

The Rivers Secondary College, Kadina High Campus

2019 Annual Report



THE RIVERS SECONDARY COLLEGE

KADINA HIGH CAMPUS

The heart of secondary education for Lismore

8520

Introduction

The Annual Report for 2019 is provided to the community of The Rivers Secondary College, Kadina High Campus 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

The Rivers Secondary College, Kadina High Campus

Kadina St

Goonellabah, 2480

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

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

6624 3133

School background

School vision statement

The Rivers Secondary College, Kadina High Campus, is committed to improving the educational outcomes and wellbeing of all students to excel and achieve in every aspect of their education and allow students to develop their directions for the future. As a school built on the land of the Bundjalung Nation, Kadina High Campus is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. To achieve this vision the school will work collaboratively within The Rivers Secondary College in partnership with The Rivers P–12 Learning Community of Schools. This plan provides a framework to ensure that student learning, engagement and wellbeing is at the heart of the Kadina High Campus vision. This will be achieved through the strengthening of teaching and learning practices, staff collaboration, improved school systems and effective community connections. We want our school community to have confidence in Kadina High Campus. We will foster greater confidence and communication through open communication. We will welcome and use feedback and will encourage people to speak up and voice their ideas as a tool to continually monitor our performance.

School context

The Rivers Secondary College, Kadina High Campus has an exceptional geographical location in the Northern Rivers/Rainbow region of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential. The school, has approximately 500 students and 40 staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world by becoming more fluid, more flexible, more focused on reality, and radically more innovative. Kadina High Campus is a part of The Rivers Secondary College. The Rivers Secondary College is an organisational structure that grew from a grassroots desire to support a significantly closer collaboration of the Lismore and environs public schools. The three campuses share a Trade Training Centre to allow flexibility in the delivery of S–VET subjects across all three campuses.

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>

Strategic Direction 1

Excellence in Learning

Purpose

To increase participation of the school community through positive learning experiences, improved attendance and community engagement.

Improvement Measures

Increased proportion of students in the top 2 bands in NAPLAN data.

HSC data demonstrates student growth across subjects.

Increased number of students reporting increased wellbeing and belonging as well as increased sense of academic success in the Tell Them From Me survey.

Year 7 enrolments demonstrate a steady improvement from both Feeder primary schools and non zoned candidates.

8–12 student enrolments show a steady increase.

Student attendance data shows an improvement.

Truancy rates significantly decrease.

Progress towards achieving improvement measures

Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
A School Support Officer will be appointed in 2020 and a room established as a hub base. Conversations are happening with Social Futures to have a worker from Social Futures on site to support the SSO.	RAM equity Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$93706.00)

Process 2: Staff professional learning is developed and classroom engagement enhanced through the implementation of Quicksmart and Supersix strategies.

Evaluation	Funds Expended (Resources)
Lead by a team, General Staff Meetings were dedicated to Super 6 in the second half of the year. Initially the team run hands on workshops to allow staff to gain an understanding of the Super 6 strategies. As meetings continued throughout the year representatives from each faculty presented lesson plans on how the Super 6 strategies were embedded in lesson plans. Year 7 students gained confidence in literacy and numeracy skills through the ongoing Quicksmart initiative. This initiative will continue in 2020.	RAM funding was made available to release the Super 6 team as required. Additional funding was made available to employ a SLSO who worked with year 7 students on Quicksmart. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40391.00)

Process 3: Staff will develop the skills to give effective, ongoing feedback.

Evaluation	Funds Expended (Resources)
The team looked at mapping and fostering Learning, how to develop effective feedback, and how to measure the effect of feedback. Due to changes in staffing roles the project was rolled back to be revisited in 2020.	The DoE Leadership and High Performance section. funded the participation in the Sydney conference and the allocation of release days for staff to participate in the project.

Progress towards achieving improvement measures

Process 4: School wide approach to developing literacy and numeracy skills of students in years 7–12.

Evaluation	Funds Expended (Resources)
The Quicksmart program has been evaluated with students feeling more confident in the areas of Literacy and Numeracy. The program will continue in 2019. A team of staff commenced the Formative Assessment Program however due to unforeseeable issues the program was placed on hold until 2020. The success of the Aboriginal SLSO in supporting Aboriginal students will be expanded in 2020.	<p>RAM equity funds to employ an SLSO to support Quicksmart. Aboriginal equity funds to support employment of an Aboriginal identified ALSO.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$101966.00)

Process 5: Curriculum team develop a collaborative learning model with a focus on creative entrepreneurial, critical thinking and problem skills, empowering students to become resilient lifelong learners.

