

# Kogarah High School

## 2019 Annual Report



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## Introduction

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

Kogarah High School is a school where every student values learning, strives for excellence, has opportunities to experience success and develop skills to confidently meet the challenges of the future. At Kogarah High School we develop young people who are skilled learners, responsible citizens, prepared and confident about their future. The values that underpin our school culture are: Respect, Responsibility, Resilience and Reflection.

### School context

Kogarah High School is a coeducational, comprehensive secondary school in the Sydney region. We pride ourselves on our diverse and culturally rich community, and our dynamic school culture, which is focused on developing young people who are skilled learners, responsible citizens and prepared and confident about their future. Our student population of over 900 consists of more than 40 different nationalities. The school hosts an Intensive English Centre, a Hearing Support unit, one IM class and a class for students with Autism. Kogarah High School values and fosters students working in a caring and supportive setting. Committed staff work closely with students, parents and the wider community to provide an engaging learning environment with access to resources which enhance learning experiences.

The local high school network known as the Kogarah Cluster provides opportunities to share practice and develop opportunities for broader student engagement. Joint student leadership initiatives build the capacity of students and strengthen our public education networks.

Our broad ranging transition program develops the confidence and engagement of year 5/6 students from our local primary schools. Students participate in a range of activities including coding, the Global Cardboard Challenge and sporting activities which provide opportunities to learn about high school and meet teachers and students prior to enrolling in Kogarah High School, thereby ensuring a smooth transition.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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

### Promoting Learning Excellence

#### Purpose

To develop students who are confident, resilient and creative. Students who maximise learning opportunities for ongoing continuous improvement.

#### Improvement Measures

An increased number of students report greater engagement in their lessons.

There is an increase in positive Sentral entries and a consistent decrease in negative Sentral entries. Students report a sense of belonging.

An increase in literacy and numeracy mastery, in line with the Premiers target. An increased proportion of students in the top 3 bands in external measures.

#### Progress towards achieving improvement measures

**Process 1:** Staff engage in professional learning about **Learning Sprints**. The school implements a range of learning sprints aimed at targeting and improving engagement through the implementation of research based strategies.

Evaluation	Funds Expended (Resources)
Most faculties have embedded Learning Intentions into programs but not all faculties have decided to embed Success Criteria – as this will be an individual teachers choice based on modifications/differentiation for their own class.  Most teachers are regularly using Learning Intentions and Success Criteria for each lesson for Yr 7–12.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4950.00)</li></ul>

**Process 2:** Relaunches **Positive Behaviours for Learning**, including refined discipline and merit systems which address student wellbeing.

Evaluation	Funds Expended (Resources)
Committee processes are embedded into regular meeting process. Data is presented regularly to identify the need for future sprints.  Out of bounds sprint to be introduced in Term 1 2020 following a school revision of the PB4L matrix at the beginning of the year.  Data reports show a gradual decline in negative incidents across the year. This will continue to be a focus for 2020 to ensure that the process of collecting the data, analysing the data and using this to determine future areas of focus for PB4L become embedded as regular school process.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$6750.00)</li></ul>

## Strategic Direction 2

Promoting teaching excellence

### Purpose

To empower staff to be innovative and creative, actively sharing, reviewing and improving pedagogy. To optimise enriched learning experiences.

### Improvement Measures

Increasing the number of teachers voluntarily engaging with QTR.

A steady increase in student success in common assessment tasks in all faculties through PBL.

Strengthen the purpose and rigour of the authentic process through TIGS

### Progress towards achieving improvement measures

**Process 1:** The development of **Quality Teaching Rounds** teams to improve teaching and learning across the school. This will begin with a core group of trained teachers and extended more broadly through the school with through a teacher inquiry group.

Evaluation	Funds Expended (Resources)
Established process for QTR. Meeting of team leaders for the communities of practice will occur in Term 1 2020. New staff will be invited to participate in the rounds with some staff being invited to observe the process. The focus for the year was to increase the number of staff trained so that a larger number of communities of practice could be formed.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$16450.00)</li></ul>

**Process 2:** Establishing **Project Based Learning** programs across stage 4. This will begin with a core group of teacher in Mathematics and Science. The involvement of staff through a teacher inquiry group will provide opportunity for PBL to be extended throughout all faculties.

Evaluation	Funds Expended (Resources)
Each faculty is represented on the PBL team. The team meets regularly to collaborate on a variety of ideas to embed Project Based Learning in stage 4 programs within faculties and for cross curricular opportunities. Clear guidelines have been established for designing projects and resources created for all staff to use. Team members act as critical friends when designing PBL opportunities.	Release days  Travel to Ulladulla to investigate successful models  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$6480.00)</li></ul>

### Next Steps

Staff will have the opportunity in 2020 to participate in online learning to further develop their understanding of PBL. Several cross curricular PBL activities have been planned for Semester Two. Each faculty will continue to refine their PBL practises during Semester One.

### Strategic Direction 3

#### Building strong community connections

#### Purpose

To develop collaborative and sustainable partnerships with all stakeholders to continually improve student outcomes.

#### Improvement Measures

Increase the number and quality of connections with our local network of schools.

Develop and sustain partnerships with external agencies and stakeholder groups focused on improving student outcomes.

Increase the percentage of parents/carers completing the Tell Them From Me survey.

#### Progress towards achieving improvement measures

**Process 1:** Teachers develop skills to differentiate teaching and learning programs that meet the learning needs of all students. This will include developing subject specific resources for EALD students in Stage 5.

Evaluation	Funds Expended (Resources)
<p>The Stage 4 Science/EALD program has proven successful in providing opportunities for students to access the language of Science. The writing templates provide scaffolds for EALD students to write a Scientific Report with appropriate language structures and features.</p> <p>Utilising this same processes, Science and EALD staff have been able to begin work on the Stage 5 support document.</p>	<p>Release days for collaborative planning and programming</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$3430.00)</li></ul>

**Process 2:** Strengthening connections within the **Kogarah Cluster of schools** and our 'transition partners' to improve professional learning opportunities for staff and improve teaching and learning.

