

Orara High School

2019 Annual Report



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Introduction

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

Orara High School is to be the school of choice for parents, students, staff and community members. We work collaboratively in a safe, supportive, productive and innovative learning environment, focused on meeting all students' needs. We embrace life-long learning by assisting students to attain their individual goals. All students at OHS are positive, happy, resilient, valued contributors in our diverse community. We are all diligent workers, collaborative leaders, and respectful engaged global citizens.

School context

Orara High School (enrolment 630 students, including 15% Aboriginal students and 15% students from a non-English speaking background) is a major, comprehensive secondary school in the city of Coffs Harbour. Through the opportunities provided by a supportive school community, students at Orara High School strive to achieve the best possible outcomes in a caring and cooperative learning environment. The school boasts a tradition of outstanding academic, sporting, cultural and artistic achievement. Orara High School continues to achieve the best for its students through excellent programs in student wellbeing, literacy, numeracy, special education and environmental education. The school is proud of the long history of success of all of its students, particularly those of Aboriginal and language backgrounds other than English.

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>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Community Collaborations

Purpose

To create a physically and mentally healthy school community with stronger community relationships.

To initiate a high-expectations transition programs designed to develop deeper collaborations between our high school and all partner primary schools in order to improve student learning outcomes from Stage 3 to Stage 6.

Ensure high level student attendance and engagement in quality learning.

Improvement Measures

Increased active involvement by parents and carers of all backgrounds as evidenced by community garden volunteering and use. Survey data demonstrates positive community perception of the school compared to 2017 baseline

Year 7 enrolment data accelerates its positive trend, including from Orara Valley partner schools

At or above 90% average student attendance

Progress towards achieving improvement measures

Process 1: Educational Leadership

Staff, student and community involvement in the initial planning, establishment and ongoing development of the community garden.

| Evaluation | Funds Expended (Resources) |
|----------------------|-----------------------------------------------------|
| Community use survey | Transport for elderly to carols Green waste bins |

Process 2: Learning Culture

Implement a whole school community Year 6 into Year 7 transition program that both provides students opportunities to gain confidence in their learning transition to high school and enables Stage 4 teachers to understand students' strengths and capacity prior to commencing Year 7

| Evaluation | Funds Expended (Resources) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Very pleasing numbers of students for Orientation Day with positive feedback from students and attending staff and carers Christmas Carols a success though with much reduced numbers due to bush fire impact | Staff – P, DP, YA, TA, staff from various faculties |

Process 3: Attendance

Teachers, parents and the community work together to support consistent and systematic attendance processes

| Evaluation | Funds Expended (Resources) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Marginal attendance across the school is evident. The creation of the Clontarf Academy has led to improved attendance patterns for Aboriginal boys, with the majority of participants achieving beyond 90%. | 0.6 FTE teacher; 0.4 FTE administration |

Strategic Direction 2

Engagement through innovative wellbeing and a collaborative curriculum

Purpose

Ensure high quality wellbeing and learning support that challenges and meets the needs of every student within a school culture of high expectations.

To provide innovative and challenging learning opportunities for all students through curriculum initiatives.

High quality assessment and feedback to ensure high achievement.

Improvement Measures

Reduced student suspensions and negative behaviour incidents

90% of Year 9 students achieve at or above expected growth in NAPLAN Reading, Writing and Numeracy data

Students in every HSC subject achieve an average of at or above state mean

Improved student, parent and staff feedback regarding consistent assessment processes across the school

Progress towards achieving improvement measures

Process 1: Wellbeing

A whole school approach to student wellbeing, learning support and behaviour management.

| Evaluation | Funds Expended (Resources) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 5 Week individual student progress assessment: attendance, behaviour tracking, Literacy and Numeracy pre and post test, and personal interest project grade | Staff allocation (including LaST) Catering with community mentors Sport activities costs |

Process 2: Collaborative Practice

Develop collaborative learning projects that draw together key learning areas in an integrated manner so as to challenge and engage all students

| Evaluation | Funds Expended (Resources) |
|------------------------------------------------------------------|--------------------------------------------------|
| Not all portfolios complete Interviews successfully conducted | Teacher release Transport and excursion costs |

Process 3: Curriculum

Quality staff professional learning, longitudinal monitoring of student courses 7–12, consistent teaching and learning programs, and cross-faculty focus on literacy and numeracy

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Some staff have developed their knowledge and understanding of stage 1 planning – thinking like an assessor to develop quality assessment, other staff are continuing to develop their knowledge and understanding of this process and its purpose as they are finding it challenging to identify the qualities and/or characteristics of learning and understanding. | Professional readings on theory Use of staff meeting time devoted to providing faculties with the opportunity to implement practices PL funds to release identified faculties |

Progress towards achieving improvement measures

Some staff have developed their knowledge and understanding of stage 1 planning – thinking like an assessor to develop quality assessment, other staff are continuing to develop their knowledge and understanding of this process and its purpose as they are finding it challenging to identify the qualities and/or characteristics of learning and understanding.

to program

Process 4: Assessment

Whole school consistent assessment procedures and quality feedback to students

| Evaluation | Funds Expended (Resources) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Staff are expanding their use of a range of strategies to fit particular purposes and extract specific data, and collaboratively evaluating and discussing the strategies, their implementation, the data extracted, and analysis of this data to determine future directions in teaching and learning. | Dylan William's <i>Embedding Formative Assessment</i> toolkit. |

Strategic Direction 3

Our Future – Instructional Leadership and future focused teaching and learning

Purpose

To increase staff reflective practices through individualised professional learning and mentoring processes.

