

Sefton High School

2019 Annual Report



8265

Introduction

The Annual Report for 2019 is provided to the community of Sefton High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Sefton High School aims to continually improve its provision of excellence in education for all of our students. Sefton High School insists upon high expectations of the whole school community, providing a structured, disciplined and high quality teaching and learning environment which fosters excellent standards of academic achievement and wellbeing. This provides opportunities for students to reach their individual potential as confident, successful learners ready to engage in further education and meaningful employment and to contribute to our society as informed, responsible and productive citizens who display the vital values of integrity, responsibility and respect for all.

School context

Sefton High School, established in 1961, is a co-educational comprehensive school in South Western Sydney. There is an average of 1050 students, balanced evenly between the genders. In 1989 the school became academically selective, so, in addition to community students, each new Year 7 cohort includes 88 students selected on the basis of academic performance as determined by the Department of Education High Performing Students Unit's testing. Sefton High School is characterised by a traditional school structure within which there is dynamic and responsive teaching and learning. At this school most students complete the HSC. Students who wish to take up an earlier vocational and/or further education pathway are given individual support to do so.

Students come from diverse cultural, linguistic and socio-economic backgrounds to form an harmonious and vibrant student body. Families are highly aspirational in terms of their children's education and futures and strongly supportive of the school's ethos and directions as articulated in the Sefton High School Vision Statement. This school is characterised by a focus on high expectations of all and quality teaching and learning in a highly structured and disciplined learning environment. This results in excellent standards of attendance, academic achievement, conduct and personal development.

Sefton High School students consistently demonstrate significant growth in literacy and numeracy skills and excellent levels of achievement in the HSC. Over 90% of students completing the HSC at this school subsequently take up tertiary studies in a wide range of courses.

While at this school, students successfully engage in a range of sports and demonstrate enthusiasm in their participation in Swimming, Athletics and Cross Country Carnivals at House, School, Zone, Regional and State levels. There are also popular grade sports across the zone, knockout teams and House Competitions held throughout the year in a number of sports.

Leadership opportunities are available through Prefects, SRC, House Leadership positions and Year Group activities. A range of cocurricular activities is available and many students enjoy engagement in student-generated initiatives throughout the year which develop their social awareness while raising funds for charities of their choice. Participation in course-related external competitions is encouraged. Camps are held for students in Years 7, 9 and 11 to enhance social skills and school cohesion through group activities. Commitment, achievement and service by students in all aspects of school life are acknowledged during the year through an award system accessible to all students. This school has a strong overall focus on enacting the core values reflected in its motto of *Sincerity, Scholarship, Service*.

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

Strategic Direction 1

Improve students' literacy and numeracy skills

Purpose

Improve students' literacy and numeracy skills which are the enabling skills that underpin achievement in all secondary school courses, further education and vocational pathways and effective lifeskills.

Improvement Measures

All faculty programs include links to the agreed teaching/learning model and strategies for writing and reading.

Formal and informal assessments of writing responses by students demonstrate the development of writing skills.

Improvement in students' reading comprehension, writing and numeracy skills as measured by

- an increase in the proportion of Year 9 students achieving expected growth or better in NAPLAN reading, writing and numeracy.
- a decrease in the proportion of students in the lowest two bands from Year 7 to Year 9 and an increase in the highest two bands compared to State proportions in NAPLAN reading, writing and numeracy.
- an increase in the proportion of students in the top two NAPLAN bands for reading and/or numeracy to contribute to the goal of a State increase.

Increased engagement in cocurricular literacy and numeracy activities including PRC, Book Clubs, Sefton Reading Challenge, Writing Competitions, Mathematics Competitions, Books and Buddies, Maths Mates.

Students in the 3 groups, Aboriginal Background, Low Socio-economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their literacy and numeracy commensurate with their cohort.

Progress towards achieving improvement measures

Process 1: Collaborate on determining consistent and effective **writing** models and strategies for teaching them across the Year 7 –12 curriculum.

Evaluation	Funds Expended (Resources)
Extensive consultation informed the identification of essential writing skills applicable across the curriculum and the development of a plan for professional learning and classroom teaching.	

Process 2: Effectively teach the writing of paragraphs and extended responses, teach and mark persuasive writing and engage in professional learning about these and the National Literacy and Numeracy Progressions.

Evaluation	Funds Expended (Resources)
Professional learning across the curriculum has encompassed a variety of strategies for improving students' skills.	

Process 3: Review literacy and numeracy aspects of current programs to ensure they effectively incorporate SHS priorities, the Literacy and Numeracy Progressions understandings and address the NAPLAN and HSC Minimum Standards requirements. Incorporate these into new programs as they are developed.

Evaluation	Funds Expended (Resources)
All faculty teaching & learning programs, particularly for Years 7 to 10, include links to specific strategies and resources for developing skills in both literacy and numeracy.	

Process 4: Explicitly emphasise students' active engagement in wide reading as a basis for literacy improvement. Encourage students to read books requiring greater use of thinking skills.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The Reading Program for Years 7 to 10 fostered students' engagement with a wider variety of books, both fiction and non-fiction, and with books consciously chosen for their increased level of challenge. This was in addition to course-related reading on an expanded knowledge base.	

Strategic Direction 2

Improve students' engagement and success in learning

Purpose

Improve students' engagement and success in learning in all courses so that they reach their individual potential as learners and are ready to engage in further education and a career at whatever stage they complete their secondary education and engage positively in society.

Improvement Measures

An increase in the proportion of teachers who have participated in Quality Teaching Rounds.

Analysis of each student's school reports for each course, VALID results and NAPLAN growth shows significant progress towards the highest possible educational level of achievement commensurate with abilities.

Successful learning outcomes for students are evaluated by

- HSC Average Difference from State (value added) in each course reflects maximum growth for the candidature.
- proportion of students receiving two or more Band 5 and/or Band 6 (or E3 or E4) in HSC courses.
- number of HSC courses in which the proportion of students in the top two bands is above state average.

Revised assessment tasks, feedback and reports for Preliminary and HSC courses are implemented efficiently and provide useful information for summative and formative assessment.

Each student's ability to engage in learning is enhanced by developing organisational, study, and self-management skills and increased responsibility for his/her own learning progress.

