

Murwillumbah High School

2019 Annual Report



**INSPIRING EVERY STUDENT
EVERY DAY**

8129

Introduction

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

School contact details

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School background

School vision statement

Murwillumbah High School's vision is captured in the school's motto – 'Inspiring every student, every day.' We provide students with the skills, knowledge and values they can then use to create the future they want and in doing so contribute to creating the future of our local community and beyond.

On the school's badge are the Latin words 'pergo, perago, periclitor', which translates as, 'I strive, I undertake, I succeed.'

This plan provides a framework to ensure that effective communication, student engagement and wellbeing are at the heart of Murwillumbah High School.

School context

Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, and sporting achievement.

The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.

The school, which has approximately 450 students and 72 staff, offers a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs.

A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students supporting them to become resilient citizens in a dynamic and changing world.

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

Strategic Direction 1

STUDENT ENGAGEMENT

Purpose

In what ways and to what extent can we inspire students to deeply engage with their learning and develop the skills to become life-long learners?

Improvement Measures

More than 10% decline in off task behaviours for stage 4 students, in the classroom as indicated by Sentral data.

Improved results in external testing including the HSC, NAPLAN and VALID.

Data indicating Increased enrolments 7–12 and improved retention rates

Student, parent and staff qualitative data (forum data) indicates improved satisfaction with teaching and learning compared to data collected term 4 2017.

Improvement to the number of Stage 4 students achieving A and B gradings in their school report.

Progress towards achieving improvement measures

Process 1: Develop a renewed reward system.

Develop a Future Leaders Program.

Evaluation	Funds Expended (Resources)
<p>Student leadership and student voice has begun to become an integral part of the school. Prefects and Captains have clearly defined roles and work collaboratively with the Snr Executive to workshop and reinvent student driven assemblies, year meetings and activities. Aboriginal student leadership has grown in efficacy and profile as a result of our Prefect program.</p> <p>The 4Cs strategies has seen student voice grow through every class and support leadership growth. This has best been evidenced by the increased number of students who have self nominated for the SRC, where in prior years we struggled to get representation from each year group. Evidence of student leadership is across many key initiatives in the school. One evidence in particular is student representation on our Q&A panels at parent/community and professional learning sessions.</p> <p>Learning disposition awards have changed the Stage 4 award system. Students are awarded based upon their growth in learning dispositions. The next step is to review stage 5 and 6 awards.</p>	<p>Generative Dialogue coaching</p> <p>4Cs Transformative Learning Partnership</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5000.00)

Process 2: Develop community-based projects for disengaged students.

Maximising Success for Senior Students.

Evaluation	Funds Expended (Resources)
<p>Community resources and expertise contributed to the overall quality of the performances and displays.</p> <p>MHS staff continue to value Arts Week and its benefits to the school and broader community.</p> <p>The promotion of showcase events contributed to high levels of attendance by feeder primary schools, parents and community.</p>	<p>4Cs Professional Learning</p> <p>Generative dialogue sessions (David Townsend)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2000.00)

Progress towards achieving improvement measures

Year 11 and 12 students participated in a variety of goal setting/study skills workshops.

Year 12 teachers engaged with Generative Dialogue as a tool for establishing goals and strategies for the success of our senior students.

Process 3: Staff to engage with professional learning and trialling of Futures Focussed Learning pedagogies, led by a Futures Curriculum Committee.

Support and refine LEAP (Learning Engagement Academic Program).

Evaluation	Funds Expended (Resources)
<p>Staff have embraced 4C's transformative learning pedagogies and reshaped how we deliver our stage 4 learning. Staff agency has developed significantly with classroom teachers and executive members working collaboratively to plan, develop and transform how students will learn across all stages. Further, staff plan and lead learning for their colleagues focusing on collaboration across all KLA's.</p> <p>The executive team, through the use of swimming lanes, have established and maintained a high level of accountability which has driven significant transformation and set up processes and practices for continued transformation.</p>	

Process 4: Lead school in ways to implement whole School Literacy and Numeracy initiatives to lift achievement.

