

Murray High School

2019 Annual Report



8505

Introduction

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

To focus learning in our school community on innovation, creativity, imagination, collaboration and excellence, preparing staff and students for the challenges of the future.

School context

Murray High School is in the Albury suburb of Lavington. It is a medium sized comprehensive high school which has a caring and nurturing learning environment. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe, happy school in a caring environment.

Murray High has a significant and increasing number of refugee students. Learning English is essential for success at school and for further education, training and employment. Schools are required to provide support for students learning English as an additional language or dialect (EAL/D) so that they can fully participate in schooling and reach their full potential. This includes intensive English language support for newly arrived students and ongoing support for continuing EALD students. Murray High prides itself on providing a high quality support program for these students.

Murray High has a Positive Behaviour for Learning program that ensures high expectations are evident across all school settings.

Our school has a strong commitment to providing support for students with a range of learning abilities. Murray High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

The school has a very strong Wellbeing team whose aim is to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Student Leadership team and Student Representative Council, and also through camps and excursions.

The implementation of Curiosity and Powerful Learning as a whole school program is indicative of the opportunities that we provide for those seeking high expectations and academic excellence.

Parents and the wider community are encouraged to participate in the life of our school through the P&C. The school has strong links with the local Aboriginal and Torres Strait Island community and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievement.

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 | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, that fosters resilience and adaptability, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our school community.

Improvement Measures

The school's value add trend is positive by 5%

Increased use of evidence informed literacy and numeracy strategies to identify and address needs of diverse learners

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Progress towards achieving improvement measures

Process 1: *Curriculum and Learning*

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Focus on every teacher applying effective strategies such as clear learning intentions, setting challenging learning tasks and planning ways for all students to achieve them, framing higher order questions and assessment for learning. Whole school focus on addressing syllabus gaps. Personal Achievement Program retains focus on high expectations of student achievements. | Teacher release time and ongoing professional learning. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$58000.00) |

Process 2: *Personalised Learning and Assessment for Learning*

Ensure learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice. Ongoing student access to tailored support, extension, or enrichment to maximise outcomes.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Teachers develop and apply a range of assessment strategies: assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. Out Of Home Care (OOHC) plans and Aboriginal Education plans will be updated in 2020. | Higher duties appointment to Head Teacher Literacy/Numeracy Coach and Mentor Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$30000.00) |

Process 3: *Wellbeing*

Continue to build whole school capacity implementing an integrated approach to wellbeing in which the school community can connect, succeed and thrive.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------------|
| The Wellbeing and Positive Behaviour for Learning teams have worked | Recognition awards and intermittent |

Progress towards achieving improvement measures

together in 2019 to improve student outcomes, school policies and processes. Data from the Albury Project screening survey was received by the school in December 2019 and will guide the programs and services that targeted students will engage in at a school and community level in 2020.

teacher release time

Funding Sources:

- Socio-economic background (\$5000.00)

Strategic Direction 2

Quality Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

Improvement Measures

Improved scores for collaboration and learning culture to above average for similar schools.

Increased use of evidence-informed pedagogy by all teachers .

All teachers maintaining current or accreditation standards with at least five working towards higher accreditation (HA or Lead).

Progress towards achieving improvement measures

Process 1: Research informed pedagogy: Draw on research to implement high quality professional learning in teaching practices

| Evaluation | Funds Expended (Resources) |
|---|---|
| Staff participated in triads throughout the year to professionally discuss target teaching strategies and collaborate to improve teaching and learning in their classes, through the implementation of research based pedagogies. This collaboration included observations of teaching practice, with feedback, to improve professional knowledge and practice. In 2020 we will continue the Curiosity and Powerful Learning program, further embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. A focus next year will on conducting more student surveys to build our evaluation of impact on teaching and learning. | Teacher release time Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$6000.00) |

Process 2: Collaborative practice: Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.

| Evaluation | Funds Expended (Resources) |
|--|--|
| A faculty based block release for the triad cycles of lesson planning, observation and review, has allowed for greater faculty control over in which lesson observations the target teaching strategy are employed; and in adjustments to triad groupings. There is greater collaboration between staff taking place via the triad structure. We need to keep an ongoing focus on the process of building staff buy-in. Staff feedback provided strong evidence of positive impact of CPL, especially regarding the benefits of staff working collaboratively and being given the opportunity for discussing their teaching with colleagues. | Staff release time and P/L Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12000.00) |