Students in the 3 groups, Aboriginal Background, Low Socio-Economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their engagement and achievement in their courses commensurate with their cohort.

Progress towards achieving improvement measures

Process 1: Initiate or expand professional learning for all teachers in the Quality Teaching Model for classroom practice and assessment including through the use of Quality Teaching and quality Assessment Rounds.

Evaluation	Funds Expended (Resources)
Evaluations by participants and school leaders show the program of Quality Teaching Rounds has continued successfully and is becoming an embedded practice, regarded by teachers as a valuable tool for improving aspects of classroom practice.	

Process 2: Develop and implement a program of professional learning for teachers focusing on effective management of student behaviour.

Evaluation	Funds Expended (Resources)
A plan to refresh the school's focus in the effective management of student behaviour was developed and is being implemented successfully.	

Process 3: Draw on research to develop a Years 7–12 Study Skills program across the curriculum which expands on current practices and includes best practice strategies for further skills and provide the relevant professional learning for teachers.

Evaluation	Funds Expended (Resources)
Core skills applicable across the curriculum Years 7 to 12 have been identified, so that a plan for professional learning and the development of teaching & learning strategies can progress.	

Progress towards achieving improvement measures

Process 4: Analyse data for students and develop strategies. Initially focus on tracking high ability students. Refine methods for efficient tracking of individual student performance data and develop strategies to address findings.

Evaluation	Funds Expended (Resources)
School structures are in place and procedures are consistently implemented to support and encourage the development of all students' learning skills. Internal and external data is routinely analysed on cohort, course, class and individual bases. Opportunities are provided for each student to reflect on achievement and progress and to discuss this with a teacher.	

Strategic Direction 3

Improve teachers' professional skills in providing best quality teaching

Purpose

Improve teachers' professional skills through professional learning so that they can develop the best quality learning programs and use the most effective teaching strategies to enhance students' learning.

Improvement Measures

High quality programs are completed and implemented in the required time frame. All syllabus requirements and the elements of the school's policy are incorporated.

Units of learning show evidence of teachers' effective use of data, both external and internal, to inform teaching practice and to facilitate improvement.

Improvements in student achievement and engagement reflect the consistent implementation of assessment practices guided by the NSW Quality Teaching model including principles of assessment for learning and feedback to students.

Feedback on professional learning activities and programs reflects engagement by all teachers in effective and relevant learning which aligns with school priorities and meets the needs of individuals.

Progress towards achieving improvement measures

Process 1: Support faculties in effective professional learning about and implementation of literacy and numeracy teaching strategies and requirements.

Evaluation	Funds Expended (Resources)
To increase their knowledge of content and pedagogy in the literacy and numeracy skills which underpin learning in all courses teachers were able to engage in a range of professional learning including externally, face-to-face, online and collaboratively within the school.	

Process 2: Develop high quality course programs, units of learning and banks of faculty resources to engage and effectively teach the full range of students.

Evaluation	Funds Expended (Resources)
Well-structured programs which incorporate all DoE and NESA requirements and include specific quality elements as outlined in the school's guide have been developed for new syllabuses. Continuing programs have been collaboratively evaluated and revised with updates to both content and teaching strategies to include new insights.	

Process 3: Facilitate collaboration within and across faculties in effective professional learning to develop or review programs for teaching, learning and assessment.

Evaluation	Funds Expended (Resources)
All teachers engaged in effective professional learning within and across faculties. Rich teaching & learning materials and assessments were developed.	

Process 4: Engage teachers in professional learning about the different types of data available to the school and how this can be used to guide teaching and learning.

Evaluation	Funds Expended (Resources)
Teachers developed their knowledge of new presentations of data in Scout and then applied this to effectively analyse 2019 Years 7 and 9 NAPLAN	

Progress towards achieving improvement measures

results to review teaching & learning programs.

Similarly, skills in analysing HSC data effectively through Scout and RAP were enhanced and the results were used to plan future teaching & learning.

Understanding of how surveys gauging the satisfaction of students, parents and teachers in relation to aspects of school life can be best utilised to inform school planning was expanded.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$63,945	<p>The Reading program 7 – 10 was evaluated and refined. Data on library borrowing was analysed to inform planning.</p> <p>All students benefited from a strong literacy focus in all courses from Year 7 to Year 12. Some students received additional support individually or in small groups with the Learning Support Teachers or in the Books and Buddies peer-tutoring program.</p> <p>Students have become more conscious of the importance of improving their English language skills and generally use the opportunities provided to develop their skills.</p>
Low level adjustment for disability	\$186,987	<p>Data was collated to identify students needing extra support. Support plans were formulated and implemented. Apart from in-class support these included intensive work with the Learning Support Teachers, peer tutoring in reading or numeracy with older students, mentoring sessions with a teacher and assistance in life-skills and career planning with the Vocational Pathways Coordinator.</p> <p>The Learning Support Team reviewed the effectiveness of support plans and adjusted them as needed.</p> <p>The engagement and success in learning of these students has improved, to varying degrees.</p>
Socio-economic background	\$323,547	<p>This large group of students benefited from all of the programs, strategies and activities implemented for all students in the school.</p>
Support for beginning teachers	\$37,695	<p>Within-faculty and school-level induction for all teachers new to the school facilitated smooth transitions. Reduced teaching loads for first permanent and temporary appointment teachers and their Head Teachers ensured early career teachers were supported in improving their professional skills in providing best quality teaching.</p>
Aboriginal background loading	\$4 045	<p>The academic achievements and personal development of the small number of students of Aboriginal background were monitored through reports, data on attendance, assessment, behaviour and participation in school life. Follow-up plans were implemented where necessary.</p> <p>Progress and development were commensurate with the students' individual abilities and the progress of their cohorts.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	529	549	545	580
Girls	516	511	505	476

Student attendance profile

School				
Year	2016	2017	2018	2019
7	98.2	97	96.2	94.5
8	97.4	95.3	94.6	93.9
9	96.7	96.6	95.4	94.3
10	96.2	96.3	94.9	95.2
11	97.2	96.9	94.4	94.7
12	96.4	96.2	95.1	92.2
All Years	97	96.4	95.1	94.1
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	N/A	1.2	0.6
Employment	N/A	1.8	5.3
TAFE entry	0.5	1.2	3.0
University Entry	N/A	N/A	86.5
Other	3.4	4.2	2.3
Unknown	N/A	N/A	2.3