Develop a culture of self-reflection, creativity, collaboration and future-focussed learning.

Effective research-based teaching strategies and ongoing staff professional learning and feedback.

Ongoing reflection and analysis of student data to inform teaching.

Improvement Measures

Increase staff engagement and improvement in self-reflection of practice and process

Demonstrated increased engagement in future focussed teaching and learning practices as evidenced in learning programs

Improved positive feedback documented on lesson observations

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Establish an Instructional Leadership program which provides regular mentoring and development of staff to support quality teaching and learning practices

| Evaluation | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Staff collaborating in faculty-based teams during fortnightly PL sessions has highlighted the different stages faculties are at on their journey | Fortnightly meetings Resources adapted from Understanding by Design by Mctighe and Wiggins |

Process 2: Learning and Development

Further develop effective STEM programming and resourcing, including professional learning for and collaborations with partner primary schools

Regular classroom observations and provision of timely feedback

Mentoring and coaching of staff by expert teachers

| Evaluation | Funds Expended (Resources) |
|-------------------------------|------------------------------------------------------------|
| Situational analysis for year | STEM physical and technological resources Staff release |

Process 3: Effective classroom practice

All teachers implementing effective, explicit teaching practices

| Evaluation | Funds Expended (Resources) |
|------------------------------------|----------------------------|
| Priority to be developed from 2020 | |

Progress towards achieving improvement measures

Process 4: Data skills and use

Student assessment data is regularly used school wide to identify student achievement and progress

| Evaluation | Funds Expended (Resources) |
|------------------------------------|----------------------------|
| Priority to be developed from 2020 | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | \$140833 | Engagement and attendance of students has shown steady progress throughout 2019. Planning completed to employ a further local Aboriginal female staff member to lead the creation of a Girls' Academy in 2020. |
| English language proficiency | \$283746 | The EAL/D program at Orara High School continues to be a source of great pride for the whole school community. Students transition into mainstream classes on a case-by-case basis, with very strong academic progress being made. The wellbeing of students also continues to be a priority for this program. |
| Low level adjustment for disability | \$318706 | The appointment of a Learning and Support Coordinator at Head Teacher level has better enabled both the short-term and long-term coordination of resources. |
| Socio-economic background | \$841298 | Adjustments made throughout the year included additional resources allocated to professional learning for each faculty in support of the Assessment for Learning long-term initiative. |
| Targeted student support for refugees and new arrivals | \$326513 | The fluid nature of enrolments within this program and their transition to other classes and settings requires a high level of flexible resource allocation. This has been the case again in 2019. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 313 | 305 | 309 | 317 |
| Girls | 260 | 264 | 282 | 303 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 93.5 | 91.1 | 87.6 | 88.9 |
| 8 | 89.8 | 92.1 | 88.4 | 82.9 |
| 9 | 86.7 | 88.5 | 85.5 | 84.7 |
| 10 | 83 | 87.4 | 85.3 | 85.6 |
| 11 | 88.4 | 84 | 84.6 | 82.9 |
| 12 | 90.3 | 89.7 | 88.6 | 88.7 |
| All Years | 88.6 | 89.2 | 86.5 | 85.6 |
| 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 | 21 |
| Employment | 2 | 11 | 23 |
| TAFE entry | 0 | 7 | 10 |
| University Entry | 0 | 0 | 18 |
| Other | 6 | 18 | 14 |
| Unknown | 4 | 12 | 16 |

Year 12 students undertaking vocational or trade training

38.03% of Year 12 students at Orara High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

76.4% of all Year 12 students at Orara 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) | 8 |
| Classroom Teacher(s) | 41.3 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.2 |
| School Administration and Support Staff | 14.88 |
| Other Positions | 2 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,070,420 |
| Revenue | 10,730,612 |
| Appropriation | 10,590,454 |
| Sale of Goods and Services | 6,961 |
| Grants and contributions | 129,086 |
| Investment income | 3,462 |
| Other revenue | 649 |
| Expenses | -11,271,477 |
| Employee related | -10,199,166 |
| Operating expenses | -1,072,310 |
| Surplus / deficit for the year | -540,864 |

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 1,333,007 |
| Equity Total | 1,584,583 |
| Equity - Aboriginal | 140,833 |
| Equity - Socio-economic | 841,298 |
| Equity - Language | 283,746 |
| Equity - Disability | 318,706 |
| Base Total | 6,344,540 |
| Base - Per Capita | 143,312 |
| Base - Location | 3,734 |
| Base - Other | 6,197,494 |
| Other Total | 573,531 |
| Grand Total | 9,835,662 |

