

Coonabarabran High School

2019 Annual Report



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Introduction

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

Coonabarabran High School

Newell Hwy

Coonabarabran, 2357

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

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

6842 1099

Message from the principal

Coonabarabran High School is a high performing, comprehensive school in a rural setting. Our teachers are committed to providing students with the best possible opportunities inside and outside the classroom. We deliver programs that include experiences beyond our school to deepen the understanding of our students. In 2019 our HSC students accomplished impressive results which evidences the learning that occurs every lesson, every day throughout the school. Credit is due to the professionalism of our teachers and the enthusiastic support of our community. The teaching staff continue to innovate in their teaching and through extra-curricular activities to enrich the learning of students. I commend this report to you. I certify that the information provided in it is the result of a rigorous school self-assessment undertaken with staff, parent and student leaders pursuant to the Schools Excellence Framework. The Annual Report provides a balanced and genuine account of the school's achievements and areas for development.

Mary Doolan



School background

School vision statement

Coonabarabran High School is a vibrant educational community which aspires to excellence in a safe and respectful environment. Every student has the opportunity to achieve to their potential through high quality teaching where every lesson counts and where every student is valued and supported by the school community.

School context

Coonabarabran High School is a comprehensive high school in a rural community. The school enjoys a long and proud history of excellent student outcomes in the academic, sporting and cultural fields of endeavour. The school provides students with diverse educational opportunities; both curricular and extra-curricular. The students are positively encouraged and guided to extend themselves in a variety of fields, embracing the school motto 'Forever Dare'.

Coonabarabran High School is a respected and integral part of the local community. The school receives valuable input from all sectors of the local community; especially from parents, the Aboriginal community, business and service clubs, as well as from local government. Such community support is a major feature of the school and further enhances the school's capacity to provide quality education to its students.

Additionally, the school is characterised by its strong focus on quality teaching including the integration of technology into the classroom. The school's commitment to the fostering of high expectations and the supportive and positive rapport which exists between staff and students at the school underpins the successful and productive nature of the school's learning environment.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student Achievement

Purpose

To ensure that all students secure improvement as learners, supported by explicit instruction, and relevant and responsive assessment, to equip them with foundational skills in literacy and numeracy.

Improvement Measures

- * Increased proportion of students experience positive growth in literacy and numeracy.
- * Increased teacher use of assessment to inform practice.
- * Increased number of teachers explicitly embed the teaching of literacy and numeracy into their programs and practice.

Progress towards achieving improvement measures

Process 1: Explicit Teaching of Literacy and Numeracy:

Implement and embed a whole school, research based approach to the teaching of Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>NAPLAN ANALYSIS 2019</p> <p>Quicksmart</p> <p>75 % of the Year 9 students who completed Quicksmart in Year 7, scored at or above expected growth compared to 51.6 % at Coonabarabran High School and 54% in the State.</p> <p>MULTILIT</p> <p>Reading</p> <p>50 % of the Year 9 students who completed MULTILIT in Year 7, scored at or above expected growth compared to 60.3 % at Coonabarabran High School and 60.2 % in the State.</p> <p>Writing</p> <p>86 % of the Year 9 students who completed MULTILIT in Year 7, scored at or above expected growth compared to 64.6 % at Coonabarabran High School and 56.1% in the State.</p> <p>Fast ForWord enables students to participate successfully in continuing literacy activities.</p>	<p>Equity funding used to purchase MultiLit and QuickSMART annual licences.</p> <p>Employed Lit/Num teacher (0.4) from school funds (6300) to support targeted literacy of year 7 & 9 students.</p> <p>Employed Lit/Num teacher (0.2) from Aboriginal flexible funds to support targeted literacy of Year 7 & 9 indigenous students.</p>

Process 2: Assessment of, for and as Learning:

All staff engage with formative and summative assessment (both internal and external), on an ongoing basis, to responsively inform the teaching and learning cycle.

Evaluation	Funds Expended (Resources)
<p>Collection of student work samples and peer observations demonstrated positive implementation of evidence-based teaching and learning practice.</p>	<p>SBAR 2019 Professional Learning funds \$75, 970.</p>

Strategic Direction 2

A Culture of Learning

Purpose

To create a strong, respectful and vibrant learning environment, underpinned by high expectations, which holistically nurtures students' wellbeing and growth.

