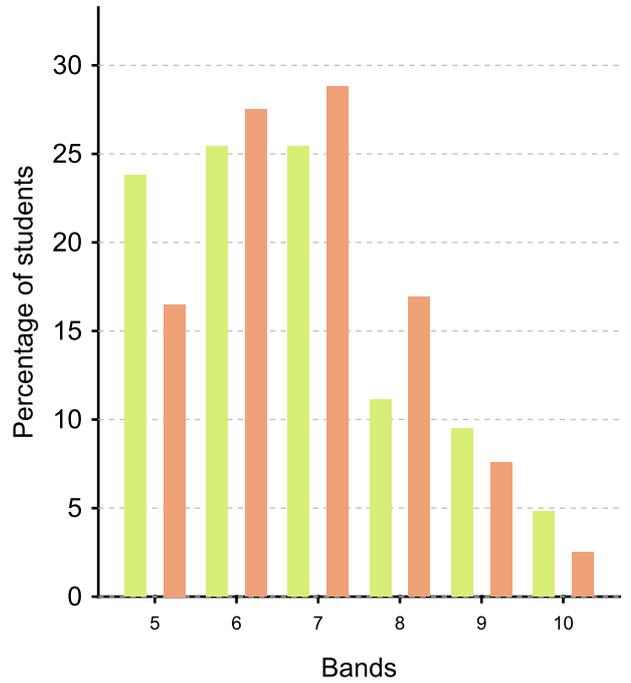
**Percentage in bands:**  
Year 7 Grammar & Punctuation



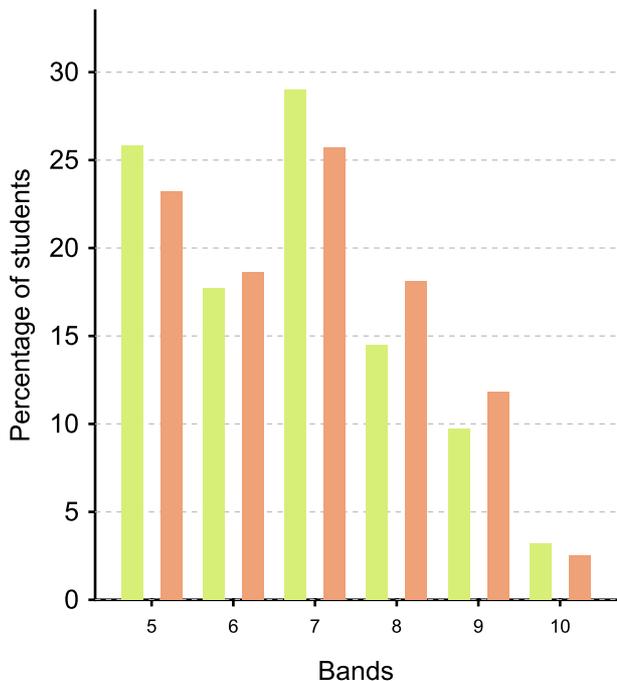
**Percentage in bands:**  
Year 7 Writing



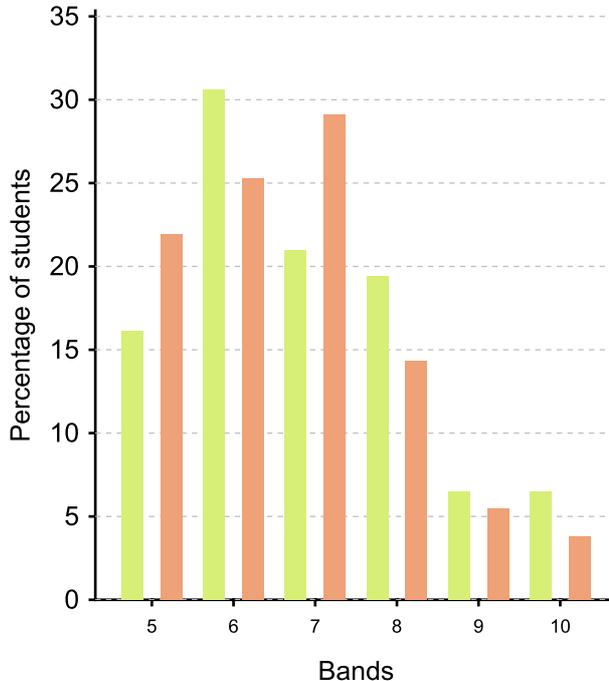
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Spelling