Process 3: Evaluative practice: Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning in the use of quality sources of data to inform future teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Analysis of student outcomes has led to target syllabus gaps in literacy and numeracy. School Services providing targeted support, which will continue in 2020. Collection and analysis of data will continue in 2020, with inclusion of data from sources including Best Start Year 7, NAPLAN and HSC. | Teacher release time and incidental wellbeing expenses (student packages and school-based functions) |

Progress towards achieving improvement measures

Analysis of student outcomes has led to target syllabus gaps in literacy and numeracy. School Services providing targeted support, which will continue in 2020. Collection and analysis of data will continue in 2020, with inclusion of data from sources including Best Start Year 7, NAPLAN and HSC.

Funding Sources:

- Socio-economic background (\$5000.00)

Strategic Direction 3

School Leadership

Purpose

To provide Murray High School with an integrated approach to developing and nurturing leadership at all level within the school including both staff and student leadership.

Improvement Measures

All students make measurable learning progress in relation to literacy and numeracy and gaps in student achievement decrease.

Increase in the percentage of students in high skills and high challenge areas.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Streamline school administration by evaluating and monitoring the effectiveness of systems and collaboratively analysing data from a range of sources including Sentral, Tell Them from Me, Professional Learning feedback and staff feedback.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Appreciative inquiry process established clarity on Engagement and Transition Centre. Staffing and other budget resources in place for 2020 implementation of Engagement and Transition Centre. Faculty restructure implementing English/History Faculty (formerly English and History faculties), Technology and Applied Sciences Faculty (formerly Industrial Arts and Home Economics faculties), and Wellbeing faculty (new faculty). | Faculty resources, staffing and P/L Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$129000.00) |

Process 2: The principal and the executive will foster and support a culture of instructional leadership through staff driven teams with an unrelenting focus on the quality of teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|--|
| All planned PL on the implementation of targeted teaching strategies was successfully delivered and feedback from staff has informed the PL calendar for 2020. The process of lesson planning, observation and feedback was streamlined, creating an improved model. In 2020 the school will focus on syllabus gaps in literacy and numeracy supported by School services. PBL and CPL team will focus on ensuring that all teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies such as assessment for learning. | P/L and staff release time Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$52000.00) |

Process 3: The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in both staff and student progress and achievement relevant to our unique school context.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Throughout Semester Two the school engaged with the Director School Leadership to build the capacity of senior executive staff to evaluate and direct school activity towards effective implementation of the school plan. The Principal led the appreciative inquiry process to inform school planning. After school professional learning for the whole Executive formed part of the appreciative inquiry and school planning processes. School Services will support areas targeted under the school plan. | Staff release time, P/L and administrative equipment Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | <p>Additional staffing and consumables for programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$53 586.00) • Socio-economic background (\$5 000.00) | <p>Investment in staffing has been recognised as an effective means to improve student outcomes and engagement, both academically and socially. The main focus was to increase staff numbers to ensure that student plans were evaluated and updated with the addition of various programs. This included the Charles Sturt University <i>Future Moves</i> program and a variety of cultural programs. The school developed a program through which Aboriginal students were able to engage in traditional visual arts, cooking and programs promoting cultural awareness. Aboriginal achievement in the HSC demonstrates that our students have mostly performed above Aboriginal students across the State, with moderate differences below the State average in two subjects.</p> |
| English language proficiency | <p>Additional staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$48 680.00) • Socio-economic background (\$13 000.00) | <p>Along with the regular delivery of education through the Intensive Language Centre, students engaged in extra curricular activities. This has included <i>Capoera Angola</i>, a multicultural choral workshop with Murray Conservatorium and participation in the NSW Schools Spectacular. Students have demonstrated positive outcomes in English language development, academic and social pursuits.</p> |
| Low level adjustment for disability | <p>Extra SLSOs and teaching staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$64 000.00) • Socio-economic background (\$160 000.00) | <p>Action has been the result of extra staffing to support ongoing individual student need. This has made provision for target class groups as break outs from the mainstream timetable. Students with disabilities were provided for with intensive support through additional dedicated staffing.</p> |
| Socio-economic background | <p>Staffing and consumables</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$681 921.00) | <p>Increased staffing allowed us to invest in a coordinator for PB/L, which is one of the main pillars of the school's culture and wellbeing initiatives. Extra teaching staff have also been able to create focus groups, such as the Year 7 Consolidation class as well as extending the tutorial centre classes. The school has continued with its <i>Hands on Learning</i> program and has also invested in extra wellbeing staff. The school's appreciative inquiry process has evaluated the programs listed above as being integral to the school's character and valued by students, staff and parents.</p> |
| Support for beginning teachers | <p>Third party engagement through Big New Idea Mentoring</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) | <p>The school introduced a new mentoring program for beginning teachers, providing them with 1:1 ongoing coaching and support. This was tailored specifically to the school's context, strategic goals and to the individual needs of each teacher. Beginning teachers and their supervising staff found this program to be particularly productive. Beginning teachers have expressed appreciation for the individually tailored nature of the program.</p> |
| Targeted student support for | SLSO staffing. | Students were supported in their transition |