Evaluation	Funds Expended (Resources)
<p>An agreed upon set of protocols have been developed between high schools and local primary schools. This has assisted in the sharing of necessary information to improve the transition experience of Year 6 into Year 7 students.</p> <p>Head Teachers from across the Kogarah Network participated in a joint professional learning day to build their capacity to understand NESA requirements and their role statement. Participants reported positive feedback and an increased understanding, enabling them to be more effective in leading their faculties.</p>	<p>Teacher release time</p> <p>Conference costs</p> <p>Presenter's fees</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$9860.00)</li></ul>

**Process 3:** School facilities are made available to community groups focusing on life long learning.

Evaluation	Funds Expended (Resources)
<p>An increase in external users has built Kogarah High School as a community centre. Dance, languages, arts and music providers utilise the space during the weekend and evenings providing ongoing opportunities to the community.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	<p>Release time was built into each teachers timetable for observations of practice, meeting times and mentoring.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$35 000.00)</li> </ul>	Beginning teachers, through professional learning, mentoring and feedback, report feeling supported to manage the complexity of their roles. They developed a very clear understanding of the necessity for quality teaching and learning programs aligned with NESA requirements.
<b>Aboriginal background loading</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$3 367.00)</li> </ul>	All students were supported to stay at school and continue learning. Year 12 student achieved above expected growth and was offered a place at the university of her choice post completion of the HSC.
<b>English language proficiency</b>	<p>Employment of an additional EALD teacher utilising the flexible funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$407 678.00)</li> </ul>	EAL/D students were well supported with by the employment of 3.4 permanent teachers and an additional qualified EAL/D teacher. Their collaboration with mainstream subject specialists resulted in EAL/D strategies being embedded in many teaching and learning programs. The completion of a Science specific program, with the support of University of Sydney, has built the capacity of teachers to differentiate their teaching to enable all students to improve their learning outcomes.
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$333 157.00)</li> </ul>	The entitlement of 2.0 Full Time Equivalent teaching positions are allocated to Kogarah High School. This is supplemented by with the employment of 2 full time School Learning Support Officers. Qualified learning support teachers support identified students to access the teaching and learning programs across all subjects. Parallel classes differentiate teaching in English and Mathematics ensuring every child has an opportunity to improve their outcomes. Identified students receive one to one support in the Learning Hub for specific lessons.
<b>Socio-economic background</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$554 438.00)</li> </ul>	<p>The employment of an additional Deputy Principal ensures the maintenance of a safe teaching and learning environment and additional support for beginning teachers.</p> <p>Additional staffing provides a broad curriculum with smaller class sizes meeting the needs of all students.</p> <p>Employment of a Community Liaison Officer strengthens the partnership with families and promotes public education..</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	574	527	531	498
Girls	444	413	381	351

### Student attendance profile

School				
Year	2016	2017	2018	2019
6			98.6	96.1
7	92.5	92.8	91.4	90.7
8	89.6	90.5	89.3	88.7
9	87.8	85.7	88.3	88
10	88.3	84.6	85.3	86.8
11	89	90.9	90.1	85.8
12	92.3	90.9	88.7	90.9
All Years	89.9	89.1	88.7	88.2
State DoE				
Year	2016	2017	2018	2019
6			92.5	92.1
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	89.2	88.8

Kogarah High School implements a number of strategies to manage student attendance. The welfare team, with Year Advisors and the school executive, meet weekly to monitor attendance and meet with families when a student's attendance causes concern. Referrals are made to the Home School Liaison Officer, who meets with the family to develop a plan to improve attendance. Partnerships with The Salvation Army Oasis program and 3Bridges provide additional support to students who struggle to get to school regularly.

Kogarah High School has increased the offering of a number of Vocational Education subjects, such as Construction and Hospitality, to engage students in learning and therefore retain these students in school.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	6	2	12
Employment	2	2	21
TAFE entry	3	2	7
University Entry	0	0	32
Other	6	7	0
Unknown	0	7	28

Ms Susan Alaouie, Careers Advisor, works closely with each Year 12 student to ensure they have the best post school pathway available. She has extensive contacts in industry and has developed strong ties with universities and TAFE to provide opportunities for every student. The 2019 Careers Showcase held at Kogarah High School invited over 80 stall holders eager to provide information to students on TAFE, University, work placements and apprenticeships. Every Year 11 and Year 12 student attended the showcase to learn about opportunities for their future.

### Year 12 students undertaking vocational or trade training

17.21% of Year 12 students at Kogarah High School undertook vocational education and training in 2019.

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

All students at Kogarah High School who completed 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)	43.5
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	2
School Administration and Support Staff	18.58
Other Positions	13.6

\*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.

The Kogarah Cluster, a grouping of six local secondary schools, provides extensive opportunities for teachers to collaborate to improve student achievement. Principals and Deputy Principals meet twice a term and Head Teachers

meet across the network each term to share programming and assessment practices. Many Head Teachers are HSC marks who share their expertise with colleagues. In November 2019 the inaugural Head Teacher network professional learning day was attended by 60 Head Teachers keen to develop their leadership skills.

During 2019 6 teachers attended the STEM Teacher Enrichment Academy – a professional development program for science, mathematics and technology teachers offered through the University of Sydney. The STEM Teacher Enrichment Academy endeavours to increase teachers' pedagogical content expertise through guiding teams of teachers in their development and delivery of separate and integrated STEM units of study within each of their schools. This professional development program is NESA accredited for teachers of STEM and focuses on themes embedded in the Australian Curriculum F–10. The program is facilitated by academic specialists from the faculties of Science and Engineering and Information Technologies, and the Sydney School of Education and Social Work. The main aim of the Academy is to improve student engagement in STEM subjects so that more students undertake studies in these areas in Years 11 and 12 and beyond.

Since participating in the STEM Teacher Enrichment Academy, teachers feel more confident and equipped to teach their discipline within a STEM context and to share their expertise with colleagues.. Teachers more readily believe that they can positively affect student learning in STEM, and teachers have indicated a significant growth in their knowledge of STEM careers.