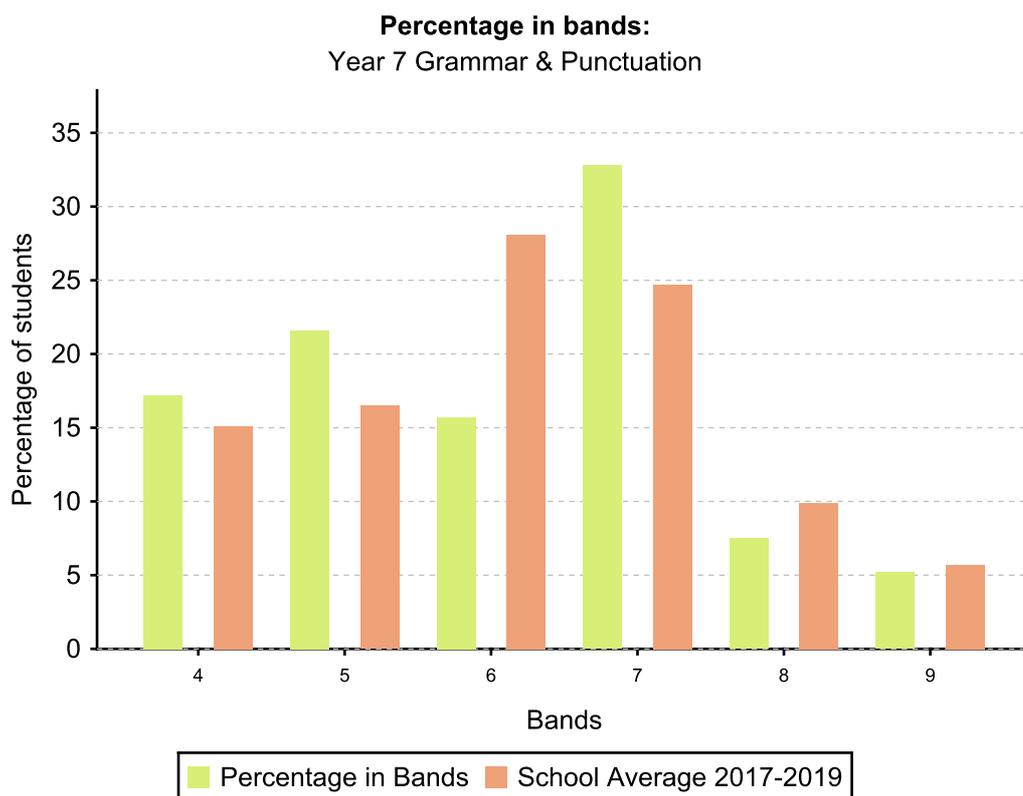
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

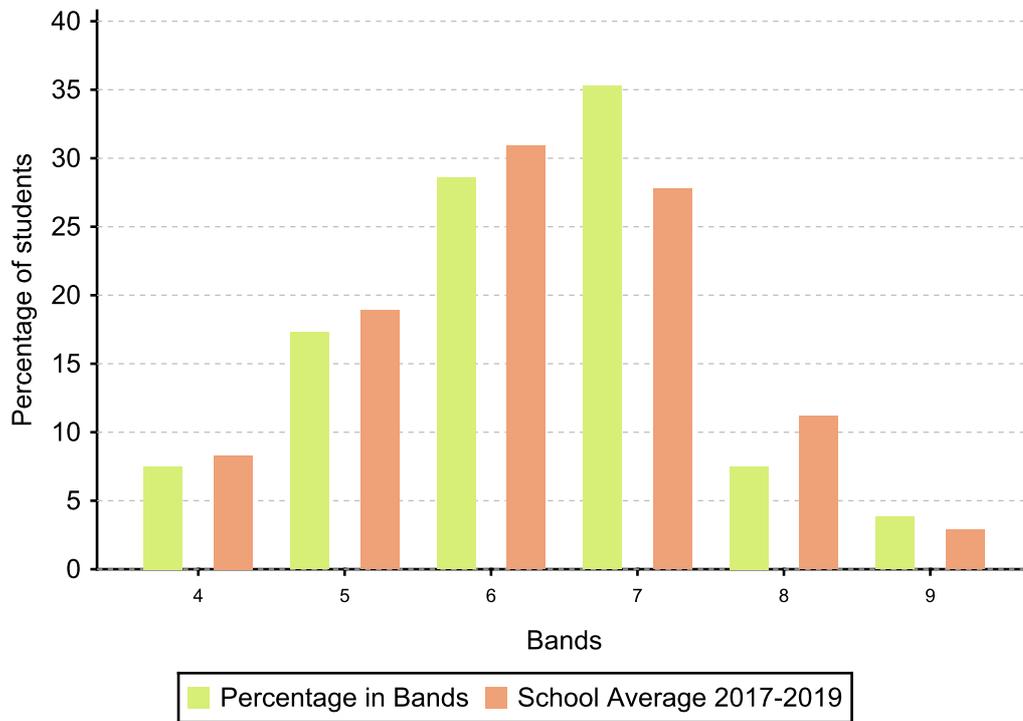
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