Evaluation	Funds Expended (Resources)
<p>The project based learning was successful and will continue into 2020. The lead teacher will further investigate Big Picture as an initiative to support the project based learning.</p> <p>The Young Change Agents delivered a social entrepreneurial program to our students. The program was successful in building teachers the skills in design thinking and social entrepreneurship.</p>	<p>RAM funding to release the coordinating teacher for the Young Change Agents project.</p> <p>Staffing allocation for Project based learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$3400.00)

Process 6: A review of wellbeing practices will be conducted using Restorative Practice as a model for 2020.

Evaluation	Funds Expended (Resources)
A team of four staff participated in a three day Restorative Practice course. The team presented to staff and then undertook a full review of the current campus Welfare and Discipline Policy. Plans were developed for all staff to participate in a full day training in 2020. The new policy will be implemented across the school in 2020	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$10570.00)

Strategic Direction 2

Excellence in Teaching

Purpose

To establish an effective cycle of improvement in teaching and learning through the use of feedback and explicit teaching.

Improvement Measures

Recognisable improvements in the quality of teaching and learning activities implemented that target individual student learning needs as evidenced by improvement in staff and student surveys.

Increase in the percentage of staff reporting a sense of engagement in their classrooms through the Tell Them From Me survey (18–20)

Increase in the percentage of students showing progression in their education through improvements in external data.

Increased teacher confidence and capability to deliver integrated cross-curriculum programs.

Progress towards achieving improvement measures

Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
The 2019–2020 school cycle has the school participating in a NSW Department of Education Feedback Pilot program.	Pilot program, Department funded. Funding Sources: <ul style="list-style-type: none">• (\$18000.00)

Process 2: Using Data to inform practice and differentiate learning.

Evaluation	Funds Expended (Resources)
The school has evaluated school data and used the data to establish stretch targets.	nil

Process 3: All teachers make use of LaS Team for assistance on how to differentiate their teaching and learning programs to meet the specific learning needs across the full range of learning abilities.

Evaluation	Funds Expended (Resources)
Staff are reviewing lesson planning to be able to differentiate to cater for the needs of the students in their classrooms.	Nil

Process 4: A school wide approach to giving individualized student feedback is developed and implemented.

Evaluation	Funds Expended (Resources)
The school continues to participate in the pilot project. Members of the school team have presented to the whole staff at general staff meetings and have worked to embedding best practice in the Super6 strategies.	RAM funding and CESE funding. Funding Sources: <ul style="list-style-type: none">• (\$18000.00)

Process 5: Students use feedback to implement practices to progress their learning.

Evaluation	Funds Expended (Resources)
As the pilot project continues staff will embed best practice feedback in their	nil

Progress towards achieving improvement measures

lesson planning to allow students to better evaluate their learning.

Process 6: Development of a flexible learning space in the library that is equipped with a range of personal computers and portable devices.

Evaluation	Funds Expended (Resources)
A multi-purpose teaching and learning space within the library was established equipped with 30 new laptop computers, a data projector with a large screen and fully movable furniture to allow for delivery of flexible educational programs. All the tables are designed for students to use white board markers. Ipads are also used with many educational apps. 3D VR goggles are also provided for the students to undertake Virtual Reality lessons.	Ergonomic furniture, painting and technology was purchased to support the initiative. Funding Sources: <ul style="list-style-type: none">• (\$41600.00)

Process 7: Collaborative practice and feedback to facilitate professional dialogue, modelling of effective practice and specific and timely feedback.

Evaluation	Funds Expended (Resources)
Ongoing professional development continues to be a priority to embed throughout the school.	Funding Sources: <ul style="list-style-type: none">• (\$86000.00)

Process 8: Implementation of a BYOD policy.

Evaluation	Funds Expended (Resources)
A BYOD policy was developed and is published on websites, social media and book packs. The number of students bringing their own device is still very limited.	Nil

Process 9: Incorporate explicit technology activities into teaching programs

Evaluation	Funds Expended (Resources)
The number of staff starting to use different forms of technology and software to complement their teaching and learning programs is increasing.	nil

Process 10: Increased student STEM ability, engagement, participation and aspiration.

