

# Homebush Boys High School

## 2019 Annual Report



8151

## Introduction

The Annual Report for 2019 is provided to the community of Homebush Boys 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

At Homebush Boys High School we strive for excellence and equity in the education and development of young men. This ethos is reflected in the school motto, Recte et Fortiter, which translates to "upright and strong".

Homebush Boys School remains committed to ensuring student personal and academic growth and developing strong, independent and future focused learners.

### School context

Homebush Boys High School is a comprehensive community school for boys with a reputation for excellence in academic pursuits, a range of sports and many extra-curricular activities. Founded in 1936, it is located in the inner western suburbs of Sydney in a well-established residential area.

We are highly multicultural in nature, with an enrolment of around 1100 students, with over 90% of students from a language background other than English. More than 50 cultural and language backgrounds are represented in our school population.

Our school staff of over 85 teachers is experienced and committed to engaging boys in meaningful learning experiences. Strong HSC results and growth rates in NAPLAN in reading and numeracy characterise academic outcomes.

Student wellbeing initiatives focus on ensuring a safe and supportive learning environment and a sense of belonging to the school community and the wider community. Our students actively engage in many community initiatives and volunteering programs.



## 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>



## Strategic Direction 1

Quality Teaching–Quality pedagogy for every student in every setting.

### Purpose

To develop teacher capacity in line with the Australian Teaching Standards to develop rich and engaging teaching programs. To support teachers to design and develop innovative assessment tasks and seek consistent and visible reporting and feedback practices.

### Improvement Measures

Increased number of staff seeking higher levels of accreditation at HAT, Lead level.

Improved number of teachers engaging in collaborative practice and feedback.

Improved percentage of staff identifying student–learning needs and using student data to guide whole school teaching and learning focus.

Increased parent school communication on how to improve student learning outcomes.

### Progress towards achieving improvement measures

#### Process 1: Accreditation Initiatives

The implementation of professional learning and systemic management of leadership through professional dialogue. The development of staff seeking accreditation at higher levels–HAT and Lead.

Executive team is professionally developed in managing and supporting the Maintenance of accreditation for their staff.

Evaluation	Funds Expended (Resources)
The Building Teacher Capacity Team continues to run Staff Induction workshops. Accreditation Presentations for all levels of Accreditation are also facilitated at a local level. A significant number of staff attended such workshops to gain insight into the Accreditation process for higher levels and are considering undertaking the process.	Beginning Teaching Funds– \$10 000

#### Process 2: Quality teaching project

A whole school approach where teachers focus on professional dialogue and pedagogy through negotiated observations to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
The School's Professional Learning Team, through Instructional Rounds, has improved the number of teachers across KLAs engaging in collaborative professional dialogue and practice on feedback. Through negotiated observations, school based data analysis and team/staff meetings, teachers have improved their professional knowledge and practice on feedback.	TPL – \$5 000 Beginning Teacher Funds – \$1 000

#### Process 3: Assessment & reporting

Review of school assessment and reporting and practices in each Key Learning Area. Clear and consistent whole school processes embedded that align with assessment and reporting practices.

Evaluation	Funds Expended (Resources)
Integration Funding is allocated to employ School Learning Support Officers (SLSOs) to help students with specific learning needs. The School allocates funds aimed at meeting the needs of students from many different socio–	Integration Funding – \$115 510 (SLSO)

Progress towards achieving improvement measures

economic backgrounds. Funds are allocated for extra LaST and SLSO staff and for Student Assistance to ensure that students have access to the curriculum, including all excursions and extra-curricular activities.

The School has increased the lines of communication with parents to ensure that they are up-to-date with information relating to attendance, behaviour and academic progress. The introduction of Sentral Parent Portal and Reporting has assisted in streamlining this communication, in addition to Subject Selection Evening, Parent Teacher Evening, Year 7 Meet the Teacher and online updates through the Bush Bulletin and School Website.

- ESL – \$555 569
- LaST – \$125 400
- RAM (Low SES) – \$87 155
- Sentral Reporting – \$16 000



## Strategic Direction 2

Quality Learning—Catering for the needs of all students through sustained and differentiated programs.

### Purpose

To cater for the needs of all students through sustained engagement and differentiated programs. To provide opportunities for student growth and model high expectations to improve student learning outcomes.