Year 12 students undertaking vocational or trade training

8.57% of Year 12 students at Sefton High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Sefton 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)	11
Classroom Teacher(s)	51.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
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 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	2,009,220
Revenue	11,259,486
Appropriation	10,688,389
Sale of Goods and Services	92,304
Grants and contributions	464,592
Investment income	14,201
Expenses	-10,611,767
Employee related	-9,465,290
Operating expenses	-1,146,477
Surplus / deficit for the year	647,719

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	51,091
Equity Total	578,524
Equity - Aboriginal	4,045
Equity - Socio-economic	323,547
Equity - Language	63,945
Equity - Disability	186,987
Base Total	9,388,325
Base - Per Capita	246,370
Base - Location	0
Base - Other	9,141,955
Other Total	458,239
Grand Total	10,476,179

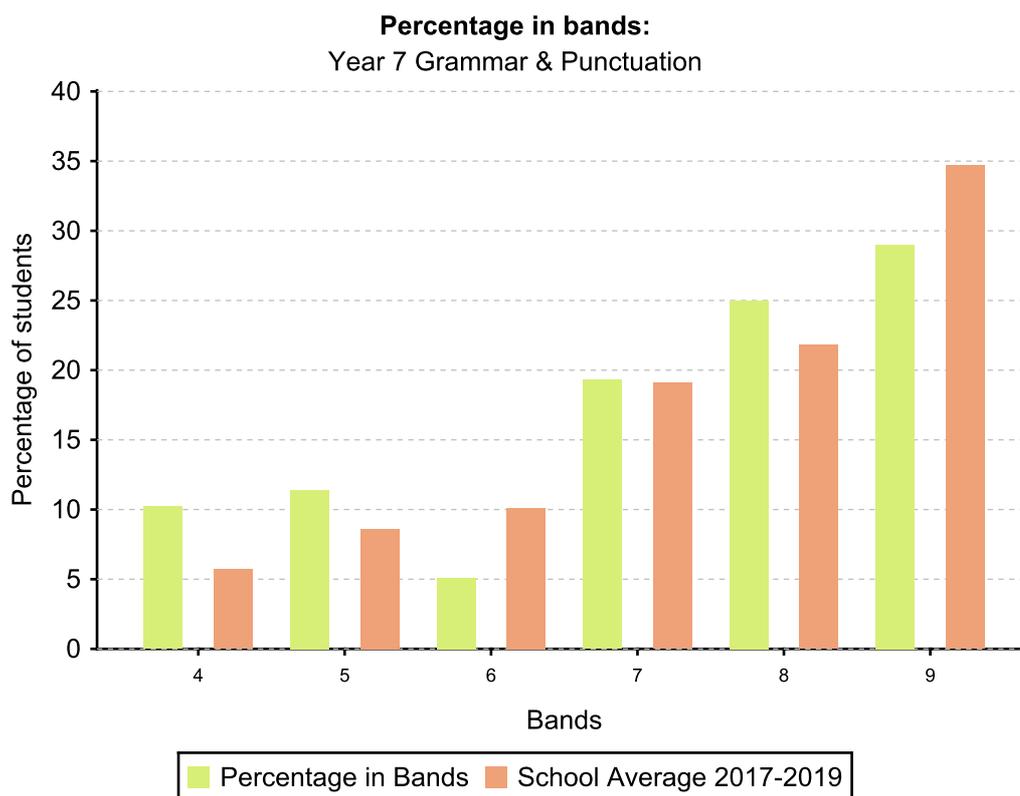
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

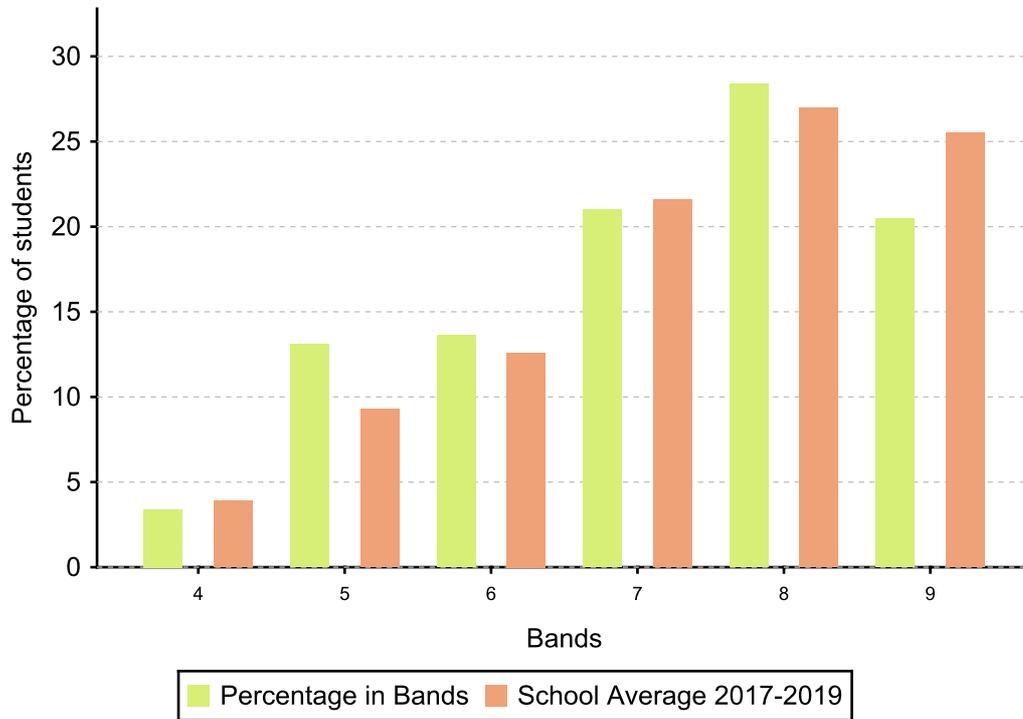
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



