

Parkes High School

2019 Annual Report



8146

Introduction

The Annual Report for 2019 is provided to the community of Parkes 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

Parkes High School

Albert St

Parkes, 2870

www.parkes-h.schools.nsw.edu.au

parkes-h.school@det.nsw.edu.au

6862 1844

School background

School vision statement

Parkes High School students make real connections with the rapidly changing world using transferrable and enduring skills. They are engaged and motivated learners equipped with resilience and skills to succeed and participate in local and global communities.

School context

Parkes High School is a comprehensive secondary high school (enrolment 610 students, of which 18% are Aboriginal) providing education to an expanding rural community in the Central West of NSW. The school attracts Equity Funding and is focused on quality teaching, differentiated learning opportunities and pathways, literacy and numeracy.

Parkes High School uses the Positive Behaviour for Learning process and is part of the Henry Parkes Learning Community. The school is highly inclusive and supports students with disabilities. It has six special education classes and a Tutorial class. Effective programs for transition and Gifted and Talented Students operate and we have established strong partnerships with the community.

The school has a proud history of outstanding academic, sporting, cultural and performing arts achievements, and offers an extensive range of vocational education and training courses.

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	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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

Learning

Purpose

To strengthen student capacity to grow in an environment that possesses a strong wellbeing and learning culture, where high expectation performance measures foster rich student-centred learning experiences.

Improvement Measures

Increased proportion of students demonstrating active engagement with their learning.

Increase the proportion of students achieving expected NAPLAN growth..

Increase in student attendance to match state secondary school average.

Value added growth for all students in the HSC outcomes.

Progress towards achieving improvement measures

Process 1: Curriculum Delivery

Delivery of quality student centred and self-regulated learning experiences which enable students to understand how they learn.

Evaluation	Funds Expended (Resources)
HOW2Learn target not met – to be continued in 2020 Teaching and learning programs reviewed at faculty level and programs developed for implementation in 2020.	

Process 2: Student Wellbeing

Implementation of a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive. Student focuses are around wellbeing and underpins learning experiences.

Evaluation	Funds Expended (Resources)
A significant range of Wellbeing initiatives have been developed and implemented across 2019 with all students accessing relevant programs and initiatives targeted to their cohort's particular needs. Mental Health Awareness Day – community led program implemented for students 7–12. External presenters (Batyr and Joe Williams, Dennis Moran) conducted late Term 4. Current structure of wellbeing lessons reviewed and decision to remove designated 1/2 Wellbeing lesson for 2020 PBL Team continues to meet and develop focus for 2020	

Process 3: Literacy and Numeracy

Development and implementation of whole school literacy and numeracy strategies.

Evaluation	Funds Expended (Resources)
ALARM model utilised extensively in some subjects and assessment tasks	

Progress towards achieving improvement measures

but not all – DP IL and Tracy Samuels (School Services) delivered PL to whole executive to upskill their ability to lead the embedding of ALARM with faculty and consequently whole school practice

School assessment tasks and external data (NAPLAN and HSC) investigated to identify areas for improvement in 2020. LaST delivered PL to staff on improving standards of writing (Minimum Standards) and strategies

Relevant numeracy strategies investigated and embedded into 2020 T&L programs.

Process 4: Assessment and Reporting

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative and summative assessment are integrated into teaching practice and inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>2020 Assessment Tasks written for HSC courses informed by evaluation of all aspects of Assessment practice across the year. This process needs to be extended in 2020 to all year groups.</p> <p>Review of HSC results commenced. Beginnings of discussion around what strategies can be implemented in response to this undertaken at end of T4, 2019. To be continued in 2020.</p>	

Strategic Direction 2

Teaching

Purpose

Staff implement dynamic and engaging programs that optimise learning and build student capacity. Continuous collaborative professional learning drives best practice and high quality teaching.

Improvement Measures

Staff use PDPs to undertake professional learning linked to their goals and the Australian Institute Teaching and School Leadership standards (AITSL).

Increase in staff who are actively engaged in collaborative practices particularly a peer observation process.

Dynamic, personalised curriculum delivery is increasingly evidenced in teaching and learning programs with a focus on student engagement with a technology based delivery..

Progress towards achieving improvement measures

Process 1: Professional Learning

Staff build capacity with ongoing professional learning to meet and exceed Australian Institute Teaching and School Leadership Teacher standards. within a school framework of collaboration.

