

Broken Hill High School

2019 Annual Report



8105

Introduction

The Annual Report for 2019 is provided to the community of Broken Hill 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.

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Message from the principal

It is with great pleasure that I welcome all readers to peruse the goals, challenges and achievements of Broken Hill High School for 2019. Broken Hill is a vibrant community in which there exists a singular focus on the overall goal of developing fine young women and men who ultimately walk from our gates. It is in humanity that learning finds its meaning and offers students the knowledge and skills to equip them for a dynamic, exciting and evolving world. In the spirit of our motto, *Palma Non Sine Pulvere* (No reward without effort), Broken Hill High School looks to shape the qualities of young people as a measure of their character and their resilient outlook to personal achievement that thrives from lifelong learning. It is for these reasons that alumni of this fine school have made significant contributions to every walk of life and students continue to excel across the curriculum: technical, humanities, sport and social justice. I commend this report to you as a testimony to the abiding quality that embodies this school: nothing of value can be achieved without hard work.

Message from the school community

The Broken Hill High School Parents and Citizens' Association continues to work and ensure the school community has the financial backing and support for our children's educational future.

The P&C support the school with our upcoming events for the 100 Year Centenary taking place in September 2020.

In 2019 the school's Parents and Citizens Association fundraised for a number of major events, the success of the canteen having an Eftpos machine that was installed in 2019 has also contributed to and boosted the funds raised. The school has seen a great change with improved access to the latest technology and future-leaning spaces also with the upgrading of the overall look of the school buildings.

The Parents and Citizens Association will maintain its financial support in 2020 to assist with these changes. The Parents and Citizens Association also continues its financial support of students who represent the school, through special achievement awards, sporting trips and through scholarships.

With ongoing involvement in areas including the school management plan, the Parents and Citizens Association will work to ensure Broken Hill High School remains successful in future years.

Margaret Burrowes
Parents and Citizens Association President

School background

School vision statement

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 593 students (18% Aboriginal). Our school proudly includes IO/IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of a high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To collectively implement evidence based best practice teaching and learning strategies that reflect and promote continual growth and professional development in teaching.

Improvement Measures

Improved teacher collaboration practices

Improved NAPLAN value added data.

Improved teaching practice

Progress towards achieving improvement measures

Process 1: Blended peer coaching (peer observation strategies) and instructional rounds to receive and deliver constructive feedback are embedded in school culture.

Evaluation	Funds Expended (Resources)
Although evidence and research support Quality Teaching Rounds as a productive and engaging method of professional learning and development of practice strategy not all staff at Broken Hill High School were responsive to its implementation as a voluntary professional learning activity. As such the staff that had volunteered were directed to cease and they were not able to benefit from the sharing and feedback cycles of the process.	0.3 Teacher Relief with period allocations in timetable \$45,000 Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$45000.00)

Process 2: Streamlined Accreditation processes that are overseen by HT QTL with HTs learning the process.

Evaluation	Funds Expended (Resources)
All submitted accreditation reports were completed to standard with zero returns or requests for extra data. Teaching staff have all completed training in the use of eTams and have been witnessed logging teacher identified hours of professional learning. Head Teacher Quality has continued to offer and provide support to the new scheme and accredited staff to either gain accreditation or maintain accreditation. The induction program is currently being reviewed with refinement and changes to processes expected to be implemented in 2020.	HT Teacher Quality Teacher & Learning \$33,109 (Higher Duties) Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$33109.00)

Process 3: Improved teacher data analysis and use to improve teaching & inform learning. Data sources include RAP & SCOUT (NAPLAN, HSC)

Evaluation	Funds Expended (Resources)
The use of SCOUT as a data source has been well promoted and is encouraged at regular points. As it currently stands 100% of the schools executive have access to SCOUT and 65% of teaching staff have completed the training to access SCOUT. From this use of SCOUT, data reveals that only 43% of staff have accessed the data available in SCOUT to inform teaching and learning. Looking further into data used to inform teaching and learning 40% of teaching staff accessed the Results Analysis Package during 2019. These figures indicate that further learning and development of data skills is required.	Professional Learning for all staff \$90,656

Process 4: School leaders develop, implement and embed supervision practices.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to the implementation of the leadership development program, the implementation and investigation into supervision practices have been placed on hold until further notice.	

Process 5: Learning on Learning Intentions and Success Criteria are used in every classroom setting.