## 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>	948,852
<b>Revenue</b>	13,144,706
Appropriation	12,570,615
Sale of Goods and Services	67,759
Grants and contributions	260,408
Investment income	8,929
Other revenue	236,996
<b>Expenses</b>	-12,311,928
Employee related	-11,226,764
Operating expenses	-1,085,164
<b>Surplus / deficit for the year</b>	832,778

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>	983,110
<b>Equity Total</b>	1,298,640
Equity - Aboriginal	3,367
Equity - Socio-economic	554,438
Equity - Language	407,678
Equity - Disability	333,157
<b>Base Total</b>	7,651,755
Base - Per Capita	227,862
Base - Location	0
Base - Other	7,423,893
<b>Other Total</b>	2,397,822
<b>Grand Total</b>	12,331,327

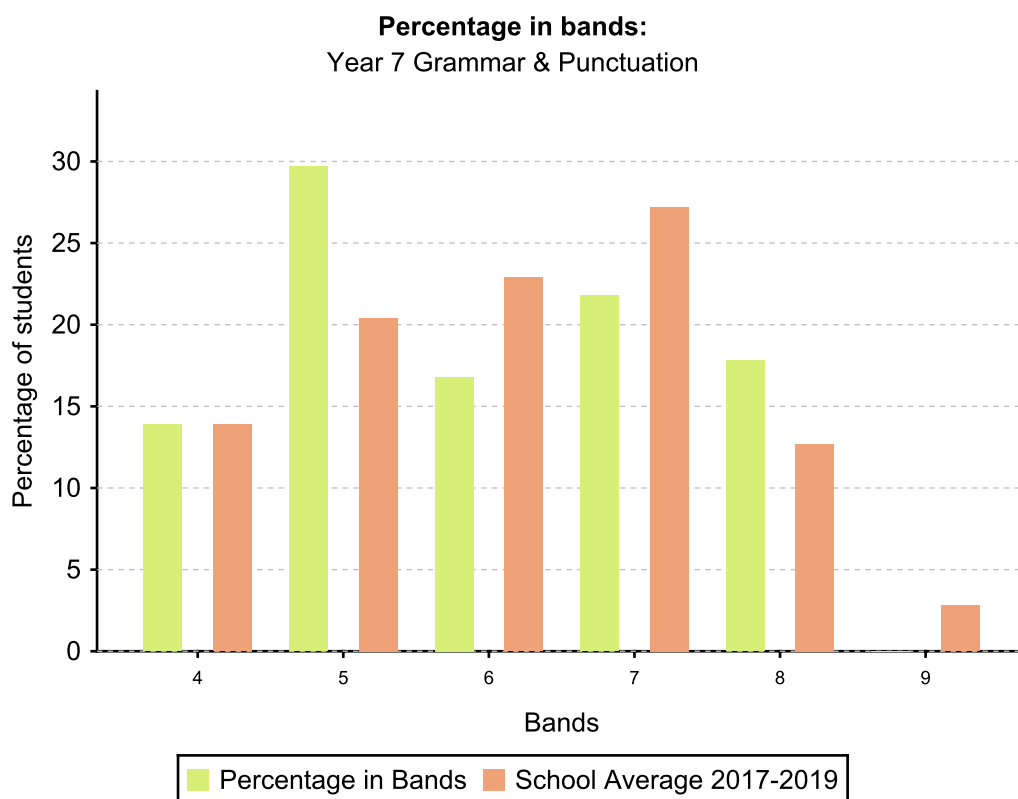
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

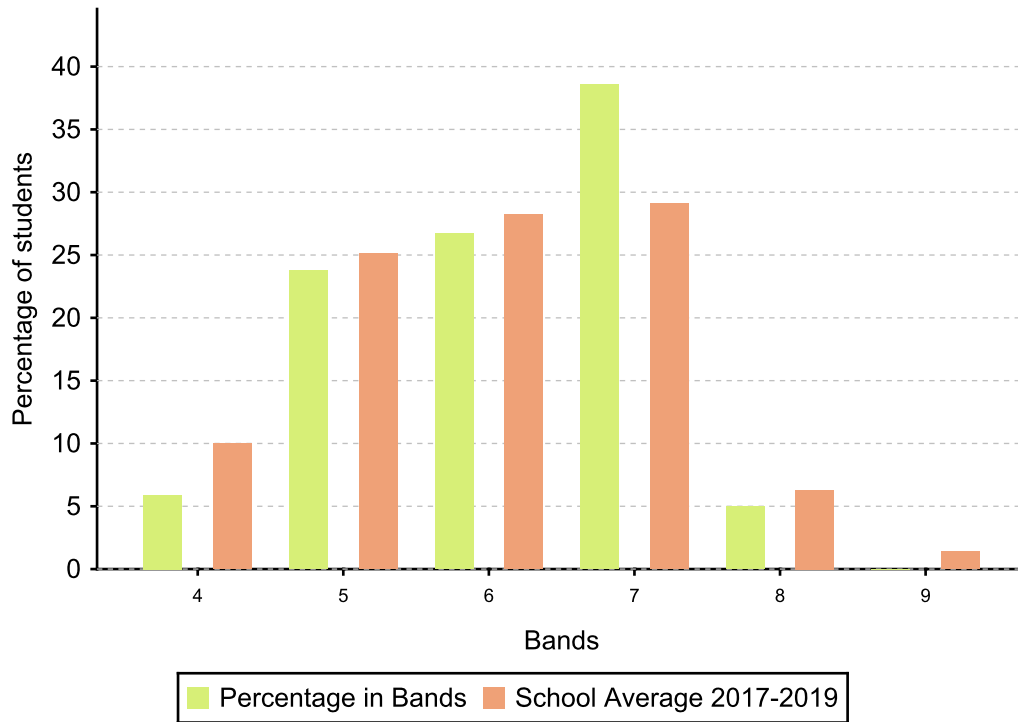
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	13.9	29.7	16.8	21.8	17.8	0.0
School avg 2017-2019	13.9	20.4	22.9	27.2	12.7	2.8