Evaluation	Funds Expended (Resources)
This was not completed due to HT Wellbeing going on Maternity Leave. Annual PDP review completed for all staff. Relevant PL delivered to whole staff around key areas of accreditation, literacy and wellbeing at staff fortnightly PL meetings. Mandatory training requirements included in PL calendar and timelined for delivery in 2020.	

Process 2: Technology

Bring Your Own Device – Technology and professional skills are confidently translated into effective teaching.

Evaluation	Funds Expended (Resources)
Most teaching and learning programs across the school include appropriate technology use with opportunities for students to develop skills in subject specific programs as well as more broad, general technology skills. This will enable students to begin to develop their abilities to utilise technology to create new material and extend the use of technology beyond presentation of information	

Process 3: Evaluative Practice

Staff utilise data, including peer observation evidence, to identify individual student needs and inform teaching and learning practice.

Evaluation	Funds Expended (Resources)
This has been completed but further detailed analysis is required to ensure continued relevancy of school actions. This process has been commenced but, due to the arrival of the data right at the end of 2019 further time is required to do this process effectively.	

Strategic Direction 3

Leading partnerships

Purpose

To foster a sense of shared responsibility in an inclusive learning environment where proactive community engagement, leadership and effective management build positive relationships that collectively drive school improvement.

Improvement Measures

Increased numbers of staff and students take on leadership opportunities within the school and across the Henry Parkes Learning Community.

Increased community participation within school.

Increased satisfaction rates by parents, staff and students with the communication practices of the school.

Progress towards achieving improvement measures

Process 1: School Leadership

Developing leadership capacity and opportunities across all members of the school community.

Evaluation	Funds Expended (Resources)
Leadership mentoring strategy discussed at Executive, Senior Executive and with School Services. This has informed actions for 2020. Stronger Smarter is evident in some aspects of school practice but it is not embedded as a regular feature. This needs to occur in 2020.	

Process 2: Community Partnerships

Strengthening community relationships to enable authentic participation in and support of, new and existing school initiatives.

Evaluation	Funds Expended (Resources)
Domestic Violence/White Ribbon Community March – PHS students (Yr 9) participated in the community march and a number of Music students performed at the gathering in Cooke Park French Rugby League Team – visits from members to school working with 7 LOTE class and Food Tech and Hospitality classes. Student supporting clinic conducted with local primary schools PHS students continue to support local primary schools in carnivals and PSSA events MAD night – showcase of student performances – attendance was much higher than it has been in previous years AECG – continued involvement of students and staff in this forum Presentation Evening – Attendance and active involvement of a large number of local and broader community representatives including Acting PM, local member of Parliament, local Council representatives, business and community organisations Community initiated Mental Health Focus Day run at PHS with strong support and involvement of teaching staff and participation of all students	

Progress towards achieving improvement measures

SRC led Pink Up Parkes Day held – connection to events being held in wider community; Fundraiser for Drought relief conducted under leadership of Senior SRC members

High Potential and Gifted Education parent forum

Process 3: Educational Leadership

Established practices to ensure continued improvement in teaching and learning across the HPLC.