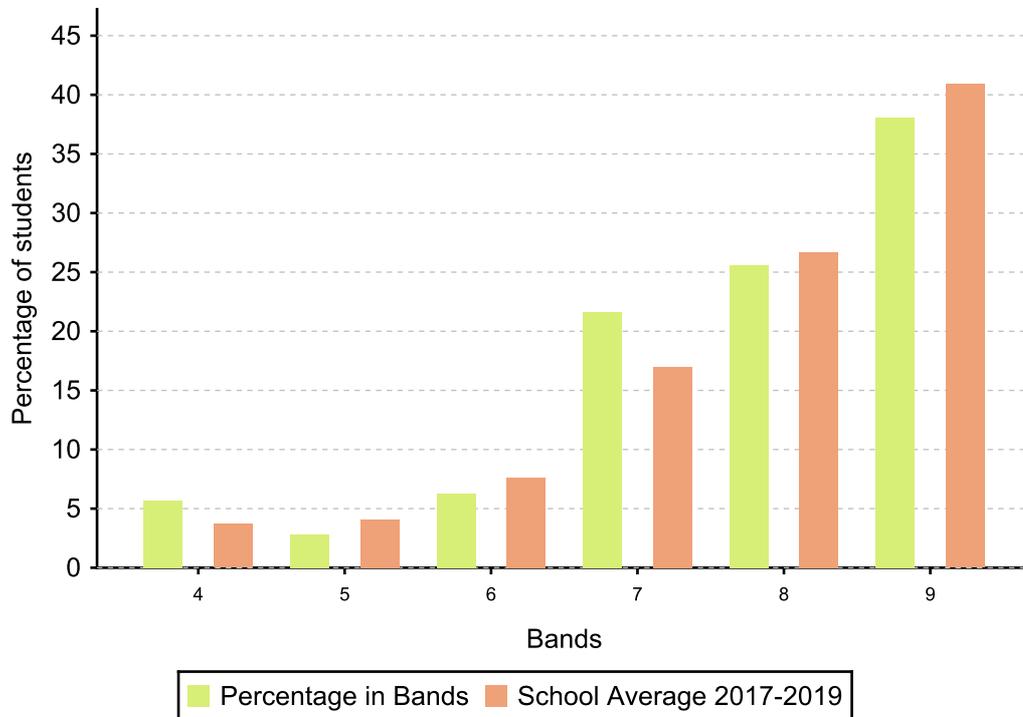
Band	4	5	6	7	8	9
Percentage of students	10.2	11.4	5.1	19.3	25.0	29.0
School avg 2017-2019	5.7	8.6	10.1	19.1	21.8	34.7

**Percentage in bands:
Year 7 Reading**



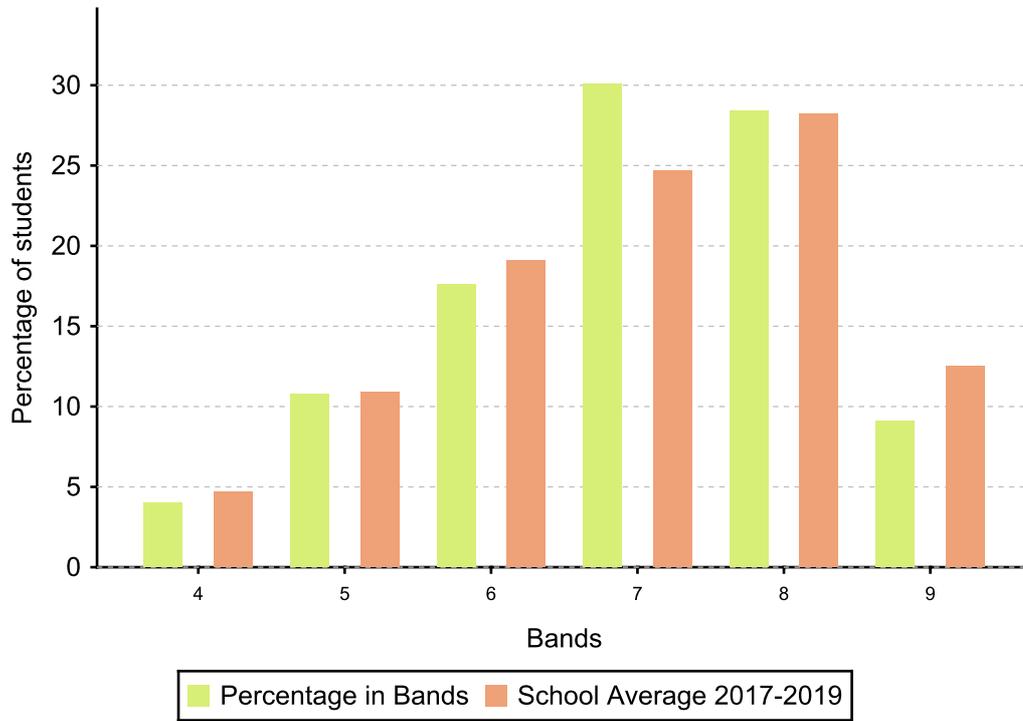
Band	4	5	6	7	8	9
Percentage of students	3.4	13.1	13.6	21.0	28.4	20.5
School avg 2017-2019	3.9	9.3	12.6	21.6	27	25.5