Evaluation	Funds Expended (Resources)
<p>Dedicated Literacy/Numeracy period implemented with a focus on Lexia and skills related to the National Minimum Standards testing.</p> <p>Students who need to meet National Minimum Standard in Literacy and/or Numeracy identified and supported in sitting the mandatory test during the allocated windows.</p>	<p>NAPLAN data</p> <p>Lexia</p>

Strategic Direction 2

COMMUNICATION

Purpose

In what ways and to what extent can we enhance communication with all stakeholders and achieve positive promotion of the school?

Improvement Measures

Increased attendance and participation by parents within the school community at school events. Increased student representation and parent and community attendance at Merit Assemblies and Presentation Night.

Significantly improved community satisfaction evident in survey and forum data compared to baseline data from 2017 (360 degree Communication survey and forum data). Data shows the school is perceived by the community on a positive manner.

Student, staff and parents indicate a higher degree of satisfaction with school communication compared to 2017 forum data.

Progress towards achieving improvement measures

Process 1: Team formed to explore and develop improved communication processes with parents involving surveys and trials.

Review processes and policies and build staff, student and community awareness of, and access to these.

Evaluation	Funds Expended (Resources)
<p>Surveys and workshop undertaken provided quality information regarding the communication content and format that parents preferred. This led to specific purposes being defined for the newsletter, Facebook, school stream.</p> <p>Parent Portal was purchased and trialled with a small cohort of parents. Feedback was integrated and the Portal is now integrated successfully. Communication of key information has improved as indicated by reduced parental complaint, a 27% increase in Facebook engagement with posts and school reports electronically issues via the Portal app. Further, a growing number of parents are communicating directly with teachers via the Portal messaging app. There is positive feedback from both staff and parents.</p> <p>Communication with students has been refined through moderated student notices in Sentral..</p>	<p>Teacher relief (PL)</p> <p>Purchase of Parent Portal module fro Sentral</p> <p>Trial of Parent Portal</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)• Socio-economic background (\$2000.00)

Process 2: Best practice re: communication and technology developed.

Focus on improvement of internal communication systems.

Evaluation	Funds Expended (Resources)
<p>Parent Portal was purchased and trialled with a small cohort of parents. Feedback was integrated and the Portal is now integrated successfully. Communication of key information has improved as indicated by reduced parental complaint, a 27% increase in Facebook engagement with posts and school reports electronically issues via the Portal app. Further, a growing number of parents are communicating directly with teachers via the Portal messaging app. There is positive feedback from both staff and parents.</p> <p>Communication with students and staff has been refined through moderated student and staff notices in Sentral. A 12 month calendar of staff meetings and professional learning has been developed.</p>	

Progress towards achieving improvement measures

Process 3: MHS students and their achievements are consistently and effectively showcased.

Evaluation	Funds Expended (Resources)
<p>Four showcases of Year 7 work were developed and actioned throughout 2019. These were major school events with support and involvement from community and parents. The model has become an organic, central celebration of student learning and assessment, as opposed to a bolt on.</p> <p>A refined and effective model for parent/teacher meetings has developed and trialed involving teams of teachers supporting students to reflect upon and discuss their learning with their parents. In particular the team of teachers support the student to present their strengths and yet to be strengths in relation to learning dispositions.</p> <p>In 2020 the model will be up-scaled to include all of stage 4 and a review of stage 5 and 6 parent teacher night format is underway.</p>	<p>PL relief</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Strategic Direction 3

WELLBEING

Purpose

In what ways and to what extent can we support the growth of student and staff as resilient people?

Improvement Measures

A reduction in staff sick leave and student absenteeism indicating growth in levels of connectedness and resilience.

Reduction in SENTRAL entries focusing on aggressive behaviour and off task behaviours.

- Staff actively advocate and utilise wellbeing strategies.

Progress towards achieving improvement measures

Process 1: "Flourish" collect base-line wellbeing data from across the school for students.