Improvement Measures

- * Increased number of teachers employ evidence based pedagogy.
- * Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- * Increased proportion of students experience growth across all Key Learning Areas

Progress towards achieving improvement measures

Process 1: Evidence Based Teaching Practice:

Implement, embed and evaluate evidence based practice to all classrooms to enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Staff have developed end of unit student surveys to collect of evidence, via student responses, to determine effective teaching and learning strategies. This process of using data-informed practice has helped identify what are the most successful and effective units of work and classroom practices that build a culture of engagement and learning across the school.</p> <p>Student surveys also has helped identify what are the most successful and effective units of work and classroom practices that suit different learning styles and foster a growth mindset.</p> <p>Staff have completed Assessment for Impact 2LS cycles with focus on improving outcomes through feedback and visible learning targets in all classrooms.</p>	<p>2LS Assessment Evaluation</p> <p>Assessment evaluation</p> <p>Student evaluation</p> <p>Teacher lesson observation- Assessment of impact</p>

Process 2: Student Wellbeing:

Implement a holistic, whole school approach to student wellbeing so that students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Chic program continues to provide a strong sense of belonging to year 8 girls. ALI year 8 girls gain access to the program providing them a welfare based opportunity to focus on a range of practices which enhance their sense of well being and engagement with the school.</p> <p>Tutor groups focus on student belonging programs targeting resilience and respect across the school. strengthening sens of community and building leadership capacity in senior students. student participate in 20 minute weekly lesson focusing on skills and strategies to build their resilience and respect in all school activities. tutor groups also work across multiple year groups building the school culture of belonging and achievement.</p> <p>Equity programs focused on students learning and enhanced engagement, including targeted Numeracy and Literacy teaching and enhanced support for students attempting HSC minimum standards tests.</p> <p>CHS ME Program- to reengage students with history of poor attendance or</p>	<p>\$80, 000 in Equity programs (extra-curricula support programs).</p> <p>*See Socio-economic background Key initiatives.</p>

Progress towards achieving improvement measures

disengagement– using external mentors

Strategic Direction 3

Teacher Capacity

Purpose

To build teacher capacity and support teacher wellbeing so as to strengthen collegial practice and drive improvement in student learning outcomes.

Improvement Measures

- * Increased proportion of students experience growth across all key learning areas.
- * Staff use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- * Teaching staff demonstrate and share their expertise within their school and have expert contemporary content knowledge and deploy effective teaching strategies.

Progress towards achieving improvement measures

Process 1: Reflective Practice :

Develop, implement and evaluate systematic processes for professional learning, building collaborative practice and reflection on effectiveness.

Evaluation	Funds Expended (Resources)
<p>Berry Street, trauma training has provided expertise and material that will be used to develop a wider school program in 2020, delivered through the cross KLA fortnightly PL groups.</p> <p>NESA Stage 6 Assessment PL, enhanced staff understanding of requirements, policy and process related to Stage 6 Assessment. PL directly led to a review and update of some aspects of school policy to bring into line with best practice.</p> <p>Faculty Review and Planning Days were an effective vehicle to strengthen collaborative practice within faculties and allowed for rich and reflective professional dialogue on the effectiveness of teaching and learning strategies employed in 2019, with a view to securing improvement in 2020. New syllabi have been planned and programmed ready for implementation in 2020.</p> <p>Whole school trauma training – Hendy Kurniawan. December 13. The aim of this PL will be to support the whole school commitment to creating and managing wellbeing so that learning outcomes remain the focus. Further evaluation to be provided in the Semester 1 2020 report.</p> <p>PBL Team meeting fortnightly to plan for the launch of PBL at the start of 2020. Meetings have promoted a collegial environment in which staff have generated a systematic framework for the introduction of PBL, beginning with all school settings in Semester 1 2020.</p> <p>Student voice surveys will seek feedback from the student body on teaching and learning activities conducted within classrooms in 2019. This data will enable teachers to review and reflect on their own practice and develop effective and responsive programs in 2020.</p> <p>2LS surveys will aide the 2LS team in assessing the effectiveness of the 2LS program in 2019 and inform the nature and structure of 2LS programs in 2020 with an aim to enhance teachers' capacity to deliver engaging learning programs. The survey will also fortify reflective practice within staff.</p>	<p>PL funding, to provide casual relief for internal and external PL opportunities, including general PL, faculty review and planning, and PBL planning.</p> <p>NESA Denise McHugh, delivering Stage 6 Assessment PL.</p>

Process 2: Teacher Wellbeing:

Develop and implement high quality professional learning systems that individually and collegially build and equip staff to take a proactive approach to their wellbeing.