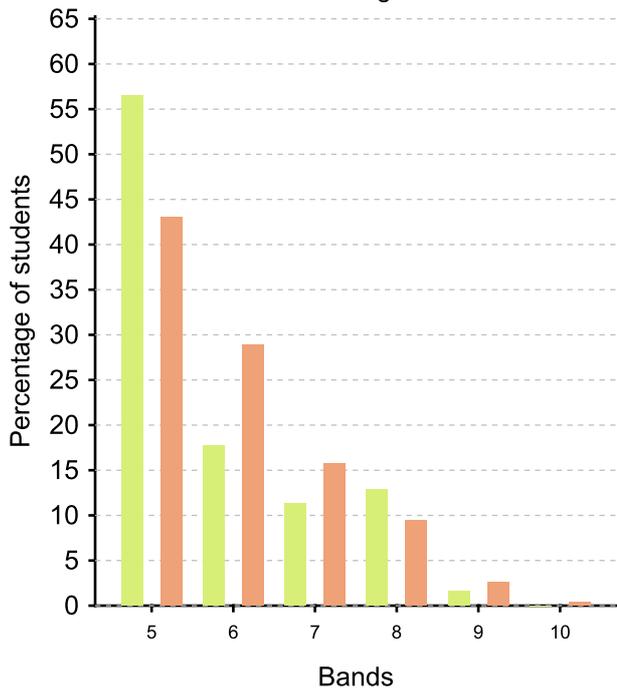
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

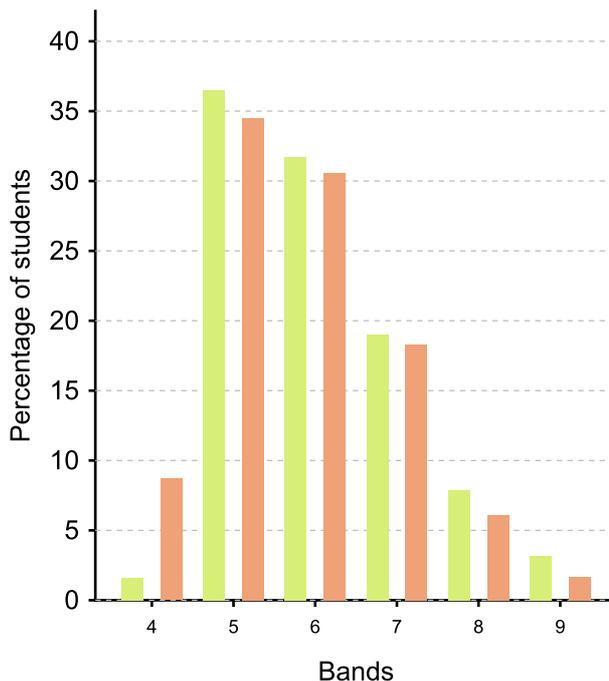
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

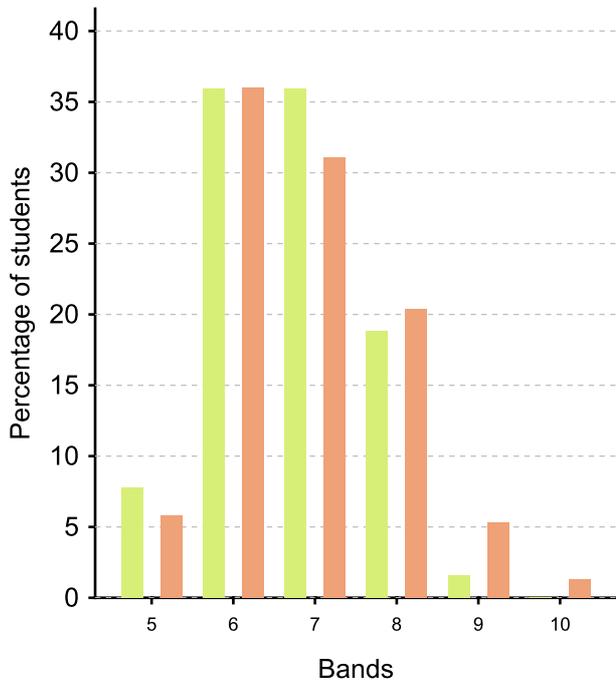
Some effort has been made to analyse the poor results in year 9 numeracy, particularly for students expected to achieve in the top two bands. This analysis has revealed no clear cause to explain the drop in performance, however, anecdotal data from student interviews may indicate disruptions in the lead up to NAPLAN testing may have contributed to students preparedness for the testing period.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:  
Year 9 Numeracy**