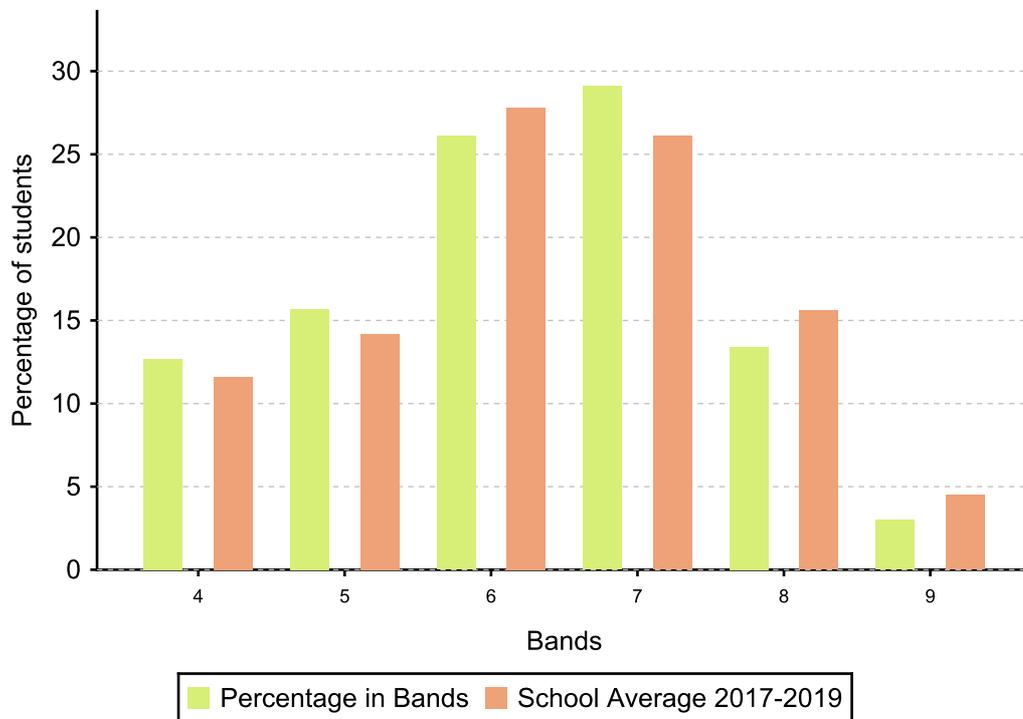
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 17.2 | 21.6 | 15.7 | 32.8 | 7.5 | 5.2 |
| School avg 2017-2019 | 15.1 | 16.5 | 28.1 | 24.7 | 9.9 | 5.7 |

**Percentage in bands:
Year 7 Reading**



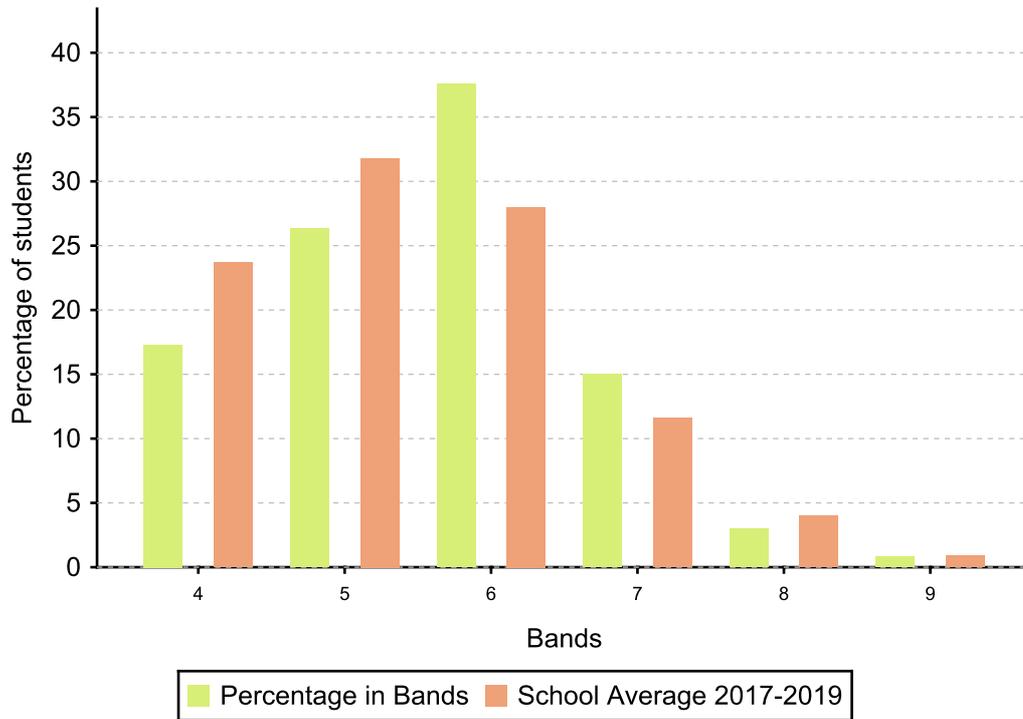
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.5 | 17.3 | 28.6 | 35.3 | 7.5 | 3.8 |
| School avg 2017-2019 | 8.3 | 18.9 | 30.9 | 27.8 | 11.2 | 2.9 |