### Improvement Measures

Increased program differentiation and assessment feedback is evident across all KLAs.

Increased explicit literacy and numeracy strategies in all learning programs.

Increased awareness and engagement in the PB4L behaviours by staff and students.

### Progress towards achieving improvement measures

#### Process 1: Differentiated learning programs

Teaching and learning programs are evaluated for differentiation strategies and assessment feedback opportunities.

Staff are implementing differentiation strategies to meet individual student needs.

Evaluation	Funds Expended (Resources)
The School has continued to support the differentiation of programs across all KLAs. The School has also implemented a Writing Strategy targeting Year 8 and Year 11 to improve writing in the Junior and Senior years. A renewed focus on writing follows an analysis of NAPLAN and HSC data. Program development is evident in all KLAs and allows for effective feedback that aligns with course, assessment and reporting outcomes.	TPL –\$40 000 Beginning Teacher Funds – \$5 000 English Proficiency – \$5 000

#### Process 2: Literacy & Numeracy project.

A whole school approach to supporting students achieving at or above national minimum standards.

Evaluation	Funds Expended (Resources)
In 2019, the School continued progress on explicit literacy and numeracy strategies. We implemented a Year 7 Accelerated Reader program, on-line literacy/numeracy tutoring program and Homework Help. The implementation of a whole-school writing strategy for Years 8 and 11 was also successful, with close to 100% course participation. Timetabled literacy classes for Years 8 and 9 helped progress student growth in NAPLAN results.	Integration Funding – \$115 510 RAM Funding – \$50 000

#### Process 3: PB4L in every setting

A shared holistic approach to managing student wellbeing.

Evaluation	Funds Expended (Resources)
2019 saw strong progress made with our whole school Positive Behaviour for Learning focus. The Positive Behaviour for Learning Team (PB4L) continues to collect data to measure and support baseline behaviours at school from staff, students and parents. There has been a marked increase in positive entries and a decrease in negative entries in 2019. Students were also encouraged with Blue and Maroon Awards for positive effort levels in courses.	Flexible Wellbeing – \$70 370

### Strategic Direction 3

Quality Leading—Creating opportunities that inspire personal growth and excellence for staff and students.

#### Purpose

To provide students with and inspire them to take up leadership roles within the school and the local community and see the value of these roles within the positive school community. To provide staff with quality teacher development opportunities that foster their leadership capabilities. To promote staff as leaders within a positive workplace professional learning school culture. To recognise, encourage and develop leadership in the context of the classroom, whole school and broader educational environment.

#### Improvement Measures

Increased student participation in extra curricular activities.

Increased support processes for new and beginning teachers to Homebush Boys High school.

Improved structure of the Second in Charge (2IC) program to support staff leadership across faculty, team and whole school roles.

Increased opportunities for student and staff participation in community initiatives that foster leadership skills.

#### Progress towards achieving improvement measures

##### Process 1: Student Leadership project.

A whole school evaluation of student leadership processes and the implementation of strategies to ensure better alignment with leadership expectations and practices.

Evaluation	Funds Expended (Resources)
Students continue to increase their participation in extracurricular activities which provide a platform for leadership across KLAs. Extension programs are offered to all students and student participation in these programs is supported by trained staff. HBHS was also involved in a Network Student Empowerment initiative (LAB Project).	Duke of Edinburgh— \$520 Public Speaking – \$587 Debating— \$1372 Art Smart – \$1053

##### Process 2: Staff Leadership program

The implementation of staff leadership opportunities in the context of classroom, whole school and broader educational environments.

Evaluation	Funds Expended (Resources)
New and beginning teachers are part of a structured induction program that combines face-to-face weekly workshops and online Professional Learning.  All KLAs have a structured 2IC program that allows staff to develop leadership skills and capacity. The School actively encourages whole school leadership roles that align with the School's strategic directions. TPL funds are allocated to provide support structures for all staff to successful transition and fulfil leadership roles across the School.	TPL – \$10 000  Beginning Teaching Funds – \$20 000

##### Process 3: Community Leadership Initiative

The development and support of student and staff engagement with the wider community.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Staff participation in the Transition program with Homebush Public School and Marie Bashir Public School has continued. Student participation in the Homebush Public School Reading Buddies Program provides an opportunity for students from all year groups to foster their leadership skills and build relationships with our feeder school students. The SRC and Prefect body continues to develop student leadership skills and active citizenship.