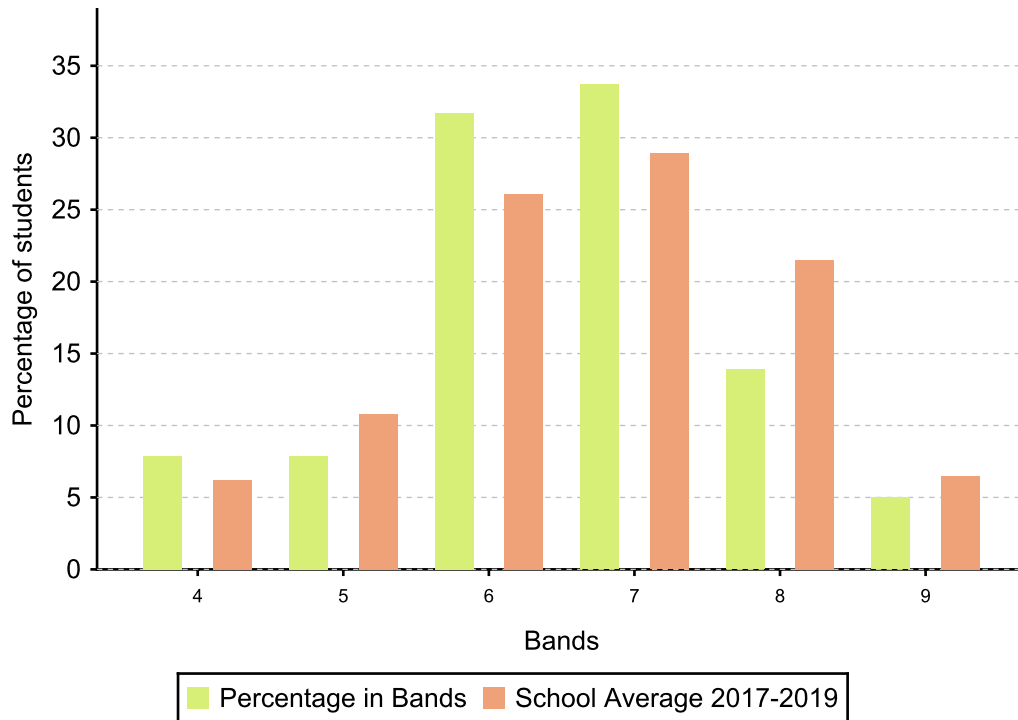


**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	5.9	23.8	26.7	38.6	5.0	0.0
School avg 2017-2019	10	25.1	28.2	29.1	6.3	1.4

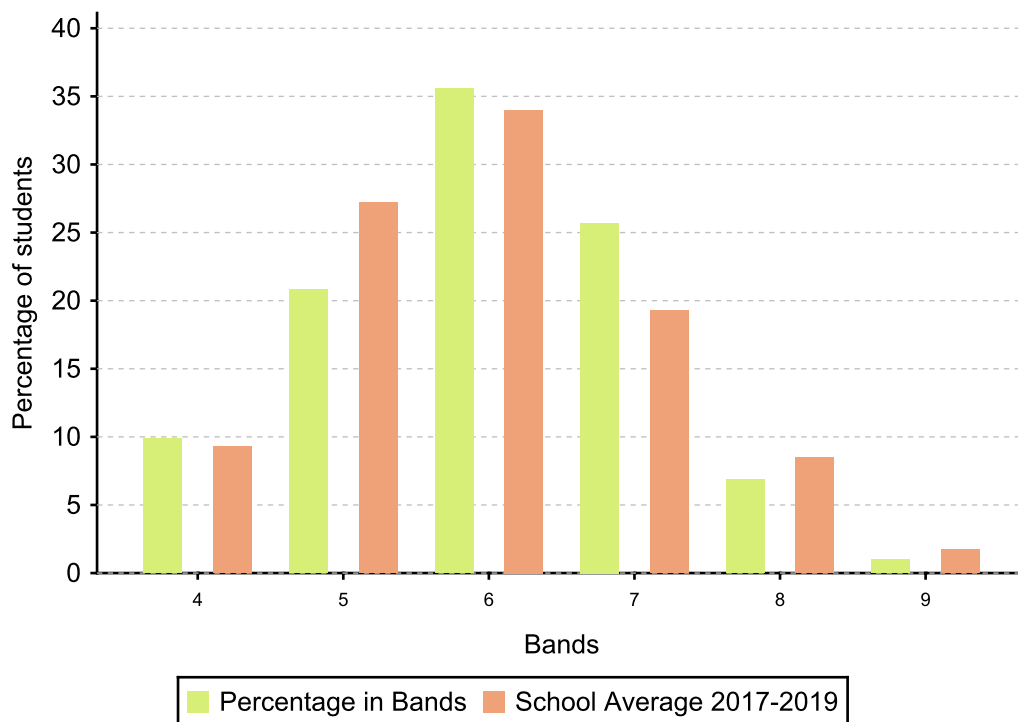
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	7.9	7.9	31.7	33.7	13.9	5.0
School avg 2017-2019	6.2	10.8	26.1	28.9	21.5	6.5