Evaluation	Funds Expended (Resources)
<p>Successful networking events held across the year which served to strengthen the connections between the executive of all HPLC schools, shared PL conducted building capacity across all schools.</p> <p>Highly successful transition program conducted (6–7) with collaboration between PHS staff and feeder primary school executive and Stage 3 teachers. Special Ed transition improved from that of previous years. Continued focus to ensure best practice is delivered.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>In class support – 0.6 class teacher (Involve Program)</p> <p>SLSO (1.8) hired to support Indigenous students in the classroom</p> <p>AEO (1.0) – supporting Indigenous students across all aspects of their schooling</p>	<p>Continuing development of personalised learning plans for all Indigenous students (PLP) developed through consultation with students, AEO, LaST and parent/carers. PLPs readily available to all staff and referenced in developing relevant Teaching and Learning Programs and delivery for all Indigenous students. Improvement of the percentage of Indigenous students in the top 3 Bands in NAPLAN numeracy. Executive member attended all Senior AECG meetings and students represented the school in all junior and senior AECG meetings. 2 members of staff and an Indigenous community member trained in Bro Speak program and initial cohort of students participated in this program. This was highly successful and will be continued and grown in 2020. Additional staff trained in Stronger Smarter Program and we continue to investigate how this can be further embedded into school practices.</p>
Low level adjustment for disability	<p>2 additional Learning and Support Teachers</p> <p>SLSO teachers to support student learning in classes</p>	<p>Employed an additional 2 Learning and Support Teachers to support the learning needs of our students and to enable our Learning Hub to be fully staffed across all periods. LaST working collaboratively with classroom teachers and head teachers to develop and implement interventions for Year 10 students to support them to reach Minimum Standards of Literacy and Numeracy. Additional support provided to Year 11 students who had not yet met this standard. This LaST delivered professional learning to staff to build their capacity to support the literacy and numeracy needs of our students. Provision of extensive data to staff to help understand the learning needs of our students and support to develop appropriate responses to this. A significant proportion of our Year 10 cohort have met Minimum Standards for Literacy and Numeracy. SLSO provided in class support to students with targeted funding and other students with learning and support needs. This resulted in improved quality of products, greater on task time, improved writing and increased work completion. Evaluation of current structure of Learning and Support Team and associated processes and procedures. As a result of this referral process have been streamlined and specific adjustments for individual students are discussed and all staff informed.</p>
Socio-economic background	<p>DP Instructional Leader</p> <p>HT Wellbeing</p> <p>Wellbeing Teacher</p> <p>Additional staff</p>	<p>Additional staff were employed enabling an additional class to be included in Year 7 and resulting in smaller class sizes. A targeted Stage 4 Gifted and Talented class was also added across English, Mathematics and HSIE. The additional class in Yr 7 enabled students to transition to high school with significant greater ease and more classroom support and allowed targeted interventions to be delivered more easily. Evaluation of the</p>

<p>Socio-economic background</p>	<p>DP Instructional Leader</p> <p>HT Wellbeing</p> <p>Wellbeing Teacher</p> <p>Additional staff</p>	<p>G&T class indicated high levels of student and parent satisfaction and provided a structure which facilitated delivery of learning content at appropriate levels of challenge. The employment of the HT Wellbeing enabled a whole school approach to wellbeing with targeted interventions implemented across specific year groups, outside agencies collaborated with the HT Wellbeing to design and deliver specific wellbeing programs to students. Wellbeing initiatives were mapped across the year and involved the input of Year Advisors. The employment of a Wellbeing teacher and the development of a designated Wellbeing space within the school has resulted in greater flexibility and capacity to provide wrap-around support and ensures every student is known, valued and cared for. The employment of a DP Instructional Leader provided additional support to faculty Head Teachers to embed quality teaching and assessment practices across all areas.</p>
<p>Support for beginning teachers</p>	<p>Release to all Early Career Teachers (Permanent and Temporary) in the first 2 years of their teaching career</p>	<p>Release of all Early Career teachers for two hours per cycle allowed for considerable development across all domains of teaching. This time allowed Early Career teachers to engage with a range of activities related to their professional development, activities and skills to improve their capabilities and skills. Support was provided to all Early Career teachers through the support of a mentor and regular meetings at which key staff members would support the Early Career teachers in areas such as programming, assessment and reporting, classroom management, literacy and numeracy and improved student engagement. Staff were also given time to allow for the development and annotation of appropriate evidence to contribute to their accreditation. The program afforded the development of stronger professional relationships for all staff with their mentor, head teacher and deputy principals and a highly individualised level of support for all early career teachers..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	295	281	292	310
Girls	323	308	283	286

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.9	93.2	89.9	88
8	85.7	88.1	88.7	85.7
9	86	85.2	86.6	85
10	82.6	83.5	82.2	80.7
11	83.2	87.9	85.9	82.8
12	85.6	88.4	85.5	86.6
All Years	85.7	87.6	86.6	84.9
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	0	6	5
Employment	5	12	39
TAFE entry	5	5	17
University Entry	0	0	32
Other	0	0	4
Unknown	1	2	3

Year 12 students undertaking vocational or trade training

31.58% of Year 12 students at Parkes High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91% of all Year 12 students at Parkes High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

There were 69 students who completed Year 12 in 2019. The ratio numbered 33 females and 36 males. At the time of the destination survey the following information was recorded.