Student Leadership – \$1846

TPL – \$15 000





Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	English Proficiency – \$39 945	A central tracking system kept track of all data coming in from literacy and numeracy programs, to ensure that students were identified, monitored and supported. School tracking in 2019 also included students who had already attempted HSC Minimum Standards tests, but not yet achieved proficiency. Multiple interventions took place to support these students achieve proficiency, including student interview, parent contact, provision of remedial materials, and/or referral to Homework Help or other programs.
<b>Support for beginning teachers</b>	TPL – \$20 000  Beginning Teaching Funds—\$48 067	All beginning teachers are supported to meet accreditation needs and all staff are encouraged to actively seek professional learning to meet mandatory PDP and accreditation requirements. Beginning teachers are actively using their funding for professional learning and mentoring.
<b>QAR</b>	TPL – \$5 000  Sentral Reporting – \$16 000	Staff and students have a clear understanding of the School's Assessment Policies and Procedures outlined in their Assessment Handbooks. These are updated annually and follow DoE and NESA guidelines, issued to staff and students and uploaded to the school's website. Student reports are readily available through our new Sentral Reporting platform and through the Parent Portal.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	1138	1137	1095	1076
Girls	0	0	0	0

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.1	93.6	94.3	93.9
8	92.7	93.2	92.7	92.2
9	93	91.1	93.2	92.3
10	91.6	89.7	88.9	92
11	91.6	90.7	90.5	89.3
12	91.3	88.4	89.9	92.1
All Years	92.5	91.1	91.6	92
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

The School has made an effort to reduce the number of out of area student enrolments in preparation for a predicted demographic growth of local students and the implementation of an enrolment cap. The School continues to have a steady number of student enrolments from the Centre Sydney Intensive English High School following a successful School experience program.

### 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	1	2	4
Employment	3	9	15
TAFE entry	5	2	15
University Entry	0	0	77
Other	0	11	3
Unknown	0	0	3

The Class of 2019 are to be congratulated on their excellent achievements in the HSC. Over **92%** of our 2019 Year 12 cohort matriculated into a tertiary institution, with 77% of graduates pursuing tertiary studies at a university and 15% at other tertiary institutions, predominantly TAFE. Last year, an increasing number of graduates have also opted to get into an apprenticeship, or alternatively have a GAP year from their studies.

Some of our highlights for 2019 include: Chris Kwon, Dux for 2019, who achieved an outstanding ATAR of 99.20. He is currently enrolled in a Bachelor of Applied Science (Physiotherapy) at the University of Sydney. He has been awarded a Top Achiever Award and was ranked 4th in the state for Maths Extension 1. According to the HSC results 2019: student honour roll, [smh.com.au](http://smh.com.au), there were many other highlights for Homebush Boys High School in 2019. 34 students achieved a Distinguished Achiever Award, and these are awarded to students who achieved a mark of 90 or above in at least one subject. Dongwoo Noh placed 3rd in the state for Korean Context, with an ATAR of 92 and has chosen to study a double degree in Bachelor Engineering (Honors) Mining Data Science in Western Australia. Leon Burfield achieved an All-Rounder which means that he placed in the highest band for at least 10 Units of study whilst simultaneously being awarded a Distinguished Achiever. He has pursued a Bachelor of Computing Science (Honors) at UTS, achieving an ATAR of 95.2. Patrick Anderson received a Distinguished Achiever Award in 8 Units (Economics, Legal Studies, Maths Standard 2 and French Beginners) receiving an ATAR of 94.3. He has chosen to study a double degree in Bachelor of Business and Science Information Technology at UTS.

25% of our graduates have enrolled in either combined degrees or degrees with Honours which will enable them to tap into new challenges and opportunities, increasing their long-term employability. Many have successfully gained early entry into various universities throughout NSW.

From our 2019 cohort, graduates pursued degrees in a broad range of areas including: Health / Medical Science, Engineering, Construction and Business or Economics

Others are studying at TAFE or a Private College, mainly in the IT, Construction, Health Sciences or Business fields, and some are planning to do further study at a university in 2021. A few of our students have opted to take a Gap Year from their studies and have gone overseas. Whilst other graduates have joined the Defence Force with the intent of continuing their studies in 2021.