### Percentage in bands:

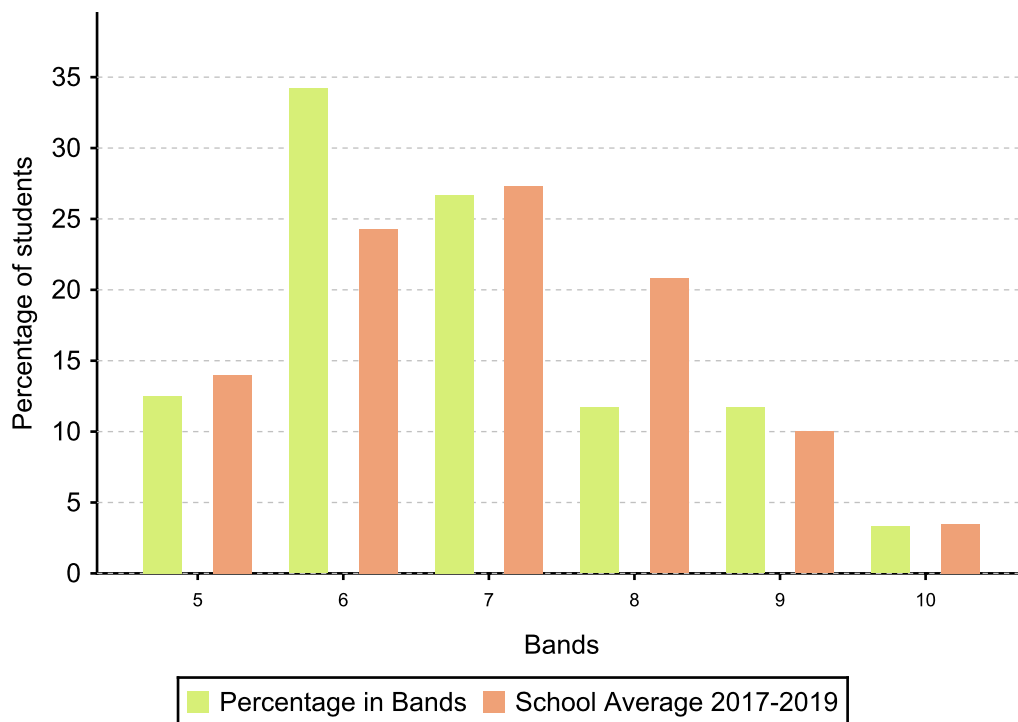
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	9.9	20.8	35.6	25.7	6.9	1.0
School avg 2017-2019	9.3	27.2	34	19.3	8.5	1.7

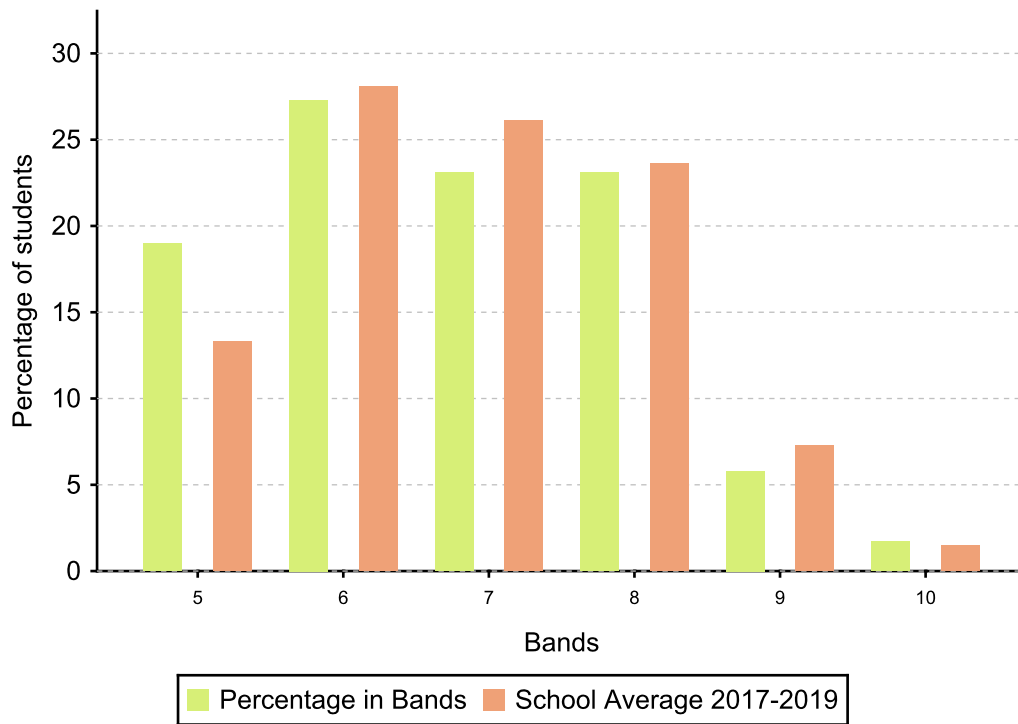
### Percentage in bands:

#### Year 9 Grammar & Punctuation



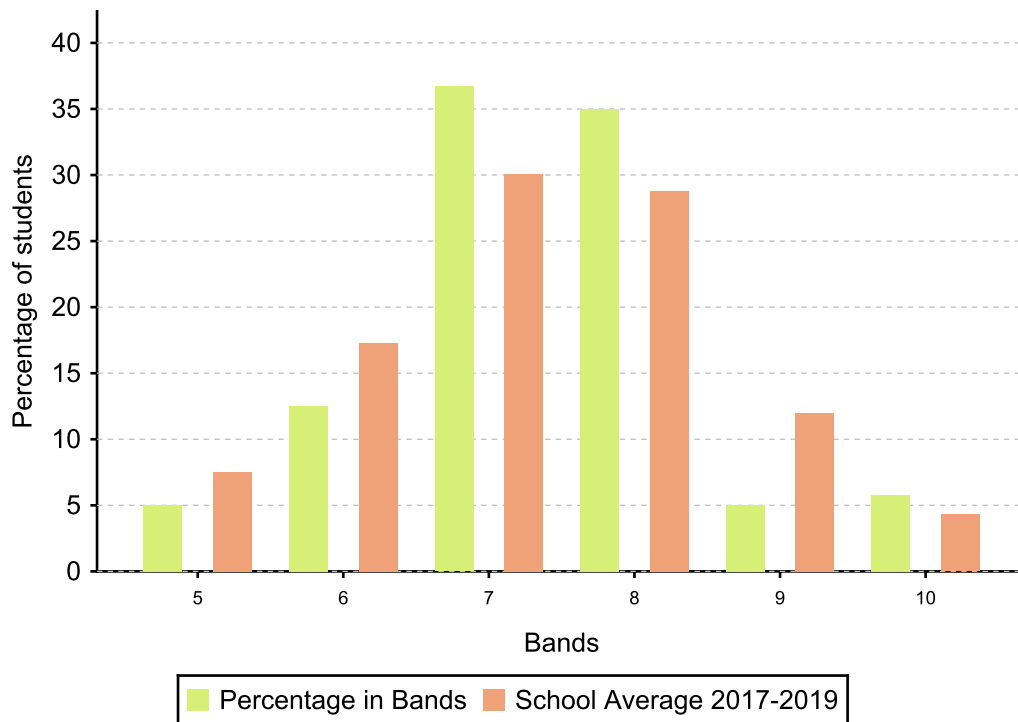
Band	5	6	7	8	9	10
Percentage of students	12.5	34.2	26.7	11.7	11.7	3.3
School avg 2017-2019	14	24.3	27.3	20.8	10	3.5