Evaluation	Funds Expended (Resources)
The decision to discontinue the 'FLOURISH' trial and use SENTRAL to collect data was positive. It supported the PBL team in identifying the playground as a focus area. The ultimate division of the playground into a Yr7, 11 and 12 area and a Yr 8,9 and 10 area as well as a common whole school active area and the explicit teaching of expectations significantly reduced recess and lunch time conflicts and anti social behaviours.	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$200.00)

Process 2: Staff welfare committee formed to develop wellbeing initiatives. Investigate what works in other schools around happiness and wellbeing – team to explore opportunities to develop related programs.

Evaluation	Funds Expended (Resources)
<p>The sporting challenges were highly successful with staff forming cross faculty teams to compete. Winning teams were awarded a special shirt to wear which staff wore with pride. Their was a positive coming together of individuals in a supportive and fun environment.</p> <p>Yoga and meditation sessions were given favourable reviews by staff and brought a focus onto looking after one's self</p> <p>Giving over of meeting time for a whole range of wellbeing activities demonstrated that staff wellbeing was valued and supported the growth of a positive staff culture</p>	<p>Staff release</p> Funding Sources: <ul style="list-style-type: none"> • (\$0.00)

Process 3: Student behaviour support team formed to investigate best practice and formulate effective whole school approaches.

Embed wellbeing attitudes and strategies in programs to enable students to understand and manage themselves and their relationships.

Evaluation	Funds Expended (Resources)
<p>The Distance Education program has successfully supported disengaged students in re-engaging with their studies with some students transitioning back into regular classes at MHS or others transitioning into TAFE. The program numbers continue to grow.</p> <p>The Learning Disposition Wheel has given staff, students and parents alike a common language to address learning and behaviour. It is now an integral part of our reporting process, parent teacher gatherings, wellbeing meetings,</p>	<p>SLSO and rent for the office.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$50000.00)

Progress towards achieving improvement measures

collaborative practice program and transition program.

Wellbeing support practices and processes are now embedded across all areas of Teaching and Learning at Murwillumbah High School

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Equity funding so support SS learning.</p> <p>Relief funds to support YAs from Ab Ed equity.</p> <p>Period allocation to support school based mentor.</p> <p>ACLO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$30 000.00) • Professional Learning (\$5 000.00) 	<p>Unexpected staffing changes in 2019 involving key staff changing roles and others gaining promotion or going on leave caused a delay in progressing with Aboriginal PLPs. This inadequacy has been immediately addressed with support from the ACLO to lead learning for all YAs to undertake learning T1 2020 with the view that the YAs will facilitate PLPs for their students across the 6 years of schooling. YAs will be supported by the expertise of our school Aboriginal Education team and ACLO. (NB YA training in PLPs has been completed in wk 5 of term1 and the PLP process has recommenced.)</p> <p>In 2020 a more rigorous approach to the role of the Aboriginal Education team will be undertaken. The role of the team and expectations of team members needs to be articulated, as well as capacity built.</p>
English language proficiency	<p>Learning support staff including SLSO.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$3 692.00) 	<p>The support for the identified students was effective as demonstrated by their engagement with the academic program. In the future students need to have a individual education plan developed and reviewed throughout the year. Continued SLSO time.</p>
Low level adjustment for disability	<p>LLAD funding</p> <p>Learning Support Teacher and team</p> <p>SLSO support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 001.00) 	<p>Students were successfully supported by the learning support team. Reviews of the progress of targeted students were undertaken on a needs basis. A reduction in off task and anti social behaviours was identified. In some specific cases further support was accessed through the senior executive and LWO.</p>
Socio-economic background	<p>Partnership with the 4Cs Transformative Learning Team</p> <p>Engagement with collaborative response</p> <p>Continued engagement with Generative Dialogue coaching support</p> <p>Professional learning and team meeting time focused on student learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$361 345.00) 	<p>There has been an approx. 35% reduction in suspension rates demonstrating improved engagement and wellbeing for students. Enrolments have increased by approx.. 33%. Indicators that the initiatives are proving successful.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	261	244	236	228
Girls	244	224	204	202