**Percentage in bands:
Year 7 Spelling**



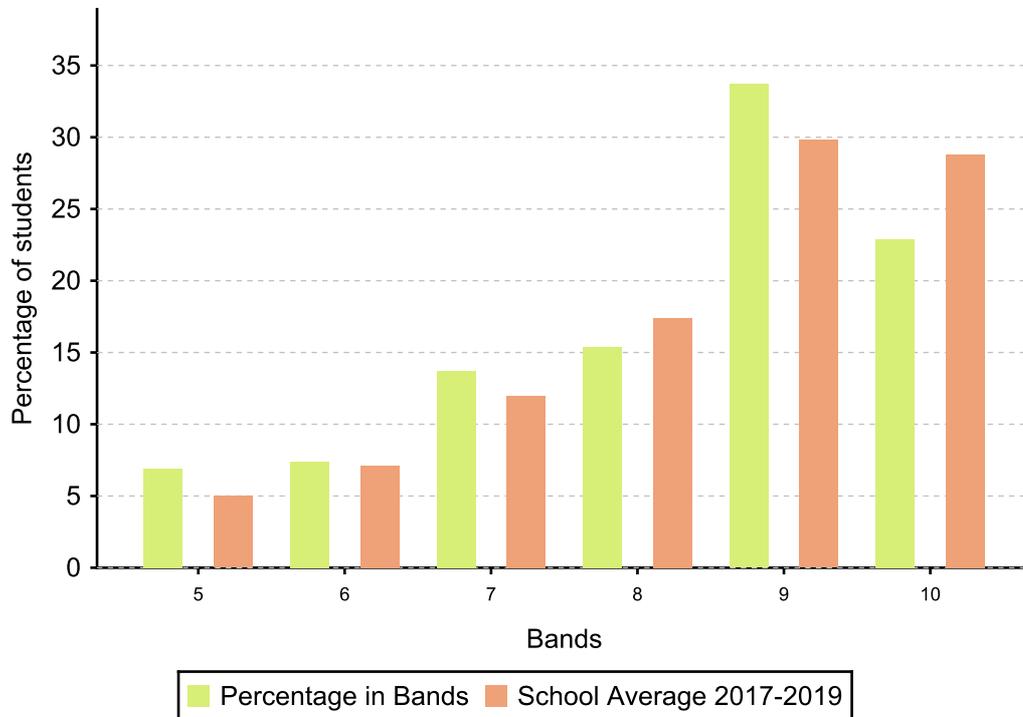
Band	4	5	6	7	8	9
Percentage of students	5.7	2.8	6.3	21.6	25.6	38.1
School avg 2017-2019	3.7	4.1	7.6	17	26.7	40.9

Percentage in bands:
Year 7 Writing



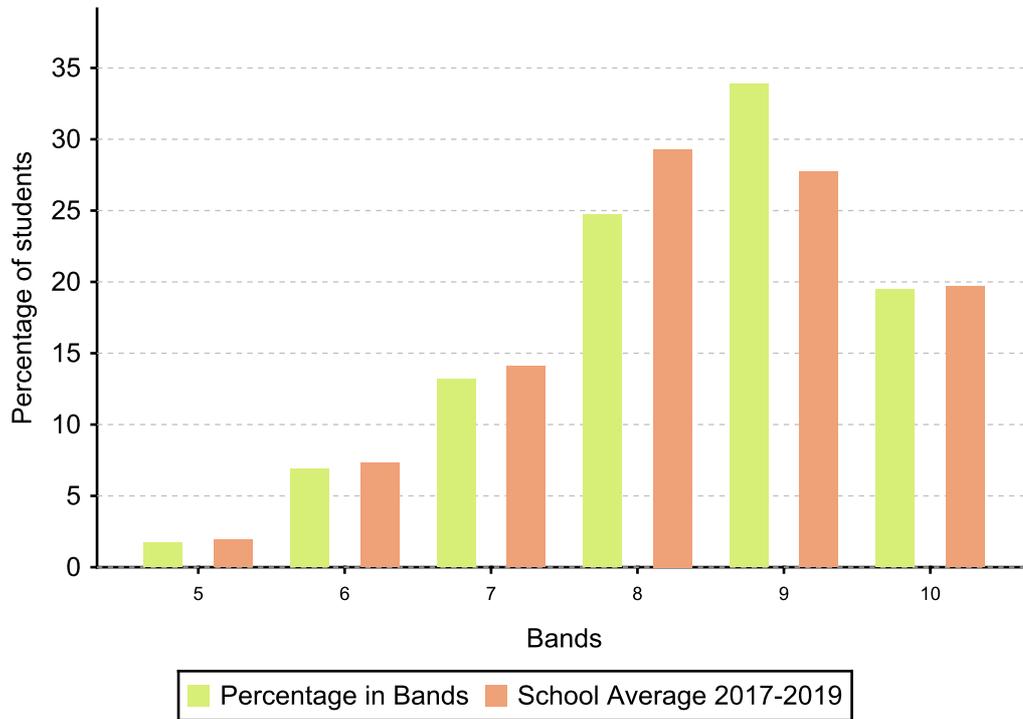
Band	4	5	6	7	8	9
Percentage of students	4.0	10.8	17.6	30.1	28.4	9.1
School avg 2017-2019	4.7	10.9	19.1	24.7	28.2	12.5

Percentage in bands:
Year 9 Grammar & Punctuation



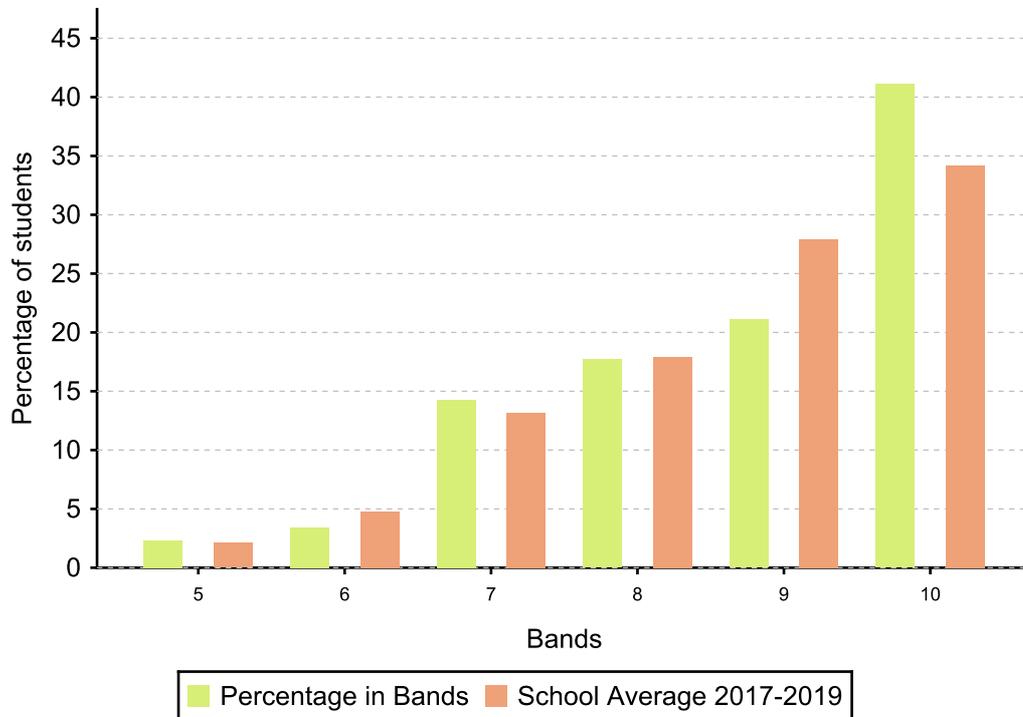
Band	5	6	7	8	9	10
Percentage of students	6.9	7.4	13.7	15.4	33.7	22.9
School avg 2017-2019	5.0	7.1	12.0	17.4	29.8	28.8