**Percentage in bands:**  
Year 9 Reading



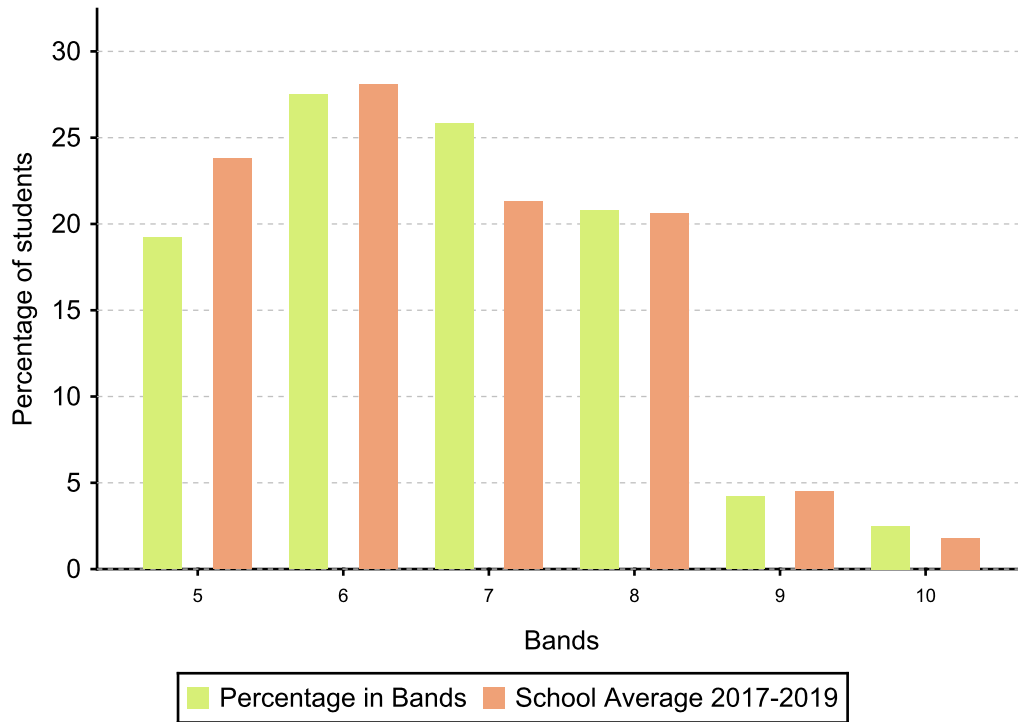
Band	5	6	7	8	9	10
Percentage of students	19.0	27.3	23.1	23.1	5.8	1.7
School avg 2017-2019	13.3	28.1	26.1	23.6	7.3	1.5

**Percentage in bands:**  
Year 9 Spelling



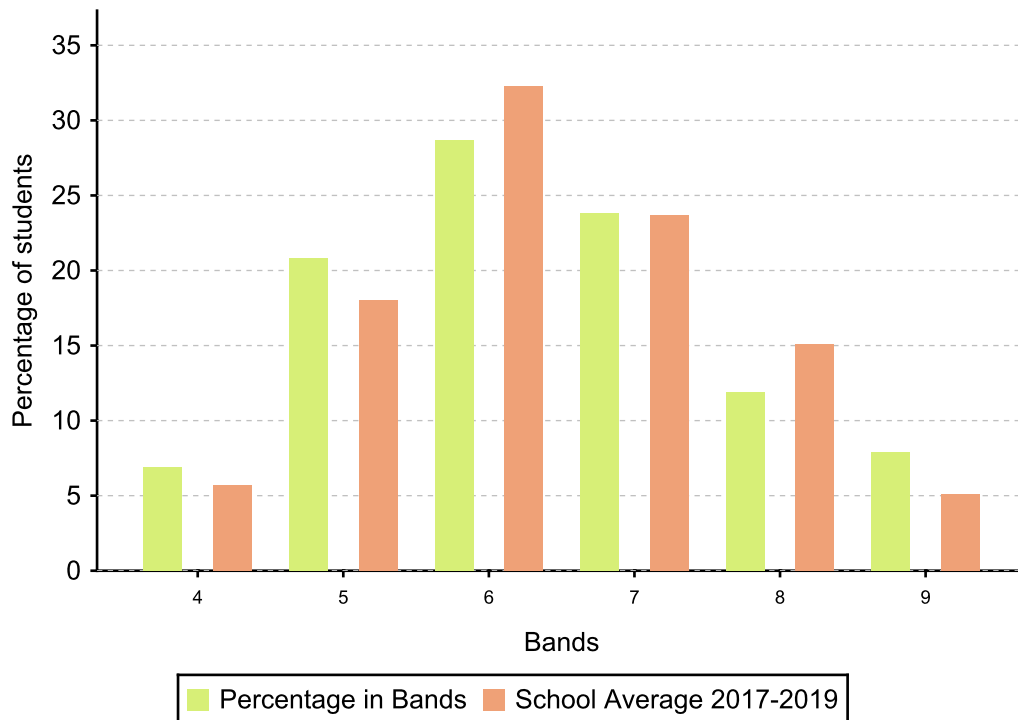
Band	5	6	7	8	9	10
Percentage of students	5.0	12.5	36.7	35.0	5.0	5.8
School avg 2017-2019	7.5	17.3	30.1	28.8	12	4.3