Evaluation	Funds Expended (Resources)
<p>In discussion with staff, a small number of staff are utilising this strategy and students from these classes have reported through student interviews that learning intentions are providing greater clarity of what is being learnt and what constitutes success in learning. Attempts to gather data on the use of learning intentions has proven difficult as a proposed spot check and tally process of their use was interpreted as a lesson observation that is outside the guidelines of the Teachers award and performance and development processes.</p> <p>A core group of enthusiastic and forward-thinking pedagogy practitioners continue to report to the executive on the positive impact that using learning intentions has had on teaching and learning. Through professional learning groups further training and encouragement of staff to use learning intentions as a teaching strategy will continue.</p>	

Strategic Direction 2

Leadership Development

Purpose

Develop a culture where leadership and fostering leadership development is encouraged to improve the capacity of our future leaders and students to enhance whole school processes and aspire towards excellence.

Improvement Measures

Effective school policies are reviewed and embedded through a collaboration process.

Increased leadership capacity of staff.

Mentoring / coaching practices that lead to improvements in the School Excellence Frameworks Leading Domain.

Progress towards achieving improvement measures

Process 1: School leaders identify leading learners, recognising and sharing outstanding teaching practice and offer collegial peer coaching and thereby facilitating career pathways for staff seeking higher accreditation.

Evaluation	Funds Expended (Resources)
Leadership identification and development has made significant gains this year through the development of leadership goals and focuses on the improvement of practice, the work done with Ed Services has had a significant impact on our leaders understanding of the role and the importance of the role. The school's leadership team have worked collaboratively with each other and used experiences from collaboration with another network to refine and increase the expectations on students learning and accountability.	Ed Services

Process 2: Further development of Head Teachers and staff through DP mentoring and growth coaching practices embedded in the Leadership Team. For example participating in focus area and policy teams

Evaluation	Funds Expended (Resources)
Growth coaching conversations have become a regular occurrence during the executive meetings and 1 to 1 meetings with executive staff. Head Teachers are now starting to facilitate coaching conversations into performance and development conversations on a regular basis and reporting these conversations to the executive in planned coaching meetings. This had led to staff feeling challenged and provided with the tools to problem solve and develop solutions focused ideas to student learning issues.	

Process 3: Box not used

Evaluation	Funds Expended (Resources)
This field is not required	

Strategic Direction 3

Raising expectations and improving student learning

Purpose

Learning is central to all that we do. It is essential that the school maintain quality learning environments that are engaging and has relevance to students. Key to this is the development of a culture of learning, based on academic excellence and high expectations

Improvement Measures

Wellbeing and N Award entries decrease each year

Increase number of students achieving band 4, 5 & 6 in HSC.

Increase in achievement in HSC extended response writing questions in comparison to previous achievement.

Progress towards achieving improvement measures

Process 1: Implement targeted Literacy and Numeracy Programs, on a whole school basis and on a student / class targeted basis through initiatives such as ALARM, TEEEL(TEEE), Spellit, Mathletics, Multilit and Numeracy Ninja and ensure they are embedded into programs and explicitly taught.

Evaluation	Funds Expended (Resources)
Literacy particularly reading has received significant focus with all students years 7 –10 haveing completed testing to establish reading age and comprehension data. Those students that have fallen 2 years below chronological age have learning plans established and provided reading support through inclusion in the MultiLit program delivered by 2 Learning Support Officers. The results from the program have over 90% of participants closing the gap on chronological reading age significantly and in some occurrences moving beyond chronological age. Numeracy has been implementing Mathletics principals into the mathematics curriculum and has investigated small group work as a method to support numeracy needs.	Multi Lit SLSO x 2 \$124,298 Spell It Program \$530 Mathletics \$7192 Training for Multilit x 11 staff Training for Spell It x 16 Staff Training for Maqlit x 14 staff Multilit resources \$3321 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$124298.00)• Socio–economic background (\$33115.00)

Process 2: Mapping students against literacy and numeracy progressions and development of student growth targets.

Evaluation	Funds Expended (Resources)
Further work on the effective use of this tool is needed with the upskilling of staff on effective data skills in teaching and data skills in planning required so that the best start data can effectively and efficiently be used to support the learning of literacy and numeracy across the school.	

Process 3: Development Wellbeing Hub that provides students with a link to support services.