Overall, the results of our 2019 Year 12 cohort were very rewarding, achieving above and beyond the performance of other state comprehensive high schools. This is a fantastic outcome for the graduates, their families and the school.

Our graduates have embraced the opportunities that life has to offer and will continue to thrive. These boys have excelled in all aspects of their school life. It is a testament to the graduate's hard work, dedication to their studies and effective time management. Congratulations to all our graduates on their achievements and the school wishes them every success in your future endeavours.

## Year 12 students undertaking vocational or trade training

29.95% of Year 12 students at Homebush Boys High School undertook vocational education and training in 2019.

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

98.2% of all Year 12 students at Homebush Boys 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)	2
Head Teacher(s)	12
Classroom Teacher(s)	52.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

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improve the capacity of teaching and non-teaching staff in line with school and departmental priorities. The School's Professional Learning funds are managed equitably to ensure that teacher accreditation needs are met and all staff are successfully working towards their 5 year accreditation plans. The School has ensured that all New Scheme Staff have a mentor and time is allocated to review, reflect and plan internal and/or external professional learning opportunities. The demands of the NESA Teacher accreditation program are suitably catered for by the Building Teacher Capacity Team.





## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	822,570
<b>Revenue</b>	12,539,125
Appropriation	11,303,424
Sale of Goods and Services	304,236
Grants and contributions	778,596
Investment income	11,441
Other revenue	141,428
<b>Expenses</b>	-12,209,771
Employee related	-10,748,120
Operating expenses	-1,461,651
<b>Surplus / deficit for the year</b>	329,355

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	69,979
<b>Equity Total</b>	773,513
Equity - Aboriginal	1,952
Equity - Socio-economic	87,155
Equity - Language	466,809
Equity - Disability	217,597
<b>Base Total</b>	9,621,062
Base - Per Capita	256,929
Base - Location	0
Base - Other	9,364,133
<b>Other Total</b>	478,780
<b>Grand Total</b>	10,943,334

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.