**Percentage in bands:**  
Year 9 Writing



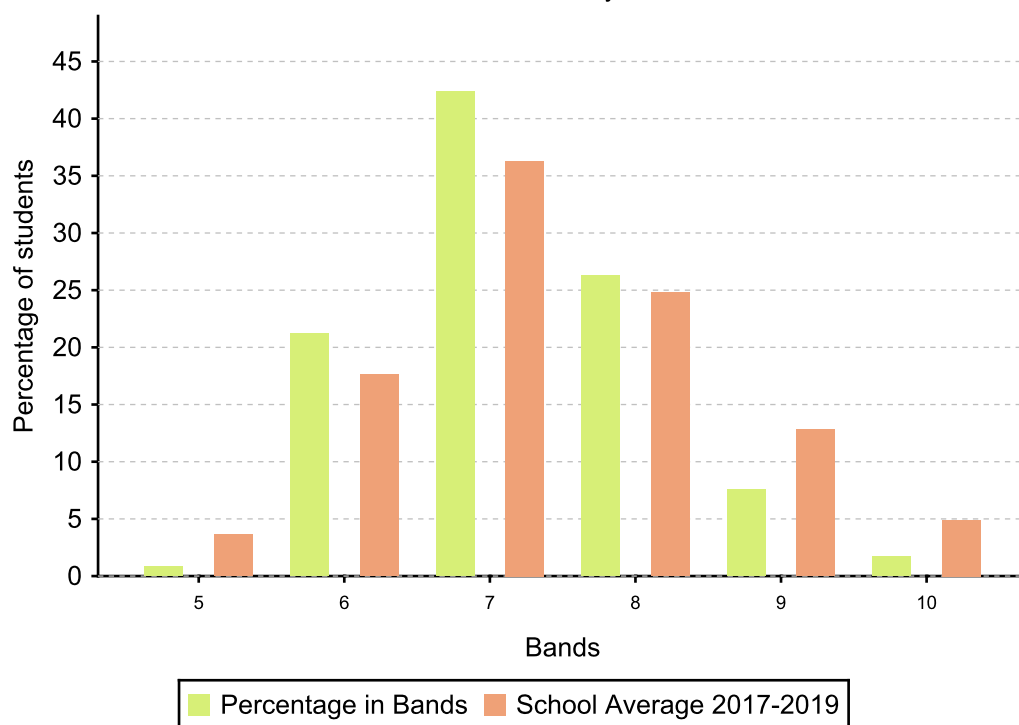
Band	5	6	7	8	9	10
Percentage of students	19.2	27.5	25.8	20.8	4.2	2.5
School avg 2017-2019	23.8	28.1	21.3	20.6	4.5	1.8

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.9	20.8	28.7	23.8	11.9	7.9
School avg 2017-2019	5.7	18	32.3	23.7	15.1	5.1