A total of 32% of our Year 12 students (14 females, 8 males) were offered places at University in 2020. This was an increase of 1% on last year's cohort of which 31% accepted to commence in 2019. They included 12 females, and 4 males. Those choosing to defer university study made up 2% which was a 4% decrease on last year's group. These students have opted to take up a gap year and have undertaken full-time or part-time work to help with the costs of starting out and relocating for university.

The students' choice of courses was consistent with previous years. Most popular courses included Education, Information Technology and Communications. Other courses included Engineering, Law and International Relations, Nursing, Exercise and Physics.

Those students seeking alternative training options at private colleges or similar institutions were recorded at 3% which was down by 5%. The type of training undertaken included Early Childhood, Hospitality, Business Services and Administration.

Of the other students who completed their Higher School Certificate 17% were attending TAFE, which was a decrease of 1%. This includes those students undertaking a traineeship or an apprenticeship. Those completing a traineeship represented 0% of the cohort. While 14% were employed in an apprenticeship which was up by 6% on last year's totals. The Apprenticeships offered were in the mechanical and metal Industries. The additional 3% of students were undertaking a range of courses including Information Technology, child care, and building.

Those students entering fulltime or part-time work made up 39% of the total leavers which was a decrease of 2%. Figures showed part-time workers increased by 6% representing 25% of the 2019 cohort, while those in full-time work decreased 2% to 9%. Employment options gained locally ranged from Retail, Industry and Health related areas. Please note several students undertaking TAFE courses and those in an apprenticeship or traineeship were not listed in these statistics which would take the number of students who are currently working to 50%. This was an decrease of 5% of previous years' cohort of 55%.

Of students not in the labour market or undertaking further training, figures were up at 5% of students being unemployed at the time that this destination survey was collated. This was a 3% increase on the 2018 year 12 school leavers. This is below the current youth unemployment statistical data which is currently averaged at 13.38%.

Students unknown or undertaking other projects increased by 5% on last year's total of 9%. These students are travelling, taking a Gap year, involved in volunteer work, have left town or did not complete the survey.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	45.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	17.48
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	1,636,010
Revenue	10,530,807
Appropriation	10,371,698
Sale of Goods and Services	3,702
Grants and contributions	146,602
Investment income	8,605
Other revenue	200
Expenses	-10,272,920
Employee related	-9,107,960
Operating expenses	-1,164,960
Surplus / deficit for the year	257,887

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	1,723,756
Equity Total	885,024
Equity - Aboriginal	103,148
Equity - Socio-economic	462,989
Equity - Language	3,540
Equity - Disability	315,347
Base Total	6,237,767
Base - Per Capita	141,459
Base - Location	82,950
Base - Other	6,013,358
Other Total	1,049,271
Grand Total	9,895,818

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.