Evaluation	Funds Expended (Resources)
Staff and students that have accessed the health hub have all spoken	Conversion of room to 6 individual

Progress towards achieving improvement measures

positively about the facility and are looking into how the facility can better accommodate our students and how the required services can also access the facility. Looking to the future ensuring that services are aware of our facility and encouraging them to use it will be an ongoing contributor to its success into the future. Executive staff will undertake local service provider visits in 2020 to encourage involvement.

treatment rooms \$29810

Refit the room \$23,870

Veranda to Health Hub \$15,960

Disabled Toilet \$28,867

Additional Plumbing and works to room \$6,480

Furniture for room \$5099

Funding Sources:

- Socio-economic background (\$100086.00)

Process 4: Box not used

Evaluation	Funds Expended (Resources)
This field is not used	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO \$68575</p> <p>SLSO x 1 \$61252</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$129 827.00) 	<p>100% of all Aboriginal students have a Personalised Learning Plan. An Aboriginal Education Officer (AEO) is part of the School's staffing entitlement at a cost of \$68 575. The remaining funds were utilised to contribute to the cost of employment of a second AEO and an Aboriginal School Learning Support Officer. As a result, the continued support of all Aboriginal students through student learning support officers to assist with assessment tasks, classwork and social and emotional wellbeing was maintained. Aboriginal students were also provided with additional support with attendance, literacy, numeracy and wellbeing issues. The CLONTARF program has also increased the retention and engagement of Aboriginal boys</p>
Low level adjustment for disability	<p>MultiLit SLSO \$124,298</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$124 298.00) 	<p>1.8 Learning and Support Teachers are part of the School's staffing entitlement at a cost of \$162 518. These Learning and Support Teachers have identified all students requiring adjustments to support learning, these are communicated to staff through the creation or updated Personalised Learning Support Plans (PLSP) to allow all students to engage in the curriculum and gain the skills required to become a good citizen. These are negotiated with the Learning and Support Teachers, the student and their parents/carers. This support can also be seen through the assistance of the homework centre and Ross Clark Learning Centre. Additional SLSOs (\$61 518) are employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning.</p>
Socio-economic background	<p>Deputy Principal \$163,254</p> <p>TSO \$88,052</p> <p>BM \$81,940</p> <p>SLSO \$61,252</p> <p>Attendance Officer \$58,338</p> <p>Mathletics & Smarter Maths \$12 500</p> <p>Breakfast Club \$2 500</p> <p>Homework Centre \$10 000</p> <p>Assistance to Students Uniform & Fees \$5 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$483 286.00) 	<p>After evaluation of programs from the previous years, programs and initiatives were identified and relevant staff employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit, technology was supported and upgraded through the employment of a Technology Support Officer. Homework and student assessment support were provided through the running of the homework centre as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum.</p>
Support for beginning teachers	Head Teacher Beg	Beginning teachers have continually been

Support for beginning teachers	<p>Teachers \$24 103</p> <p>0.3 Teacher for period allocation in timetable \$45,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$69 103.00) 	<p>supported by a Head Teacher Mentor. The Head Teacher Mentor inducts all new staff to Broken Hill High School to ensure greater support and consistency for all staff. They also assist beginning teachers with their accreditation, complete lesson observations to provide valuable feedback and assist Head Teachers in their part of being a supervisor in the accreditation process.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	325	336	311	275
Girls	310	310	303	283

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.5	88.1	88	86.7
8	80.7	87.7	84.1	84.1
9	85.6	77.7	83.1	81.2
10	84	84.3	73.7	79.9
11	82.2	84.6	85.7	85.1
12	87.5	83.4	84.9	86.3
All Years	85.1	84.5	83.4	83.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3	5	14
Employment	2	2	37
TAFE entry	3	0	10
University Entry	0	0	30
Other	0	0	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

46.67% of Year 12 students at Broken Hill High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Broken Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	37.4
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	3

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,199,618
Revenue	9,708,058
Appropriation	9,570,073
Sale of Goods and Services	11,710
Grants and contributions	122,689
Investment income	3,585
Expenses	-9,621,452
Employee related	-8,077,754
Operating expenses	-1,543,698
Surplus / deficit for the year	86,606

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	805,958
Equity Total	947,784
Equity - Aboriginal	131,229
Equity - Socio-economic	515,435
Equity - Language	25,401
Equity - Disability	275,720
Base Total	6,519,933
Base - Per Capita	148,305
Base - Location	74,446
Base - Other	6,297,181
Other Total	654,592
Grand Total	8,928,266