Evaluation	Funds Expended (Resources)
<p>Additional staff employed as in house casual cover. Reduced extra lesson load has been a positive support to teacher wellbeing, reducing stress and workload fatigue.</p> <p>Staff supported in completing Accreditation goals, five staff have achieved a higher level of accreditation.</p> <p>A focus on diversifying leadership roles beyond the school executive has seen a growth in programs and activities being run by non-executive teachers. This has given staff the opportunity to extend themselves and build desired professional capacity as leaders.</p> <p>Staff morning teas have provided a positive opportunity to build staff morale and wellbeing through explicit acknowledgement of colleagues' contribution and support to each other.</p> <p>Trauma and MAPA training, has provided staff with the tools to better protect themselves and one another from potentially volatile situations, including the key message that staff need to take a proactive approach to managing their own wellbeing so that they are well placed to respond to the needs of all students, particularly those with challenging behaviours.</p>	<p>SALM and PL funding.</p> <p>Regional MAPA presenters.</p> <p>Head Teacher and Senior Executive supporting accreditation and leadership development..</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer (1.0 FTE) staffing \$68,575.00</p> <p>Aboriginal Flexible funds of \$47,165 employed SLSO (Ab Ed) staffing @ 4 days per week.</p>	<p>Aboriginal Education Officer (AEO) entitlement allowed Aboriginal students to be supported through wellbeing and academic programs. SLSO (Ab Ed) allowed additional support to Aboriginal students for targeted support in literacy and numeracy.</p> <p>All Year 7 and 9 students completed a Numeracy test and students who were identified as requiring support completed a PAT Maths Assessment. Year 7 and 9 Aboriginal students identified were supported by LAST, AEO and SLSO (Ab Ed).</p> <p>Students who completed lit/num programs were then integrated into mainstream classes with ongoing classroom support for teachers. Attendance data reflects improved attendance of students with PAPs.</p> <p>Boys engagement program was positively received by all participants.</p> <p>Middle Years Girl's Program was also positively received and girls felt a better sense of positivity about themselves and their peers.</p>
Low level adjustment for disability	<p>Employment of LAST staffing (1.1 FTE) @ \$117,388. Employment of SLSO (L&S) @ \$20,000 (3 days per week). Purchase of QuickSMART licence and purchase of MultiLit licence @ \$5000.</p> <p>Employment of additional staff (1.1) @ \$117,388 to provide broader curriculum and additional support to LAST.</p>	<p>Students are assessed when they complete MultiLit and QuickSMART programs. Post-testing of students involved identified growth in student ability in literacy and numeracy. Post-program data is analysed and program delivery is refined. Student achievement is acknowledged and celebrated. 3 minute mentor program was positively received by staff and students.</p>
Socio-economic background	<p>Equity programs (extra-curricular support programs) \$80,000. In addition to Equity funds, a great deal of human resources are garnered through community participation and support.</p>	<p>All students have participated in programs that are directly related to Equity Projects. Staff responsible for Equity Projects coordinated evaluations that included a survey of students and an assessment report aligned to the School Excellence Framework. The School Executive manages the review of programs and budget for the following year.</p>
Support for beginning teachers	<p>Beginning Teacher Support money of \$18,399 allocated to staffing relief teacher staffing and Opex BT PL.</p>	<p>Beginning teachers are supported by mentors. Mentor teachers have undertaken professional learning and have an understanding of the requirements for beginning teachers to attain Proficient accreditation. During Semester 1, beginning teachers develop strategies to assist in classroom practice. Supporting documentation for accreditation is collected and annotated by beginning teachers, with supervision provided by mentor teachers. Beginning teachers participate in a school induction program during Term 1, where they familiarise themselves with procedures and</p>

Support for beginning teachers	Beginning Teacher Support money of \$18,399 allocated to staffing relief teacher staffing and Opex BT PL.	operations specific to this school, as well as develop a broader understanding of the Department's policies and priorities.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	200	208	199	200
Girls	171	180	168	175