Evaluation	Funds Expended (Resources)
In 2019 the existing STEM programs were informally evaluated using student feedback. This was done after year 9 elective choices had been made and the uptake in STEM electives was very low. This feedback has been valuable in determining the direction of future STEM programs to ensure they meet the interests of students. Through the programs run at the Kadina High, some students have indicated an increased understanding of the importance of STEM education in the modern world.	Funding Sources: <ul style="list-style-type: none">• (\$4000.00)

Process 11: Provide STEM Education opportunities within school systems.

Evaluation	Funds Expended (Resources)
Working with the other two campuses of the college, a STEM academy will be established in the Lismore network in 2020 via the Department of Education SISP program..	RAM funding. In 2020 departmental funding.

Progress towards achieving improvement measures

Process 12: Programs and resources illustrate differentiation for students in lesson planning.

Evaluation	Funds Expended (Resources)
In 2020 the Stage 5 iSTEM elective was offered for the first time at Kadina High Campus along with the year 9 enrichment programs; STEM, <i>Innovation and Entrepreneurship</i> and <i>Gaming Animation and Web Design</i> . The year 8 Endeavour class continues to participate in an integrated STEM program. Throughout the year students were given a number of opportunities to participate in STEM activities. These include; The Regional Engineering Project, The Northern Rivers Science and Engineering Challenge, Griffith University STEM experience days and a lunch time robotics club.	Nil

Strategic Direction 3

Excellence in Leading

Purpose

To develop a culture of instructional leadership focused on continual improvement.

Improvement Measures

Staff wellbeing data shows they feel an improved sense of being known and valued for their expertise.

Increase in staff willing to take on leadership roles within the school.

Increased leadership opportunities for students.

Progress towards achieving improvement measures

Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
The Student Representative Council has taken a stronger role in leadership within the school. This has included the running of school assemblies. The school captains and vice-captains have attend VIP functions to raise the profile of the campus in the local area. The college has reinforced opportunities for staff to apply for relieving leadership roles across the college.	nil

Process 2: Utilise a range of strategies to increase transparency indecision making processes.

Evaluation	Funds Expended (Resources)
The Executive meetings are used to table decisions to be made across the campus. Information is taken back to faculties by Head Teachers for further discussion. Head Teachers are then able to provide feedback to executive. At times open forums are held in general staff meetings to provide discussion time.	Nil

Process 3: Staff are made aware of leadership training that is available such as the leadership credentials.

Evaluation	Funds Expended (Resources)
All TPL is disseminated to staff. Workshops have been held on Teacher Accreditation.	See Direction Two Process 7.

Process 4: Encourage greater student input in decision making processes using student forums and SRC meetings.

Evaluation	Funds Expended (Resources)
The College established a Student Leadership body to discuss issues at a College level. Elected student representatives sit on The Rivers Council. SRC members are being proactive in assembly participation.	Nil

Process 5: Training in this process of generative dialogue is available for all interested staff.

Evaluation	Funds Expended (Resources)
The College participated in the Generative Dialogue process with funding for	Shared across the College @ \$7500

Progress towards achieving improvement measures

a Generative Dialogue mentor. Opportunities were made once a term for staff to participate. Some faculties use the model as part of the PDP process.

per campus.

Funding Sources:

- (\$7500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$87 262.00) 	<p>The campus employs a full-time Aboriginal Education Officer who works with students from across all years.</p> <p>Students from the leadership group worked alongside a teacher to compile an Aboriginal student year book. These students gained increased computer skills and knowledge of creating a magazine</p> <p>Year Seven and Eight indigenous students are able to be provided with support to assist and develop skills in Literacy and Numeracy to develop skills that enable them to independently participate in class activities. This support is provided by the employment of an Aboriginal School Learning Officer. Female Aboriginal students were able to access support through the Beyond the Bronco's program. This program also supported an after school homework centre for all students.</p> <p>2020 will see the employment of a second Aboriginal SLSO to continue to support the needs of our students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$66 000.00) 	<p>Students who have disabilities but do not receive funding support have individual learning and support plans and receive individual support from Learning and Support teachers. Case meetings are conducted with parents to ascertain goals of the students for the year and what adjustments are needed for the student to fulfill their potential. Information on these adjustments are then issued to teachers who make the necessary adjustments within the classroom. A Learning and Support Educational Resource (LASER) room ensures students receive individual tuition or support when it is required. This room is staffed by the Learning and Support staff and the system operates on both self and teacher referral. This has led to improvement in student engagement and students feel greatly supported in this environment. This room also provides support for students at both recess and lunchtime where students are able to interact with other students and play a variety of games.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>New teachers are orientated to the campus, its key leadership personnel, its policies and procedures. The school has focused on supporting graduate teachers through their transition into the school and towards achieving proficiency. All staff have been in-serviced and guided through the process of being NESA accreditation and maintaining of accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	251	228	211	199
Girls	244	250	230	209