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

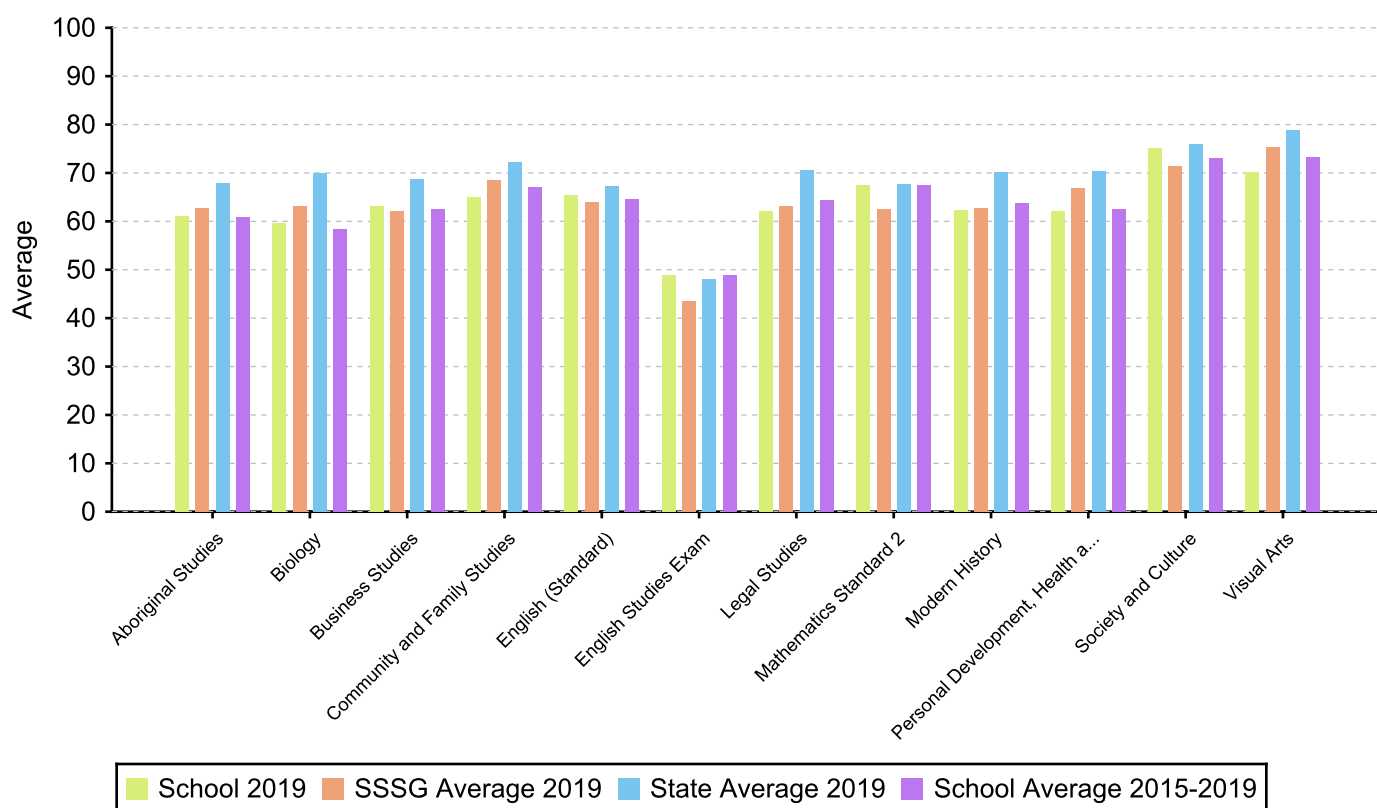
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Aboriginal Studies	61.1	62.8	67.8	60.9
Biology	59.7	63.1	69.9	58.3
Business Studies	63.1	62.2	68.6	62.6
Community and Family Studies	65.0	68.5	72.2	67.0
English (Standard)	65.4	64.0	67.3	64.5
English Studies Exam	48.8	43.6	48.1	48.8
Legal Studies	62.2	63.2	70.6	64.5
Mathematics Standard 2	67.5	62.4	67.7	67.5
Modern History	62.3	62.6	70.2	63.8
Personal Development, Health and Physical Education	62.0	66.8	70.5	62.6
Society and Culture	75.2	71.5	75.9	73.0
Visual Arts	70.1	75.4	78.8	73.2

Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2018.

In 2019, 18 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community.

417 students at Broken Hill High School completed the survey. This provided the school with a diverse sample of responses and provided us with some key issues and strengths of our school. Some of the information included:

- * 46% of students had a positive sense of belonging, a decrease of 2% on the previous year.
- * 86% of students indicated they had positive behaviour.
- * 67% of students indicated they had aspirations to finish high school, a decline of 6% on the previous year.
- * 36% of students in the school plan to pursue a trade or apprenticeship program, a decrease of 1% on the previous year.
- * 46% of students had aspirations for pursuing post-secondary education.

Our student responses were in line with most of the NSW Government School norms. In 2019, 21 staff undertook the survey. Backing up 2018 growth Significant improvements were again made in the area of School Leaders Leading Improvement and Change with a further 9% improvement in this area. Other results were very sound and once again detailed future directions for Broken Hill High School. One of the most important areas stated was staff feeling that they have the skills and confidence to meet the needs of students with disabilities or special needs.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.