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.5	91	90.8	88.5
8	89.9	88.8	85.3	85.5
9	90.3	89	84.3	85
10	88.3	88.7	83.4	82.7
11	86.6	88.7	80.7	81.1
12	87.3	88.4	83.3	86.4
All Years	89.2	89.2	84.8	84.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	8
Employment	6	13	27
TAFE entry	0	0	11
University Entry	0	0	35
Other	0	0	2
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

36.00% of Year 12 students at Coonabarabran High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.7% of all Year 12 students at Coonabarabran 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)	1
Head Teacher(s)	6
Classroom Teacher(s)	27.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
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	864,496
Revenue	6,932,285
Appropriation	6,763,282
Sale of Goods and Services	7,516
Grants and contributions	142,989
Investment income	7,914
Other revenue	10,585
Expenses	-6,647,369
Employee related	-6,077,592
Operating expenses	-569,777
Surplus / deficit for the year	284,916

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	838,218
Equity Total	445,449
Equity - Aboriginal	115,740
Equity - Socio-economic	155,062
Equity - Language	400
Equity - Disability	174,247
Base Total	4,830,031
Base - Per Capita	88,867
Base - Location	116,090
Base - Other	4,625,073
Other Total	325,990
Grand Total	6,439,688

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

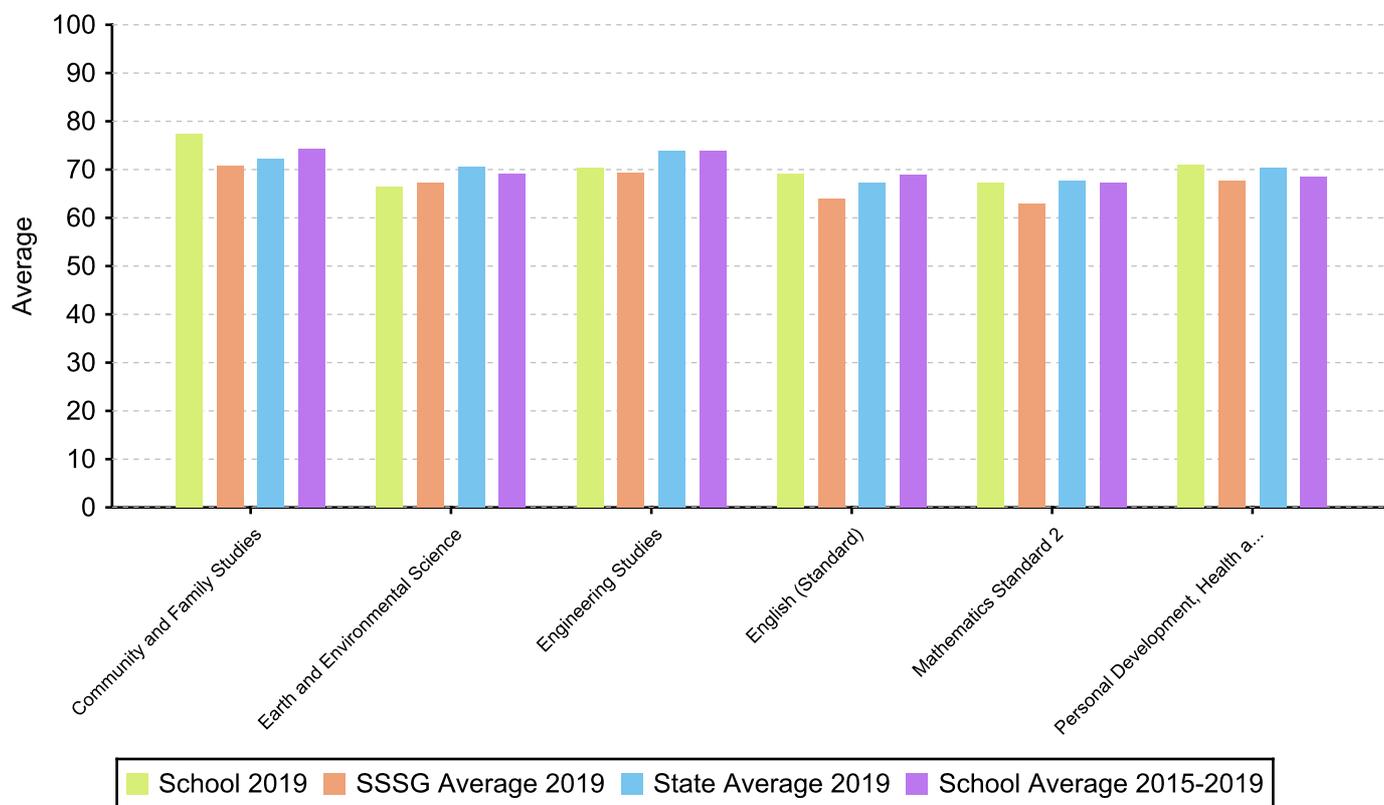
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool 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
Community and Family Studies	77.4	70.7	72.2	74.2
Earth and Environmental Science	66.5	67.2	70.6	69.2
Engineering Studies	70.4	69.4	73.9	73.9
English (Standard)	69.1	63.9	67.3	68.8
Mathematics Standard 2	67.3	63.0	67.7	67.3
Personal Development, Health and Physical Education	70.9	67.7	70.5	68.6