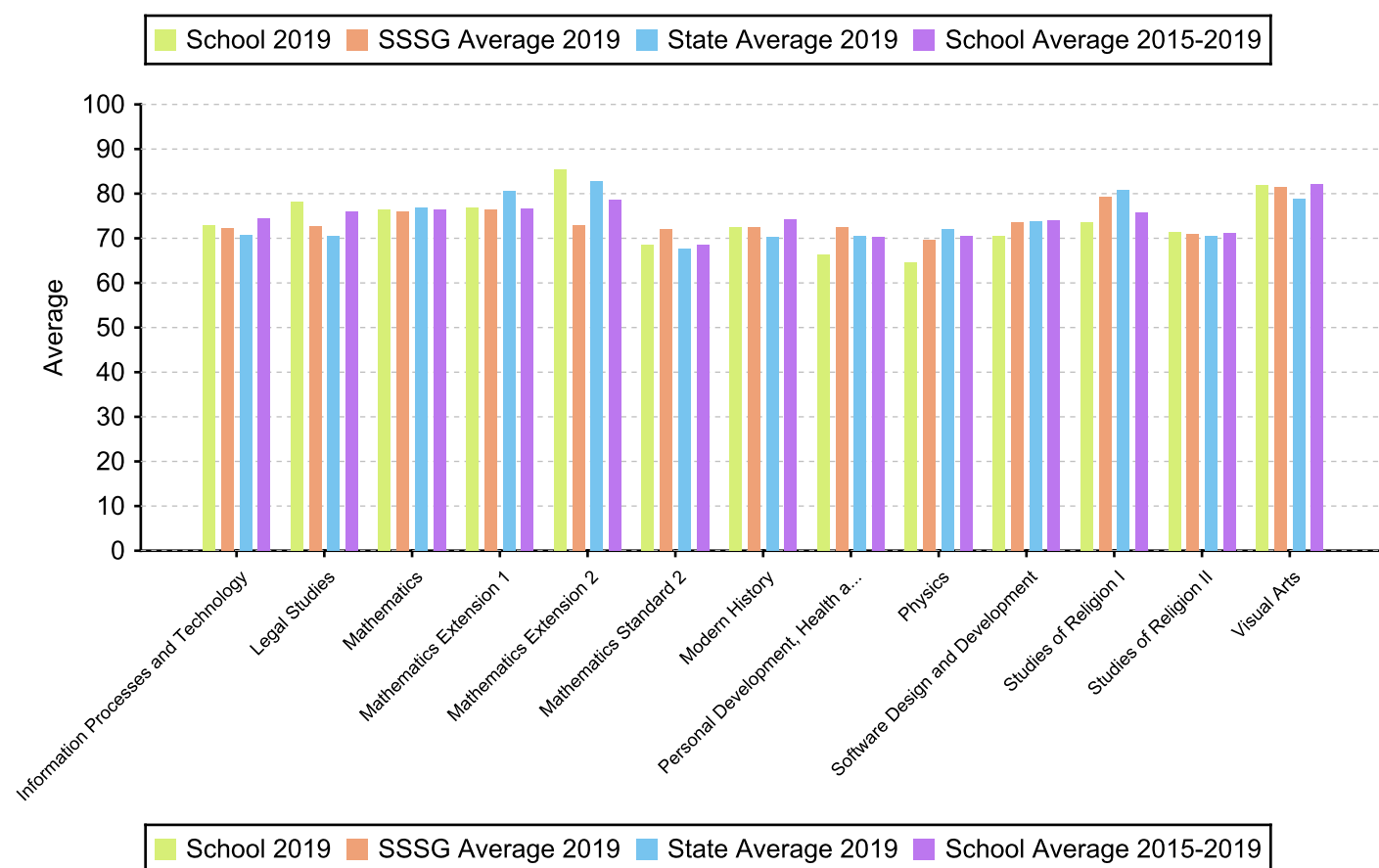
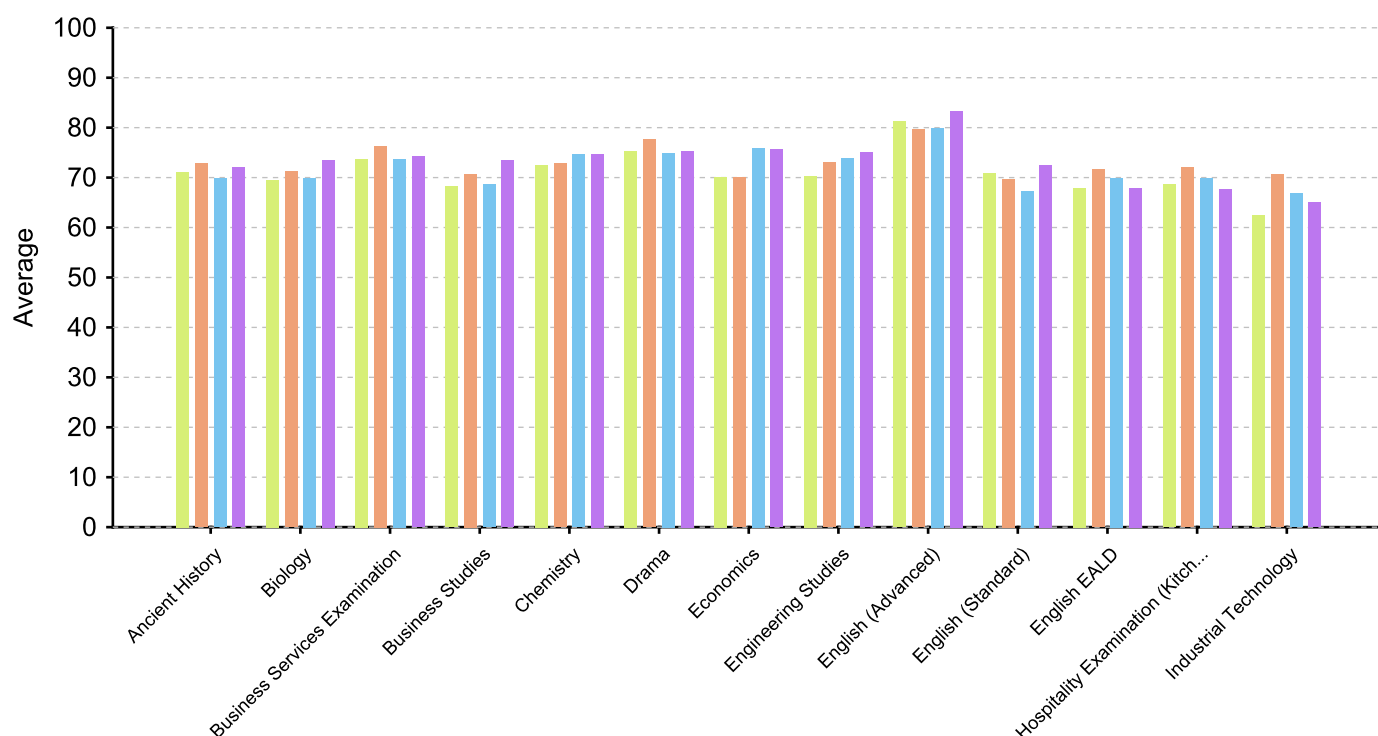
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 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
Ancient History	71.1	72.8	69.9	72.1
Biology	69.5	71.2	69.9	73.5
Business Services Examination	73.7	76.3	73.7	74.3
Business Studies	68.2	70.8	68.6	73.5
Chemistry	72.5	72.9	74.7	74.7
Drama	75.3	77.7	75.0	75.3
Economics	70.1	70.0	75.9	75.6
Engineering Studies	70.3	73.0	73.9	75.0
English (Advanced)	81.3	79.6	80.0	83.3
English (Standard)	70.9	69.7	67.3	72.5
English EALD	67.9	71.7	70.0	67.9
Hospitality Examination (Kitchen Operations and Cookery)	68.6	72.1	70.0	67.7
Industrial Technology	62.4	70.6	66.8	65.0
Information Processes and Technology	72.8	72.2	70.8	74.5
Legal Studies	78.1	72.7	70.6	76.0
Mathematics	76.5	75.9	76.9	76.4
Mathematics Extension 1	76.8	76.5	80.6	76.7
Mathematics Extension 2	85.5	72.9	82.7	78.6
Mathematics Standard 2	68.5	72.0	67.7	68.5
Modern History	72.5	72.5	70.2	74.1
Personal Development, Health and Physical Education	66.3	72.4	70.5	70.3
Physics	64.5	69.7	72.1	70.5
Software Design and Development	70.5	73.6	73.8	73.9
Studies of Religion I	73.5	79.4	80.8	75.7
Studies of Religion II	71.3	71.0	70.4	71.3
Visual Arts	81.8	81.4	78.8	82.0