Percentage in bands:
Year 9 Reading



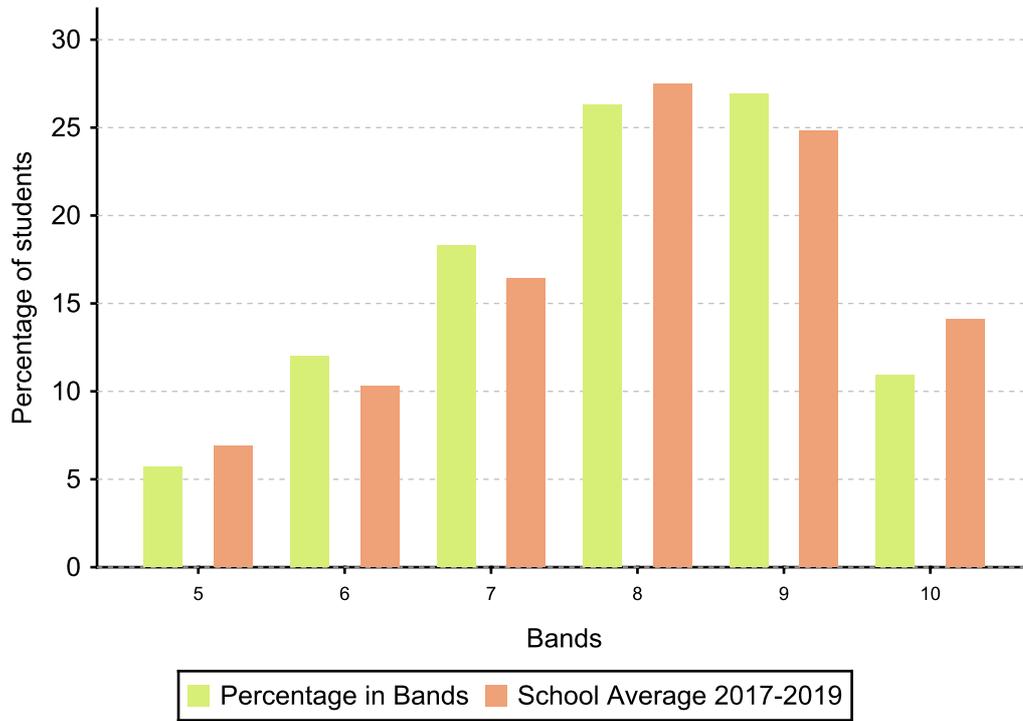
Band	5	6	7	8	9	10
Percentage of students	1.7	6.9	13.2	24.7	33.9	19.5
School avg 2017-2019	1.9	7.3	14.1	29.3	27.7	19.7

Percentage in bands:
Year 9 Spelling



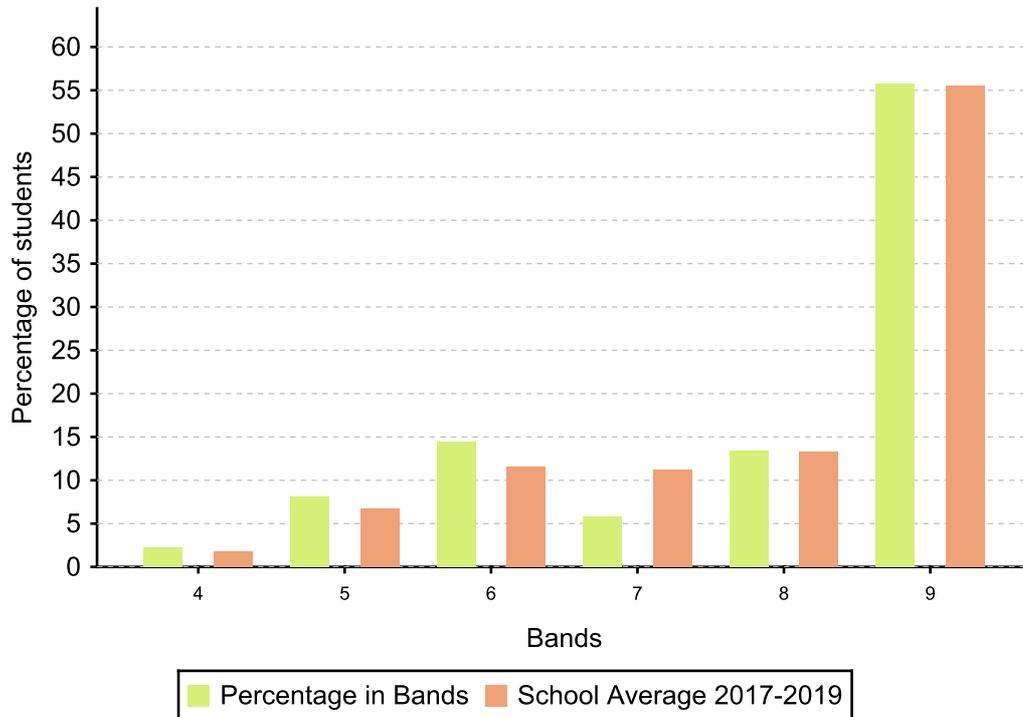
Band	5	6	7	8	9	10
Percentage of students	2.3	3.4	14.3	17.7	21.1	41.1
School avg 2017-2019	2.1	4.8	13.2	17.9	27.9	34.2