Parent/caregiver, student, teacher satisfaction

Several surveys were conducted throughout 2019 to collect the opinions of our school community. Year 12 completed an Exit Survey at the end of 2019.

This survey is used to determine the specific teaching strategies which best support the learning outcomes of our senior students. In addition, this information will assist our teachers to cater to future students' educational needs and preferences when delivering course content. Questions covered the following aspects of teaching and learning

- Most effective teaching strategies
- Least effective teaching strategies
- Preparation for the Trial HSC
- Most effective revision strategies
- Teacher feedback
- Engagement in classroom learning
- Qualities of effective teachers

The survey revealed that the Year 12 cohort felt well supported in navigating the challenges of their HSC year of study. Students were very positive in their appreciation of the mentor program which runs, teaming students with a particular member of staff who is an additional source of encouragement and advice throughout the year.

The value of constructive and detailed feedback was also highlighted by students in their responses. They could clearly see the enhanced learning that occurs when they are given teacher feedback which outlines 'where to from here' in terms of improving their outcomes. Likewise, students appreciated the value of developing positive learning partnerships with their teachers. The need to balance school and out of school commitments such as employment was also commented upon as was the various strategies which students employed to combat the stress of their final year of study.

Many students noted the benefit of regular physical activity as essential to supporting their wellbeing as well as keeping perspective on the year; that is that the HSC, whilst important, is certainly not the sole determinant of their future success.

Notwithstanding the obvious benefit of technology, many students rated very highly what could perhaps be regarded as 'old fashioned' teaching strategies, 'chalk and talk' sessions, particularly for revision, which reinforced student learning. The additional time out of school that staff gave to support their HSC classes was also highly valued.

Tell Them From Me Student Survey

Most of the students in Years 7 to 11 completed the Tell Them From Me survey in Term 1 and 4. This provided valuable feedback regarding students' attitudes to learning and levels of engagement. This supported the school self evaluation and planning process, particularly in relation to the strategic direction of Culture of Learning.

Student responses tended to follow state and national norms. The high levels of student engagement in Year 7 decreased gradually through Year 8 and dipped in Year 9 before increasing in Year 10 and the senior school.

Most students responded positively about the relationships that they form with teachers and other students at school, their pride in the school and their belief that they have people who will advocate on their behalf within the school. These positive relationships promote improved student learning outcomes and wellbeing.

Secondary Learning Strategy (2LS) Teacher Survey

All teachers were given the opportunity to complete surveys at the end of Terms 1, 2 and 4 regarding the implementation of 2LS. Staff feedback was very positive both in terms of the collegially supportive nature of the cross KLA PL groups as well as noting the benefits that flowed from learning new skills and strategies to employ in the classroom to make learning visible.

Survey responses will guide the future direction of cross KLA PL groups which will continue in 2019. In particular, staff

have requested access to the pedagogical readings and research which has underpinned the school's focus on explicit instruction and this will be provided to support staff professional growth in 2019.

Parent/Carer feedback was formally sought at parent teacher nights via optional surveys and also at our Indigenous families welcome BBQ in February. Such feedback is a valuable tool to not only inform future directions but also as a means to enhance community engagement with our school .With the implementation of PBL planned to commence , parent/carer input will be a crucial component to ensure consistency of expectations across school and home/community and to thereby allow this new initiative to build from a strong foundation of consultation, collaboration and consensus.

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.