**Percentage in bands:
Year 7 Spelling**



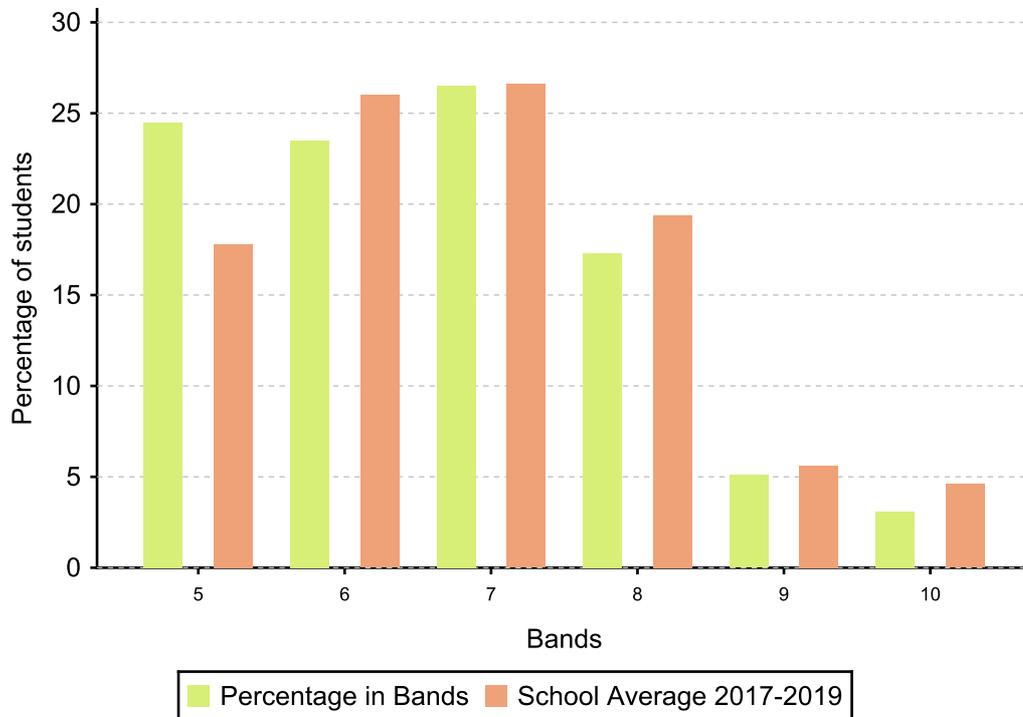
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 12.7 | 15.7 | 26.1 | 29.1 | 13.4 | 3.0 |
| School avg 2017-2019 | 11.6 | 14.2 | 27.8 | 26.1 | 15.6 | 4.5 |

Percentage in bands:
Year 7 Writing



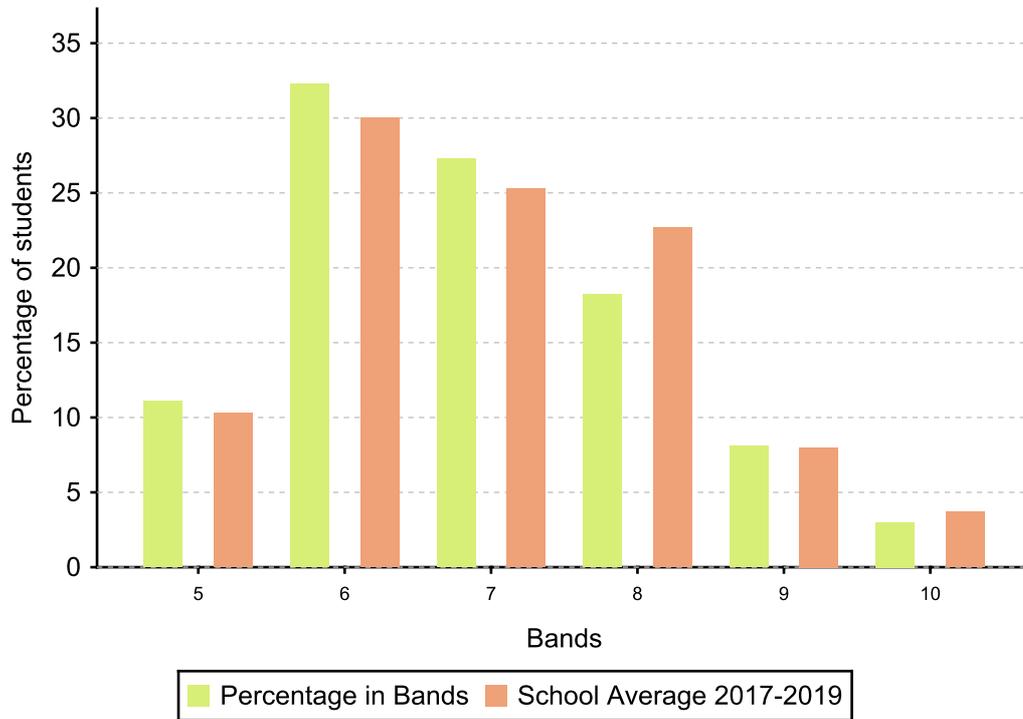
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 17.3 | 26.3 | 37.6 | 15.0 | 3.0 | 0.8 |
| School avg 2017-2019 | 23.7 | 31.8 | 28 | 11.6 | 4 | 0.9 |