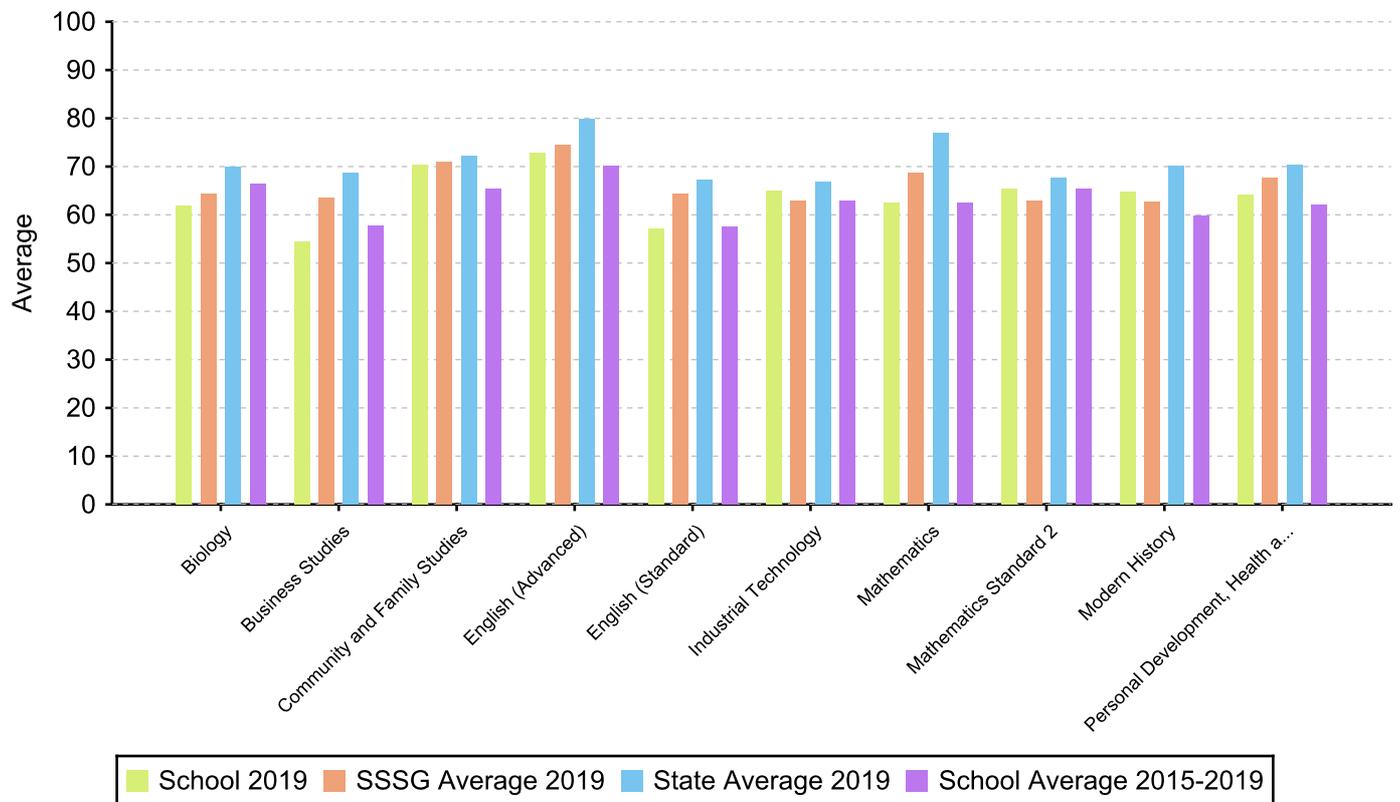
NAPLAN Online

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	61.9	64.4	69.9	66.3
Business Studies	54.4	63.6	68.6	57.7
Community and Family Studies	70.3	70.9	72.2	65.3
English (Advanced)	72.8	74.5	80.0	70.1
English (Standard)	57.1	64.3	67.3	57.5
Industrial Technology	65.0	62.9	66.8	62.9
Mathematics	62.5	68.8	76.9	62.5
Mathematics Standard 2	65.5	62.9	67.7	65.5
Modern History	64.8	62.7	70.2	59.8
Personal Development, Health and Physical Education	64.1	67.7	70.5	62.1

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were surveyed to give their opinions on the targeted Gifted and Talented Education class. Over 88% of parents were satisfied or very satisfied with child's progress. Comments included:

My child can work more independently. He has improved in his written skills and is now more able to manage tasks and due dates easily and confidently.

My child enjoyed the stimulation of varied subjects at high school and the opportunity to work at their own pace as per the Mathematics delivery (flipped classroom).

My child is continuing to be engaged, previously she would just 'turn off' as she became bored.

My child's engagement has been fabulous. It has been amazing for her to be in a class with other like minded students who discuss their work.

My child is more willing to try even when it's difficult in certain subjects. She is happy to ask for help in subject areas she finds difficult or doesn't understand.

My child has improved his writing as he now completes his writing without overthinking. Has always had difficulty starting long responses but now has more confidence to tackle these tasks.

My child has a deeper awareness of managing multiple deadlines and understanding and receiving feedback and acting on this to improve outputs.

My child has developed her independence in this class and being internally responsible for her own learning has been amazing.

The students within the class were 100% satisfied or very satisfied. Many expressed that there were less distractions and their teachers gave them more meaningful work. Students felt that they were being challenged and not completing repetitive work. Students also said they felt more comfortable in asking questions in this setting.

The three teachers who taught the English, Mathematics and History classes completed the GERRIC course in Gifted Education. The teachers were very positive and said they felt they were able to teach the class without the distractions that were present in other classes.

All three groups: parents, students and teachers, wanted to see some form of the targeted Gifted and Talented class structure continue into 2020.

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.