Percentage in bands:
Year 9 Writing



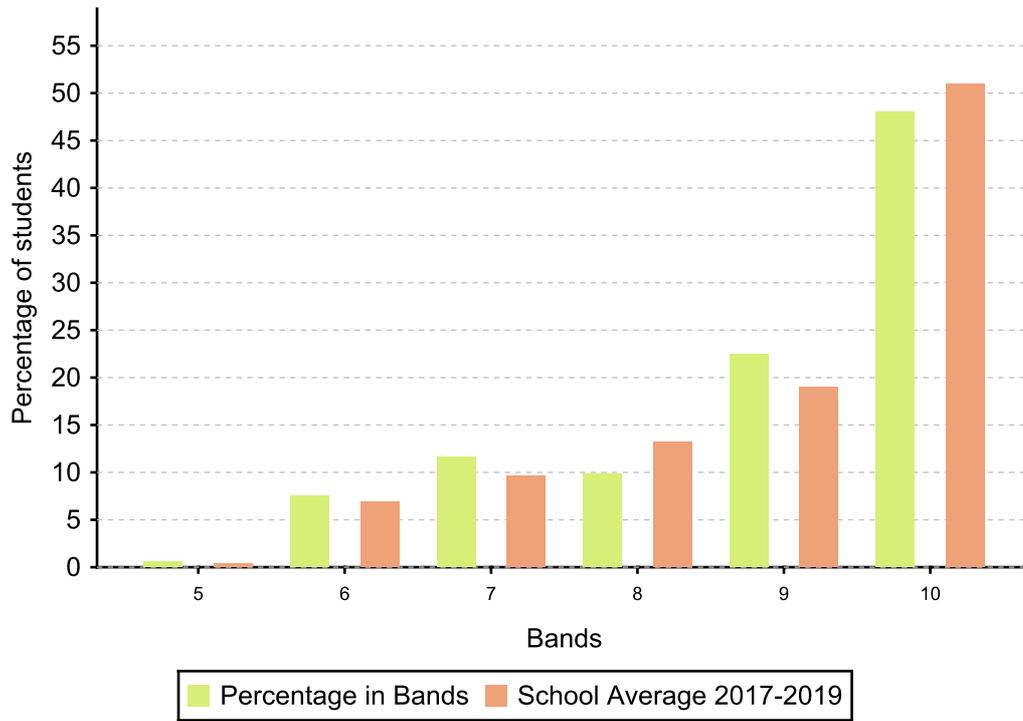
Band	5	6	7	8	9	10
Percentage of students	5.7	12.0	18.3	26.3	26.9	10.9
School avg 2017-2019	6.9	10.3	16.4	27.5	24.8	14.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.3	8.1	14.5	5.8	13.4	55.8
School avg 2017-2019	1.8	6.7	11.6	11.2	13.3	55.5

Percentage in bands:
Year 9 Numeracy

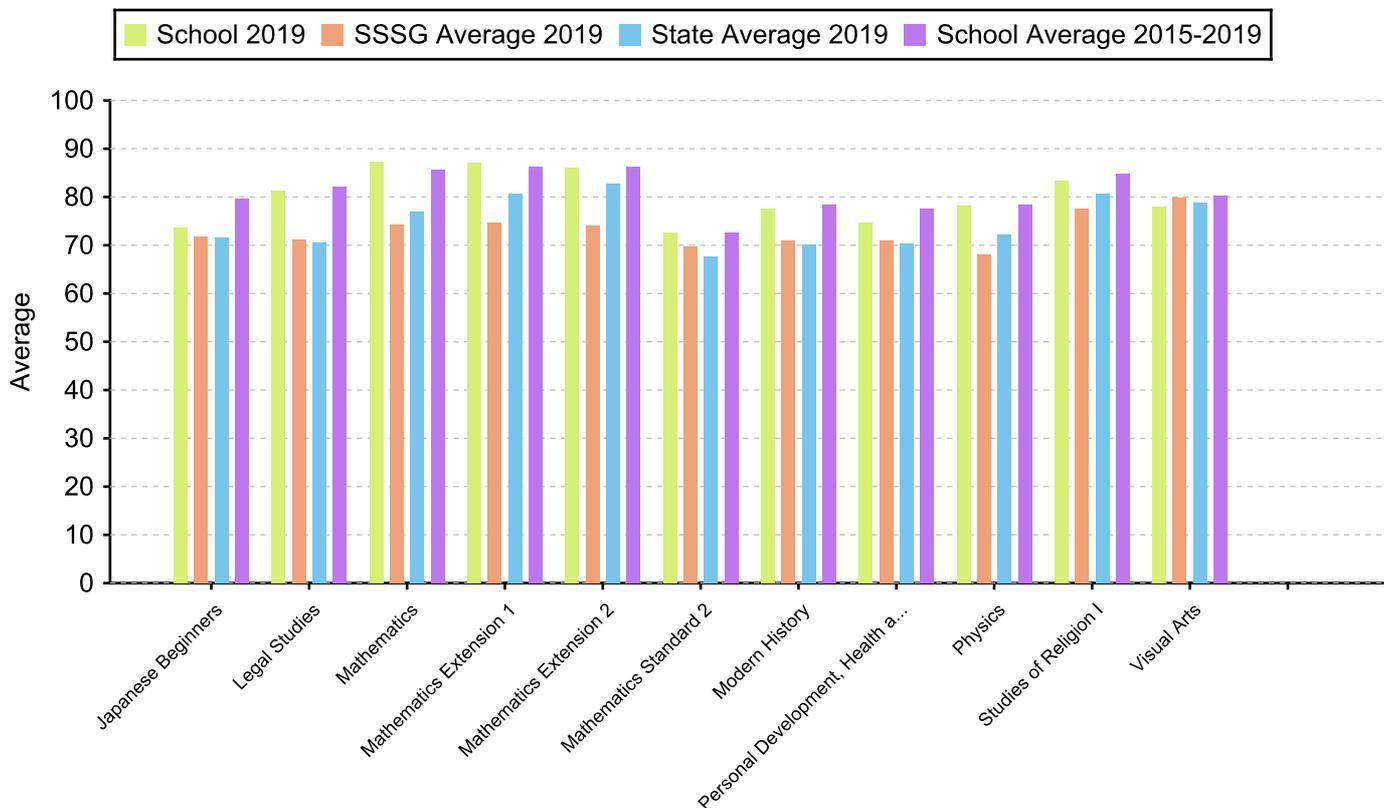
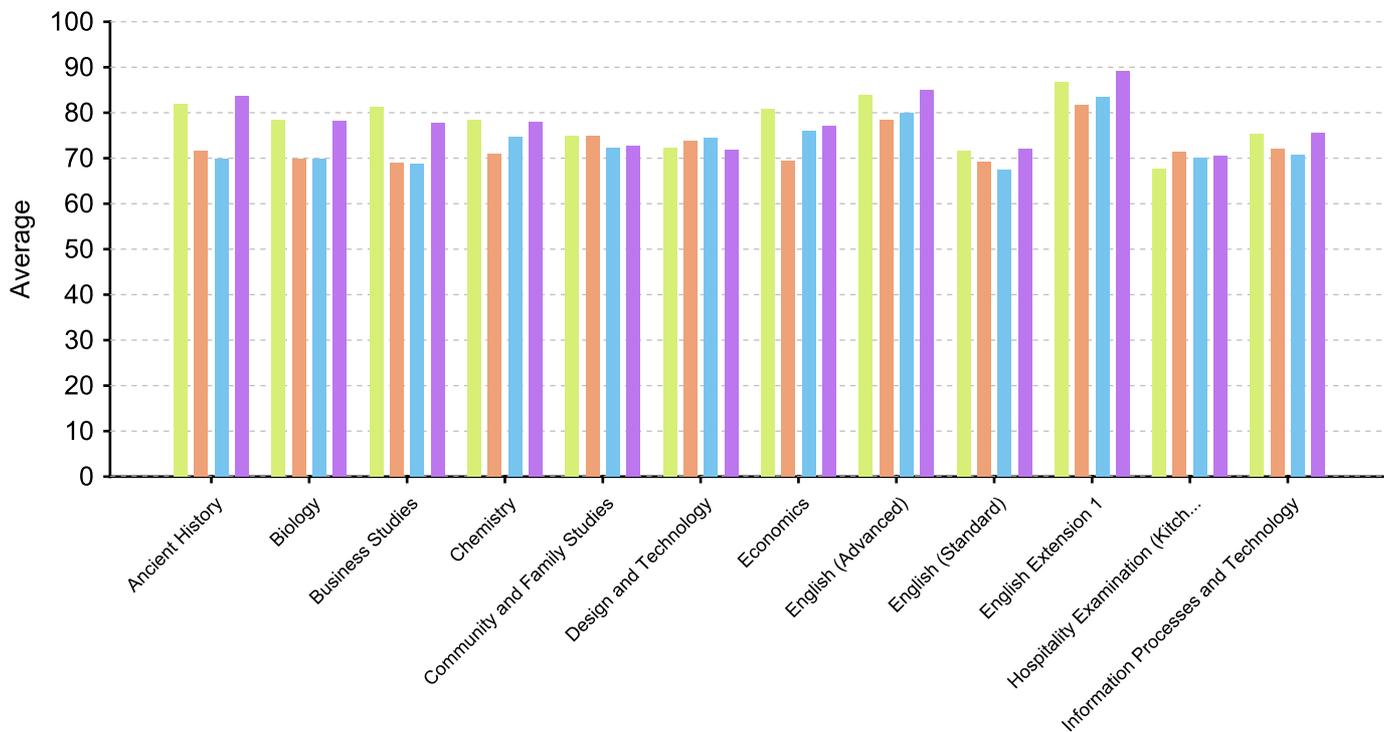