## Parent/caregiver, student, teacher satisfaction

Homebush Boys High School uses results from the annual Tell Them From Me survey completed by students, staff and parents to measure satisfaction levels of all stakeholders. In 2019, 943 students completed the Them From Me Survey from Years 7 to 12. This survey reported on ten measures of student engagement, categorised as social (sense of belonging at school, participation in sports and clubs, and positive friendships), institutional (values school outcomes, attendance, positive behaviour and homework and study habits) and intellectual engagement (Interest and motivation, effort and appropriately challenged), as well as the five drivers of student outcomes.

When students are socially engaged they are actively involved in school life and this involvement can give them a sense of belonging at school, increasing academic motivation. 73% of students at HBHS reported a positive sense of belonging, with 78% participating in sports and clubs and 76% reporting positive relationships within the school community. At HBHS, students indicated a strong understanding of how school directly related to their long-term success, with 73% students indicating they valued schooling outcomes, whilst 93% of students reflecting on the significance of positive attendance and positive behaviour at school to help them achieve their long-term success. 73% of students reported that they had a strong sense of teacher expectations for their success, with students feeling challenged in their English, Mathematics and Science classes. They also reported feeling confident of their skills in these subjects.

Staff survey results indicated that quality instruction, teacher-student relationships, learning climate and expectations for success are factors contributing to student engagement levels. Quality teaching and learning programs and teacher professional development opportunities allow staff to keep up-to-date with NESA requirements, changes to curriculum and programming needs with a focus on literacy and numeracy, curriculum differentiation, individual student learning needs and explicit teaching of assessment needs. Parents indicated a high percentage of support for school targets and an appreciation of academic, sporting and extracurricular opportunities available to all students at Homebush Boys High School.







# 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.