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.3	88.5	89.2	89.9
8	87	85.8	86.4	82.3
9	83.7	86.9	83.7	79.3
10	83.1	81.5	78.6	78.6
11	84.4	83.3	81.1	84
12	89.3	86	80.6	82.5
All Years	86.1	85.3	83.2	83.1
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	6.8	0	14.5
Employment	0	0	27.1
TAFE entry	0	1.5	10.3
University Entry	0	1.5	36.7
Other	8.2	9	1
Unknown	1.3	3	10.4

Students successfully gained Certificates of Statement of Attainment towards the certificates in VET frameworks of Primary Industries, Entertainment, Live production & Services and Hospitality. Connections with the community were enhanced through the students' work placements, where they gained valuable work experiences. Attendance at TVET Courses saw students achieve certification in Retail, Baking, Automotive, Animal Studies, Early Childhood Education, Health Services Assistance and Information Technology.

Year 12 students undertaking vocational or trade training

27.14% of Year 12 students at Murwillumbah High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.5% of all Year 12 students at Murwillumbah High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

All students in the Year 12 cohort attempting HSC qualification successfully achieved and received the Higher School Certificate

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	33.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.78
Other Positions	2

*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	1,020,086
Revenue	8,788,987
Appropriation	8,586,299
Sale of Goods and Services	13,210
Grants and contributions	181,180
Investment income	8,298
Expenses	-9,349,474
Employee related	-8,374,475
Operating expenses	-974,999
Surplus / deficit for the year	-560,487

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	1,477,993
Equity Total	617,830
Equity - Aboriginal	39,390
Equity - Socio-economic	361,345
Equity - Language	3,692
Equity - Disability	213,403
Base Total	4,969,178
Base - Per Capita	112,476
Base - Location	0
Base - Other	4,856,702
Other Total	881,317
Grand Total	7,946,319

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.