| | | |
|---|---|---|
| <p>refugees and new arrivals</p> | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$61 000.00) | <p>through the Intensive Language Centre into mainstream classes and provided with a broad range of wellbeing, academic and extra curricular supports. External providers, such as STARTTS, supported the school in these initiatives. Students continued to be strongly supported through the school's wellbeing and EAL/D programs. This remains a significant part of the school's identity and character.</p> |
|---|---|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 349 | 320 | 320 | 347 |
| Girls | 308 | 292 | 336 | 361 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 90.5 | 92 | 90.7 | 87 |
| 8 | 84.3 | 86.7 | 84.5 | 83.3 |
| 9 | 79.5 | 85.7 | 83.2 | 79.2 |
| 10 | 81.6 | 81.7 | 83.6 | 76.9 |
| 11 | 83.2 | 82.4 | 76.5 | 83.8 |
| 12 | 88 | 87.9 | 85.1 | 85.1 |
| All Years | 84.3 | 86 | 84.3 | 82.3 |
| 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 | 25 | 14 | 6 |
| Employment | 50 | 39 | 45 |
| TAFE entry | 0 | 28 | 20 |
| University Entry | 0 | 0 | 22 |
| Other | 15 | 3 | 0 |
| Unknown | 35 | 17 | 6 |

Year 12 students undertaking vocational or trade training

34.72% of Year 12 students at Murray High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.9% of all Year 12 students at Murray High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 39.7 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| Teacher ESL | 2.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 13.28 |
| Other Positions | 1.54 |

*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 | 147,005 |
| Revenue | 10,771,052 |
| Appropriation | 10,398,728 |
| Sale of Goods and Services | 10,462 |
| Grants and contributions | 359,120 |
| Investment income | 1,866 |
| Other revenue | 876 |
| Expenses | -10,356,972 |
| Employee related | -9,412,555 |
| Operating expenses | -944,417 |
| Surplus / deficit for the year | 414,081 |

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 | 937,760 |
| Equity Total | 1,342,447 |
| Equity - Aboriginal | 53,586 |
| Equity - Socio-economic | 681,921 |
| Equity - Language | 283,455 |
| Equity - Disability | 323,484 |
| Base Total | 7,034,611 |
| Base - Per Capita | 156,452 |
| Base - Location | 3,985 |
| Base - Other | 6,874,173 |
| Other Total | 471,938 |
| Grand Total | 9,786,756 |

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.