Percentage in bands:
Year 9 Grammar & Punctuation



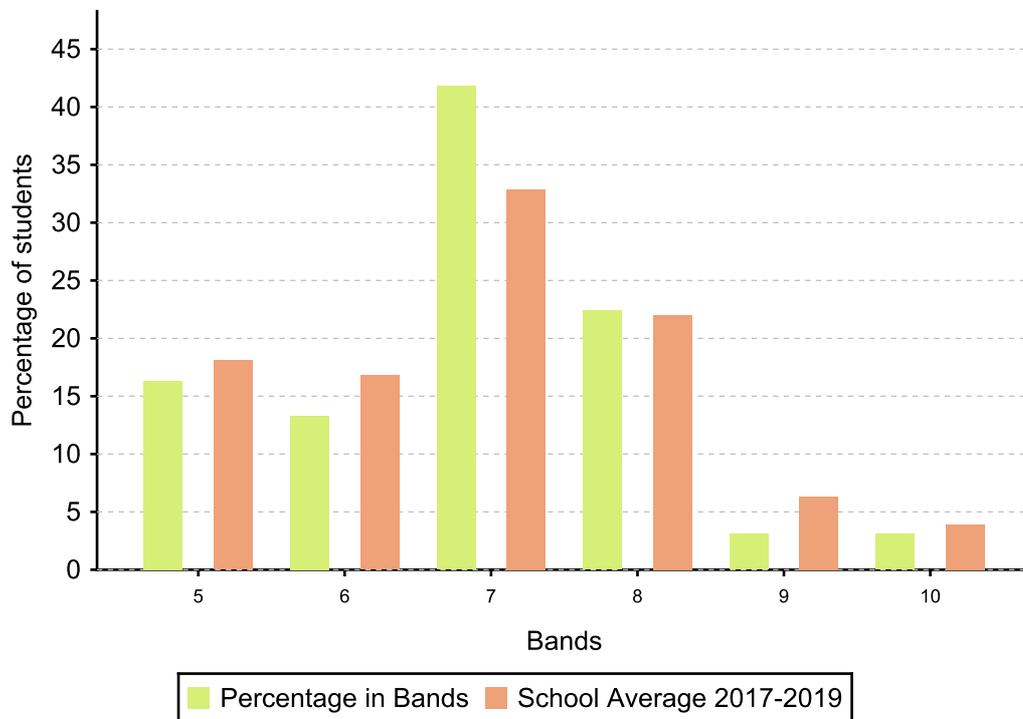
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 24.5 | 23.5 | 26.5 | 17.3 | 5.1 | 3.1 |
| School avg 2017-2019 | 17.8 | 26 | 26.6 | 19.4 | 5.6 | 4.6 |

**Percentage in bands:
Year 9 Reading**



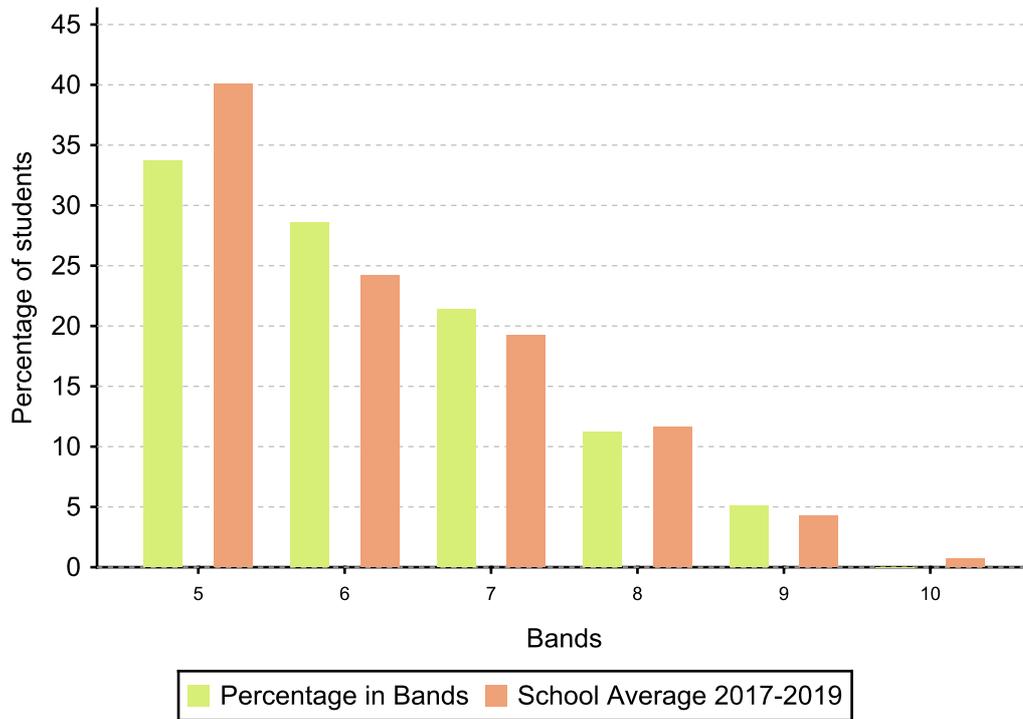
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 11.1 | 32.3 | 27.3 | 18.2 | 8.1 | 3.0 |
| School avg 2017-2019 | 10.3 | 30 | 25.3 | 22.7 | 8 | 3.7 |