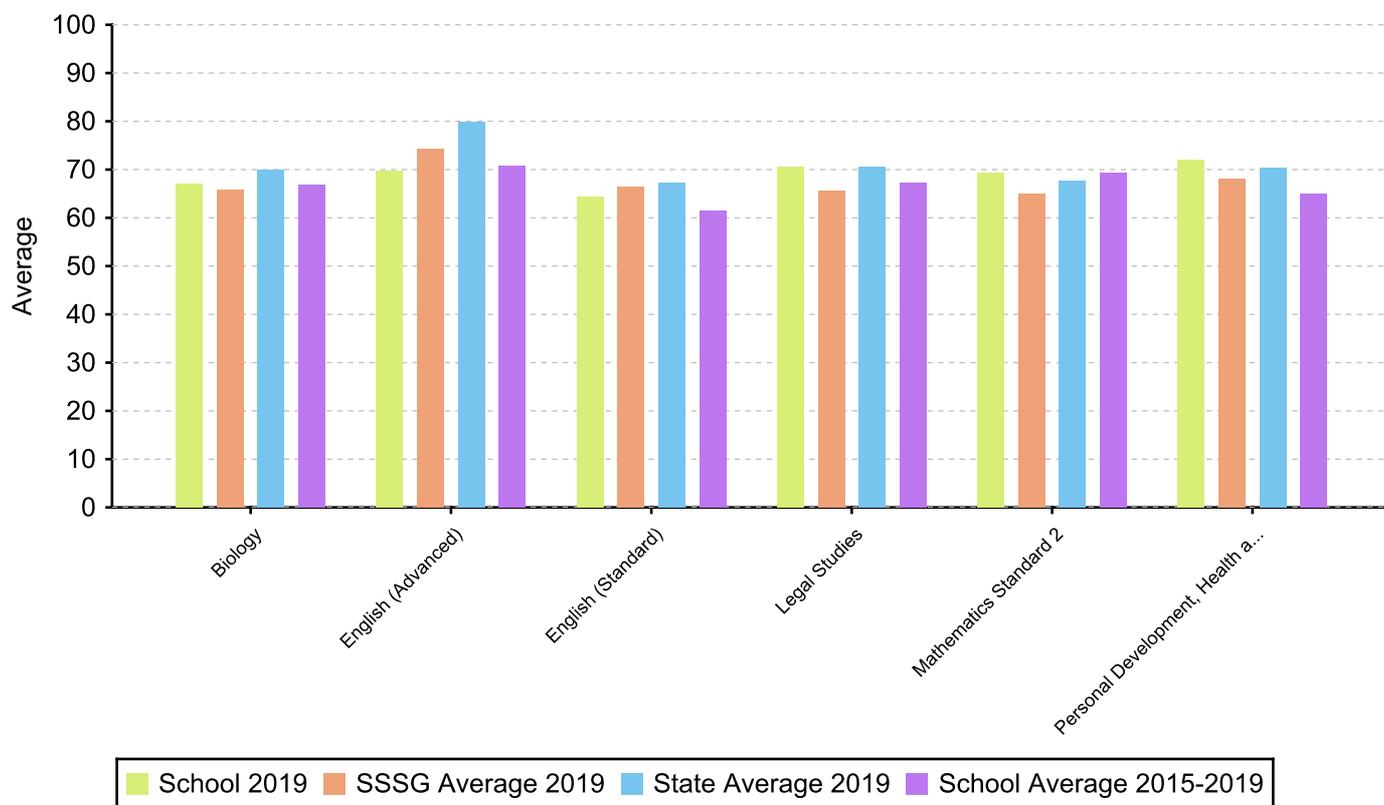
NAPLAN Online

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
Biology	67.1	65.9	69.9	66.8
English (Advanced)	69.7	74.4	80.0	70.8
English (Standard)	64.4	66.4	67.3	61.5
Legal Studies	70.5	65.6	70.6	67.3
Mathematics Standard 2	69.4	65.0	67.7	69.4
Personal Development, Health and Physical Education	72.0	68.1	70.5	65.0

Parent/caregiver, student, teacher satisfaction

During 2019 we have undertaken a number of snapshot surveys to ascertain community satisfaction. The surveys have included Tell Them From Me, as well as bespoke internally designed and delivered surveys and focus groups.

As a result of survey we have actioned improvement with internal and external communication platforms and processes. Post feedback has been positive and demonstrating impact. The post data included an 27% increase in Facebook post engagement, a reduction in parental, staff and student complaint regarding communication (no complaints regarding communication came to the Principal in 2019, whereas in 2017–18 there were at least three).

Following extensive consultation with parents, students and staff we moved to a no mobile phone policy and integrated the Yondr platform.

Further consultation continued with students, staff and parents regarding improvement to student engagement. In particular, there has been overwhelmingly positive feedback for the pedagogical work the school is doing with learning dispositions, building student agency through the 4Cs – collaboration, creativity, critical thinking and communication. Based on ongoing feedback from all stakeholders we have made structural refinements to our Stage 4 curriculum which have seen a 35% decline in suspension rates indicating an improvement in student engagement and wellbeing. We have also seen a 75% increase of participation by parents through involvement with stage 4 student work showcases.

As a part of our focus on the 4Cs we have delivered a structured and planned professional learning program across the year. Central to the work has been teacher collaboration. Ongoing feedback from teachers through the executive team has led to structural changes being made to create time for teachers to meet in teams and collaborate to enhance student learning. Staff indicate the value of ongoing, deep professional learning based upon the one throughline, the 4Cs. Staff report improved wellbeing and 'reinvigoration' for teaching as a result of the opportunities and expectations for collaboration in the delivery of pedagogy. Outcomes of the work include the development of stage teams of teachers regularly meeting to share strategies for engaging individual students, common language around student learning dispositions being used by staff across the school, celebratory showcases of student work, development of a student led parent/teacher night format based on learning dispositions, the removal of school bells, embedding of student reflection time between each class 'we run to time, not bells,' and review and reinvention of programs across the school.

Our students leaders, SRC, Prefects and Captains have been supported through generative dialogue coaching. Their agency has been strengthened and student voice is growing throughout the school. Some of the student driven developments include a reinvention of assembly time so that there are regular student run workshops, students participating in panels providing advice for teaching and learning on school development days, students driving key events throughout the year.

2019 has been a transformative year for Murwillumbah High School, a trajectory that the stakeholders see as positive and ongoing.

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.