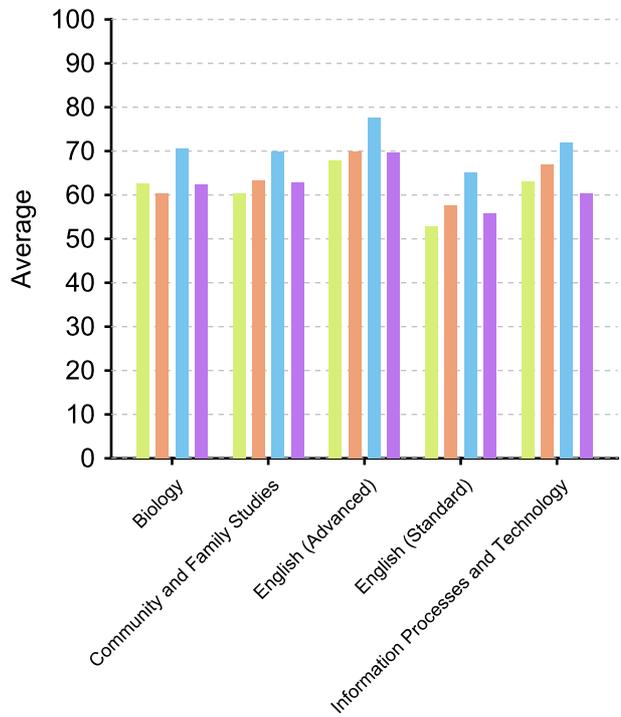


■ Percentage in Bands  
■ School Average 2016-2018

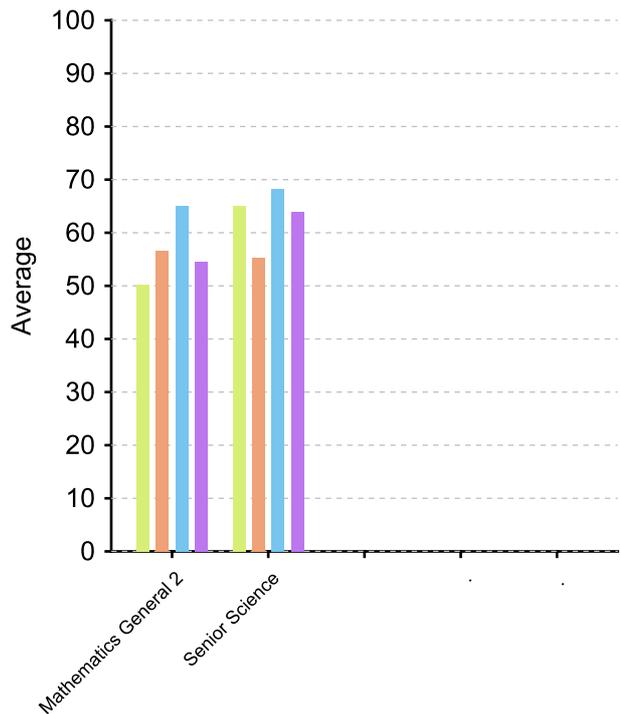
In accordance with the reporting requirements for the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, an average of 7.53% Aboriginal students achieved results in the top two NAPLAN bands across all areas of testing. This result continues a positive trend for overall achievement levels for Aboriginal students.

**Higher School Certificate (HSC)**

Student performance in the HSC continues to be an area of concern. The school has a number of initiatives, such as the Independent Learning Centre, that seek to address the complex issues of student engagement and achievement. Significant resourcing has also been allocated to an academic writing initiative that it is hoped will have a positive impact on student outcomes. A sample of averages for HSC courses is included below.



■ School 2018    ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018    ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

**Parent/caregiver, student, teacher satisfaction**

In 2018, Chatham high school parents and students were surveyed through the Learning Bar series of surveys, Tell Them From Me (students), Partners in

Education (parents/carers) and Focus on Learning (teachers), the results are summarised below.

144 students undertook a survey in second semester which analysed a range of social-emotional factors and drivers of student outcomes. Notably among the results was a positive trend in a sense of belonging to the school, up 2% from the previous year. Students opinion on the value of education has fallen sharply and has been targeted for further investigation in 2019.

Continuing earlier concerns was the level of engagement in the senior years of school, where the majority of students felt unmotivated to engage with education. These results could be attributed to a continued downward trend in students feeling a sense of optimism about life and possible life outcomes, down 10% over two years. We experienced a drop in parent respondents in 2018 and only 22 parents undertook the survey. Data from the survey indicated a large improvement in communication and connection with the school. In these areas, 68% of parents felt the school communicated with them well and that they were welcome to approach the school or attend events. Safety at School remains an area of concern and the school has dedicated significant resources to investigating the negative perception that exists and to ways in which the school can improve. Continuing the past trend the majority of respondents felt they were welcome at the school and that there was overwhelming support for their students successful completion of the HSC.



## Policy requirements

### Aboriginal education

The number of students identifying as Aboriginal continues to rise and now sits at nearly 28% of the student population. Under the leadership of a newly appointed Leader Community Engagement position who holds responsibility for Aboriginal education, an advisory team operated to provide expedient support to those staff wishing to enhance the embedding of Aboriginal perspectives in their teaching and learning programs and wider advice on the school's management plan. A number of programs continued to

operate from previous years;

- A range of Norta Norta funded programs including in class program for identified students in years 8 and 10. Senior tuition program providing support with class work, assessment tasks and engagement with learning for identifies students in stage 6. Independent Learning Hub to enhance research skills and completion rated of assignments. Mentoring/leadership programs aimed at providing support for students in middle and senior years of schooling.
- Cultural focussed programs including Sista Speak program, held in partnership with Biripi community health for girls in years 9 and 10.
- NAIDOC day was celebrated at school and provided an opportunity for partner primary schools to be involved in dance and a tabloid of cultural activities. The day was well attended by students, staff and community.

### Multicultural and anti-racism education

Reviews of teaching programs ensure anti-racism strategies are embedded in teaching programs across the school. The schools Anti-Racism Contact Officer (ARCO) completed her training in 2018 and continues to establish herself in the role. A number of complaints regarding racist behaviour by students where dealt with within policy guidelines and with compassion by the ARCO, resulting in positive outcomes for all students involved. Harmony day activities were limited to a handful of students who represented the school at a community engagement event. Positive feedback was received regarding their efforts.