**Percentage in bands:
Year 9 Spelling**



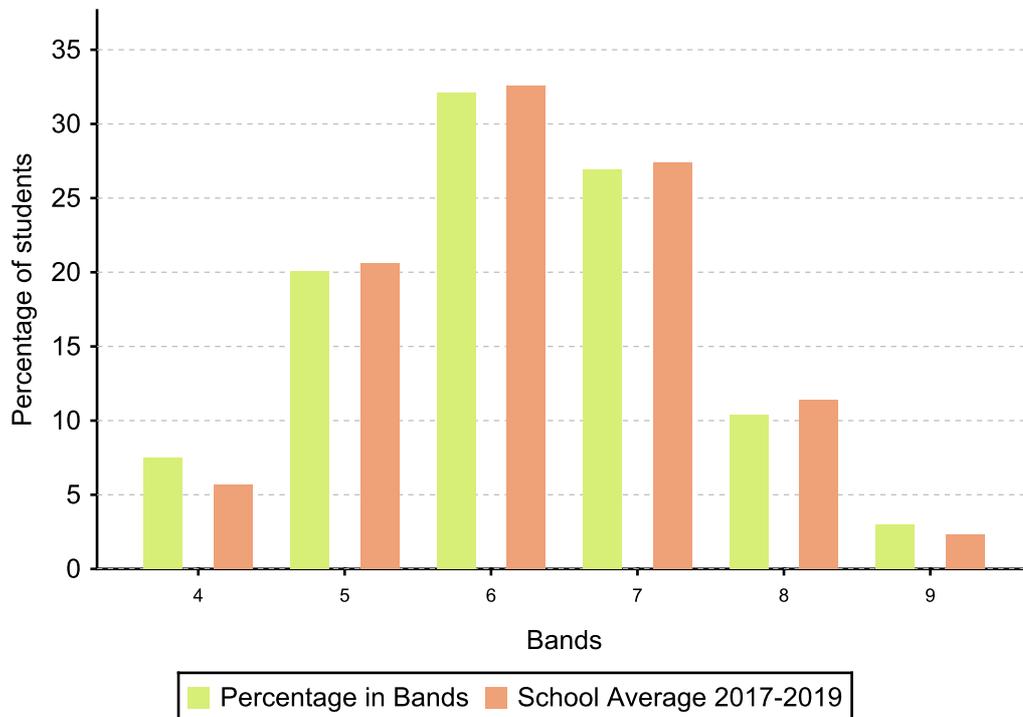
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 16.3 | 13.3 | 41.8 | 22.4 | 3.1 | 3.1 |
| School avg 2017-2019 | 18.1 | 16.8 | 32.9 | 22 | 6.3 | 3.9 |

Percentage in bands:
Year 9 Writing



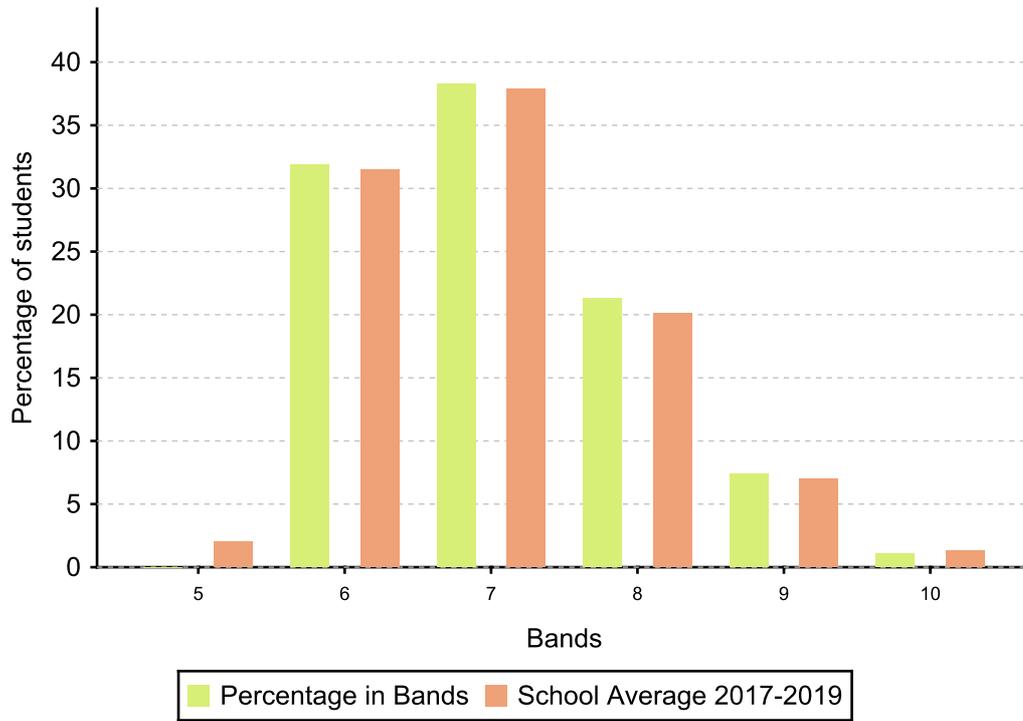
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 33.7 | 28.6 | 21.4 | 11.2 | 5.1 | 0.0 |
| School avg 2017-2019 | 40.1 | 24.2 | 19.2 | 11.6 | 4.3 | 0.7 |

Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.5 | 20.1 | 32.1 | 26.9 | 10.4 | 3.0 |
| School avg 2017-2019 | 5.7 | 20.6 | 32.6 | 27.4 | 11.4 | 2.3 |

Percentage in bands:
Year 9 Numeracy

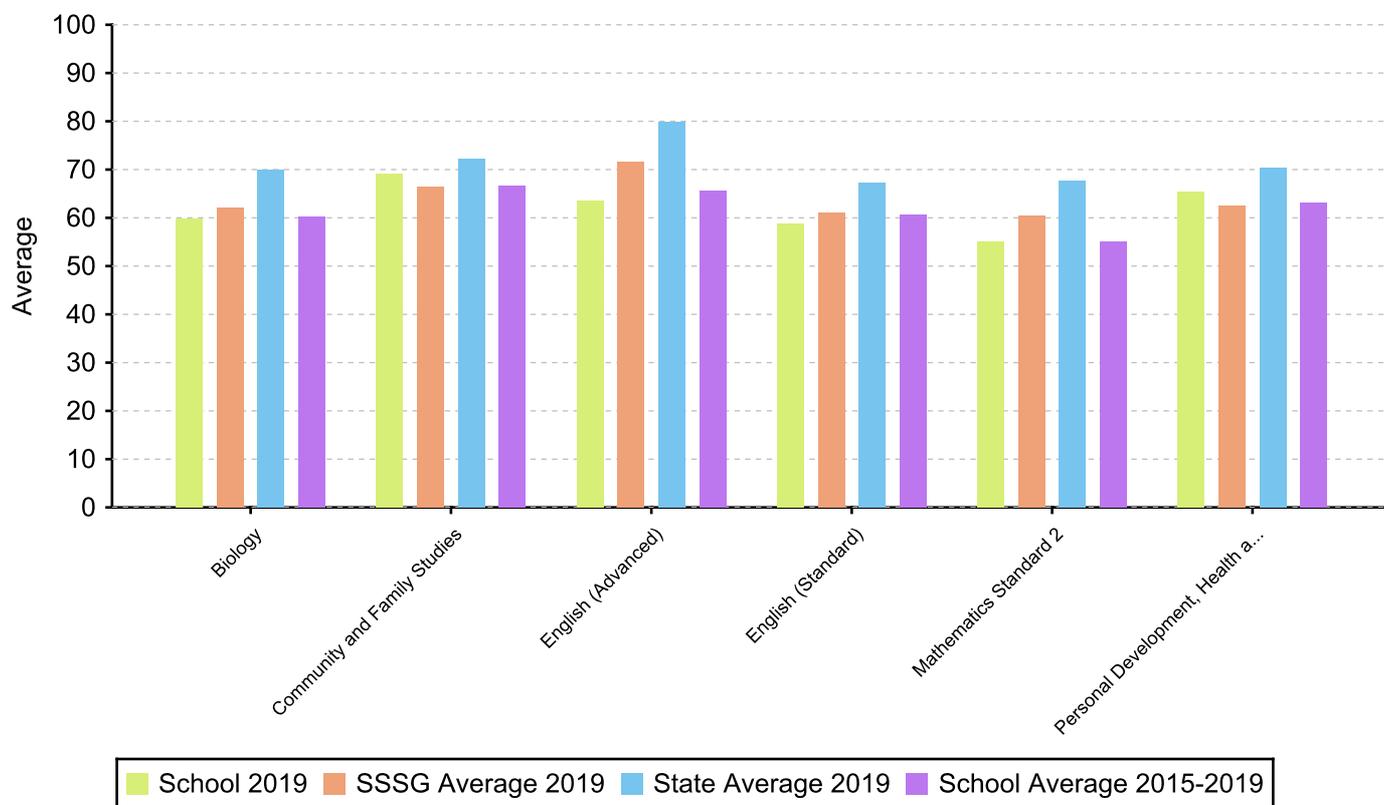


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 0.0 | 31.9 | 38.3 | 21.3 | 7.4 | 1.1 |
| School avg 2017-2019 | 2 | 31.5 | 37.9 | 20.1 | 7 | 1.3 |

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|-----------------------------------------------------|-------------|------|-------|--------------------------|
| Biology | 59.8 | 62.1 | 69.9 | 60.2 |
| Community and Family Studies | 69.1 | 66.3 | 72.2 | 66.7 |
| English (Advanced) | 63.6 | 71.6 | 80.0 | 65.6 |
| English (Standard) | 58.7 | 61.1 | 67.3 | 60.6 |
| Mathematics Standard 2 | 55.1 | 60.5 | 67.7 | 55.1 |
| Personal Development, Health and Physical Education | 65.5 | 62.5 | 70.5 | 63.1 |

Parent/caregiver, student, teacher satisfaction

Orara High School participated in two key survey processes in 2019.

1) Tell Them From Me: In the three domains of Social Engagement, Institutional Engagement, and Intellectual Engagement, Orara HS survey returns indicated that the school mean was aligned with or slightly below the NSW Government Norm in all areas.

2) PIVOT: this is a trial of which Orara HS is one of just twelve participating NSW schools. Survey results based around the five teaching standards indicated the following:

Areas of Strength – Standard 3: Plan for and implement effective teaching and learning

Areas of Growth – Standard 4: Create and maintain safe and supportive learning environments

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.