Band	5	6	7	8	9	10
Percentage of students	0.6	7.5	11.6	9.8	22.5	48.0
School avg 2017-2019	0.4	6.9	9.6	13.2	19	51

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	81.9	71.6	69.9	83.6
Biology	78.4	69.9	69.9	78.2
Business Studies	81.2	68.9	68.6	77.8
Chemistry	78.3	70.8	74.7	78.0
Community and Family Studies	74.9	74.9	72.2	72.7
Design and Technology	72.2	73.7	74.5	71.9
Economics	80.7	69.4	75.9	77.0
English (Advanced)	83.9	78.5	80.0	84.9
English (Standard)	71.5	69.1	67.3	72.0
English Extension 1	86.7	81.7	83.4	89.0
Hospitality Examination (Kitchen Operations and Cookery)	67.6	71.4	70.0	70.5
Information Processes and Technology	75.4	72.1	70.8	75.6
Japanese Beginners	73.6	71.9	71.6	79.7
Legal Studies	81.4	71.3	70.6	82.1
Mathematics	87.3	74.4	76.9	85.6
Mathematics Extension 1	87.2	74.7	80.6	86.3
Mathematics Extension 2	86.1	74.0	82.7	86.3
Mathematics Standard 2	72.6	69.8	67.7	72.6
Modern History	77.6	71.0	70.2	78.5
Personal Development, Health and Physical Education	74.7	70.9	70.5	77.6
Physics	78.2	68.0	72.1	78.5
Studies of Religion I	83.4	77.6	80.8	84.8
Visual Arts	78.0	79.8	78.8	80.3

Parent/caregiver, student, teacher satisfaction

The school regularly reviews its procedures and practices to ensure they are effective, efficient and relevant. Communication with parents is one important aspect of the school's relationship with its community and in 2019 the school investigated this through the Tell Them From Me parent survey.

General communication from the school includes letters, handbooks, newsletters, emails, phone calls, school website and social media. 70% of parents responding to the survey agreed or strongly agreed that they were satisfied with the school's general communication. A further 16% were non-committal.

When asked about the usefulness of various types of communication for finding out news about the school, the types most highly rated as useful or very useful were school newsletters (77%) and emails (78%), ahead of website, social media and text.

When asked about the usefulness of various types of communication when discussing their child with the school, school reports were rated useful or very useful by 86% of parents and telephone calls by 82%. These were ahead of informal meetings, formal interviews and emails.

Agreement for both 'Reports on my child's progress are written in terms I understand' and 'If there were concerns with my child's behaviour at school the teachers would inform me immediately' was high, and significantly above the reported state norms.

By mid-term three, 79% of parents had talked with a teacher about their child's learning or behaviour and 88% had attended meetings at school.

Overall, the current methods of communication used by the school are seen as useful and relevant by a majority of the participating parents. The data will be further considered and the use of other types of communication investigated as part of the school's ongoing review process.

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.