**Percentage in bands:**  
Year 9 Numeracy

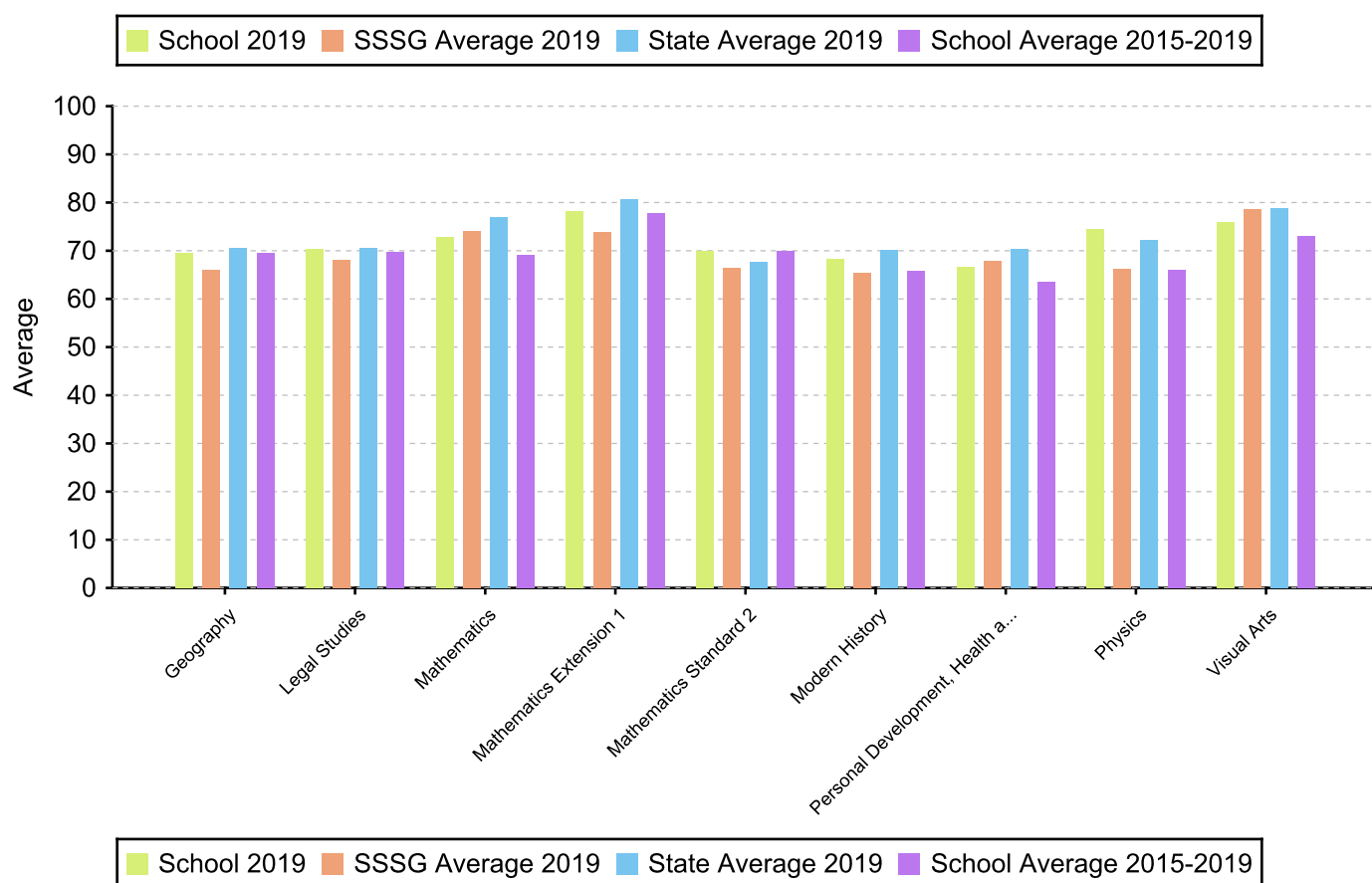
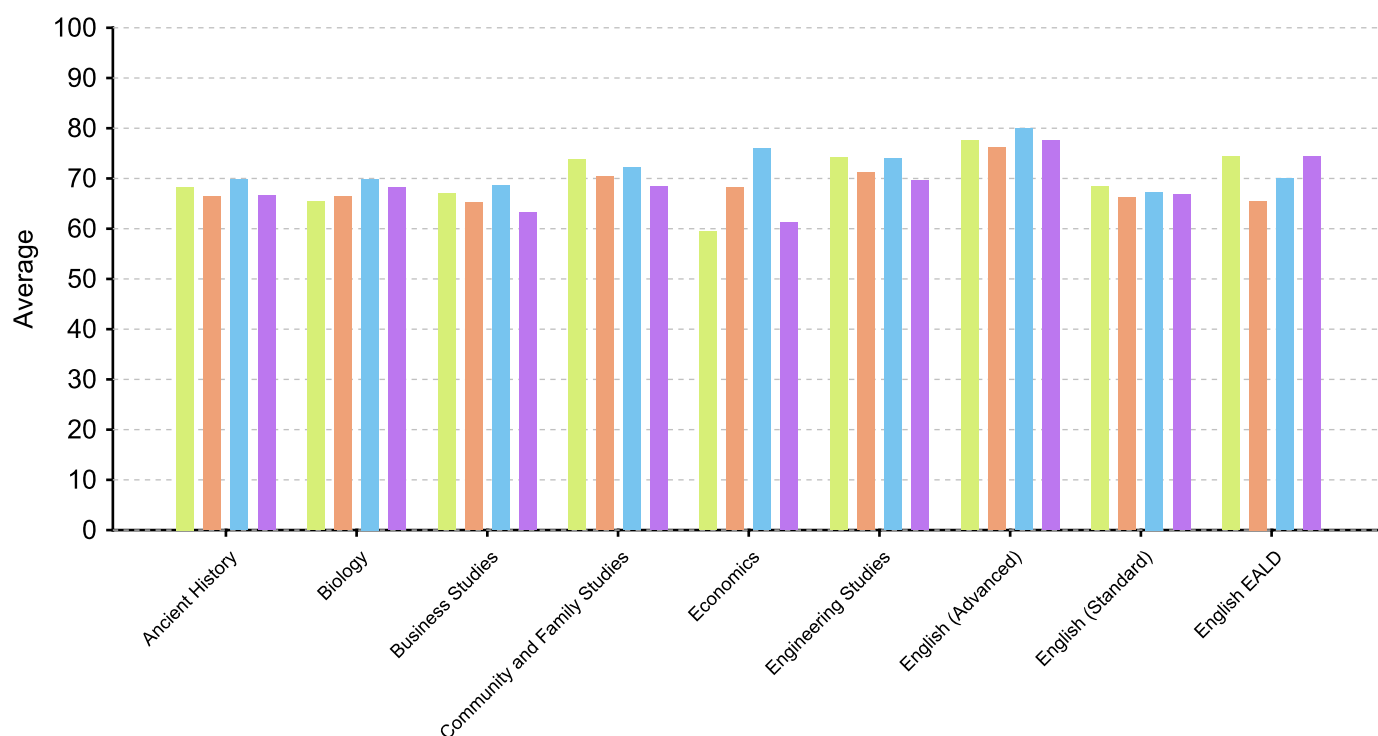


Band	5	6	7	8	9	10
Percentage of students	0.8	21.2	42.4	26.3	7.6	1.7
School avg 2017-2019	3.6	17.6	36.3	24.8	12.8	4.9

## 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.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	68.3	66.3	69.9	66.6
Biology	65.4	66.5	69.9	68.2
Business Studies	67.0	65.2	68.6	63.2
Community and Family Studies	73.7	70.5	72.2	68.4
Economics	59.5	68.2	75.9	61.2
Engineering Studies	74.1	71.2	73.9	69.7
English (Advanced)	77.6	76.1	80.0	77.6
English (Standard)	68.4	66.2	67.3	66.9
English EALD	74.4	65.5	70.0	74.4
Geography	69.6	66.1	70.6	69.6
Legal Studies	70.3	68.0	70.6	69.7
Mathematics	72.8	74.2	76.9	69.1
Mathematics Extension 1	78.3	73.9	80.6	77.8
Mathematics Standard 2	69.9	66.5	67.7	69.9
Modern History	68.3	65.5	70.2	65.9
Personal Development, Health and Physical Education	66.7	67.9	70.5	63.6
Physics	74.5	66.2	72.1	65.9
Visual Arts	75.9	78.6	78.8	73.0

A total of 84 students sat for the HSC English examinations in 2019, with English Standard continuing to be the most popular course. Mathematics continues to attract a large number of the cohort with 66 students completing a Mathematics course and 19 students electing to study the Mathematics extensions courses. Twelve Kogarah High School students were Distinguished Achievers in Mathematics.

## Parent/caregiver, student, teacher satisfaction

Each year parents are invited to complete the Tell Them From Me Survey. Kogarah High School executive staff analyse the results to ensure we are meeting community expectations. In 2019, 94% of parents responding to the survey indicated they had communicated with a teacher about their child's learning and behaviour. 47% of parent respondents indicated they had talked with a teacher more than three times.. 83% of the parent respondents indicated they were satisfied with the general communication from Kogarah High School. Communication with parents was a focus of the survey this year as new apps and communication platforms were introduced and the efficacy of these changes was being evaluated.





# 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.