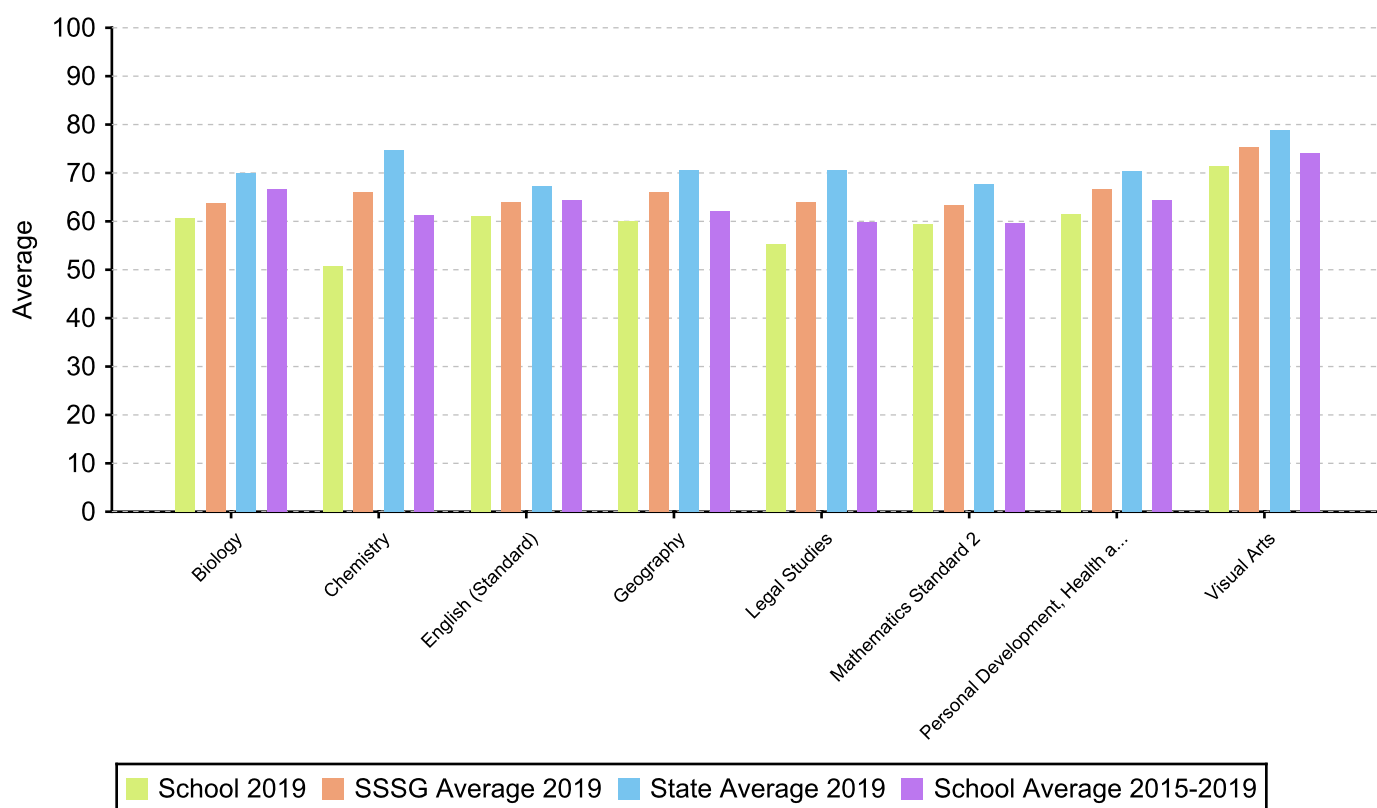
NAPLAN Online

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 |
|---|-------------|------|-------|--------------------------|
| Biology | 60.6 | 63.9 | 69.9 | 66.6 |
| Chemistry | 50.7 | 66.0 | 74.7 | 61.2 |
| English (Standard) | 61.0 | 64.0 | 67.3 | 64.3 |
| Geography | 60.0 | 65.9 | 70.6 | 62.0 |
| Legal Studies | 55.2 | 64.0 | 70.6 | 59.8 |
| Mathematics Standard 2 | 59.5 | 63.3 | 67.7 | 59.5 |
| Personal Development, Health and Physical Education | 61.5 | 66.6 | 70.5 | 64.3 |
| Visual Arts | 71.5 | 75.4 | 78.8 | 74.2 |

Parent/caregiver, student, teacher satisfaction

The school began a major consultative process last year through appreciative inquiry. This has involved consultation with all teaching and non-teaching staff, students and the school's P&C. Using feedback from this process, as well as results from *Tell Them from Me* and *People Matter*, we have been able to determine significant growth in many areas. All aspects of the *Tell Them From Me* parent survey demonstrate an upward correction to historically downward trends. 8 out of 9 topics in the *People Matter* survey indicate an increase from the previous year and our students have indicated an increased sense of belonging through *People Matter*.

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.