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.1	85.7	87.2	85.9
8	87.7	88.8	83.9	81.5
9	82.7	83.1	78.3	82.7
10	79.3	77.9	86.2	84.5
11	87.4	75.8	53.7	78.1
12	90	78.6	56.6	77.8
All Years	86.1	81.6	72.8	81.6
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	12
Employment	1	3	12
TAFE entry	4	5	12
University Entry	0	0	22
Other	4	1	1
Unknown	0	3	12

Year 12 students undertaking vocational or trade training

47.06% of Year 12 students at The Rivers Secondary College, Kadina High Campus undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88% of all Year 12 students at The Rivers Secondary College, Kadina High Campus 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)	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.38
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	1,111,630
Revenue	7,989,886
Appropriation	7,727,185
Sale of Goods and Services	93,412
Grants and contributions	156,476
Investment income	9,063
Other revenue	3,750
Expenses	-7,833,767
Employee related	-7,084,790
Operating expenses	-748,976
Surplus / deficit for the year	156,119

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	377,703
Equity Total	531,310
Equity - Aboriginal	87,262
Equity - Socio-economic	232,997
Equity - Language	0
Equity - Disability	211,051
Base Total	5,624,636
Base - Per Capita	103,593
Base - Location	4,941
Base - Other	5,516,102
Other Total	709,809
Grand Total	7,243,457

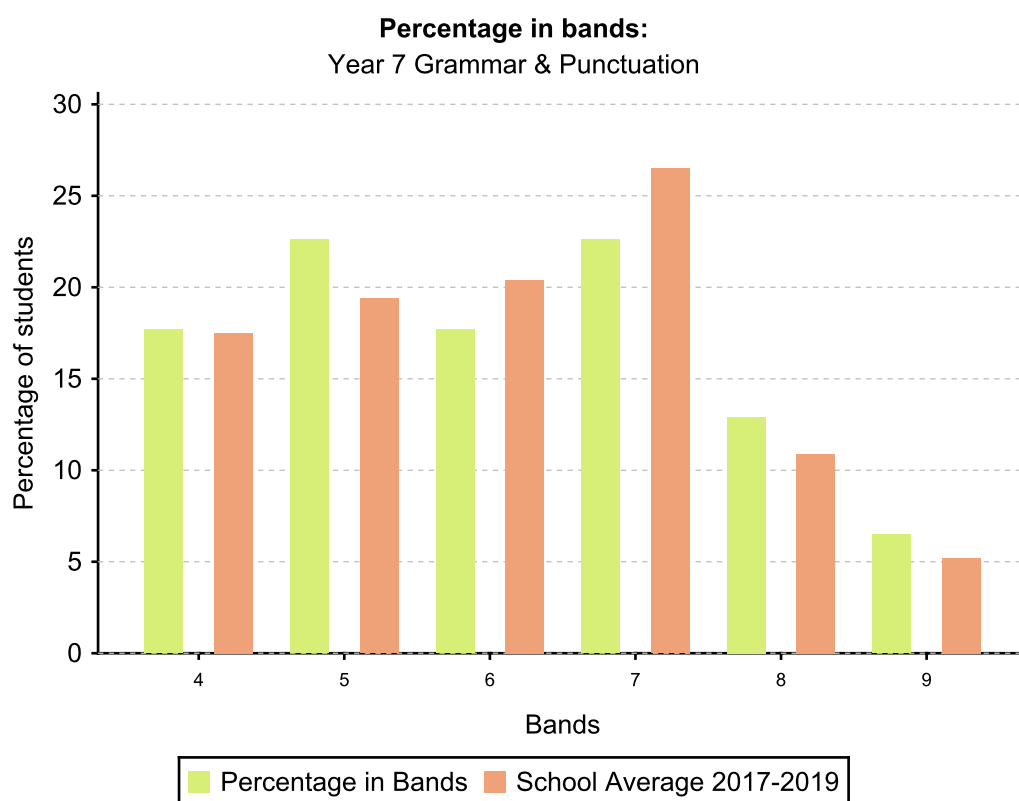
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

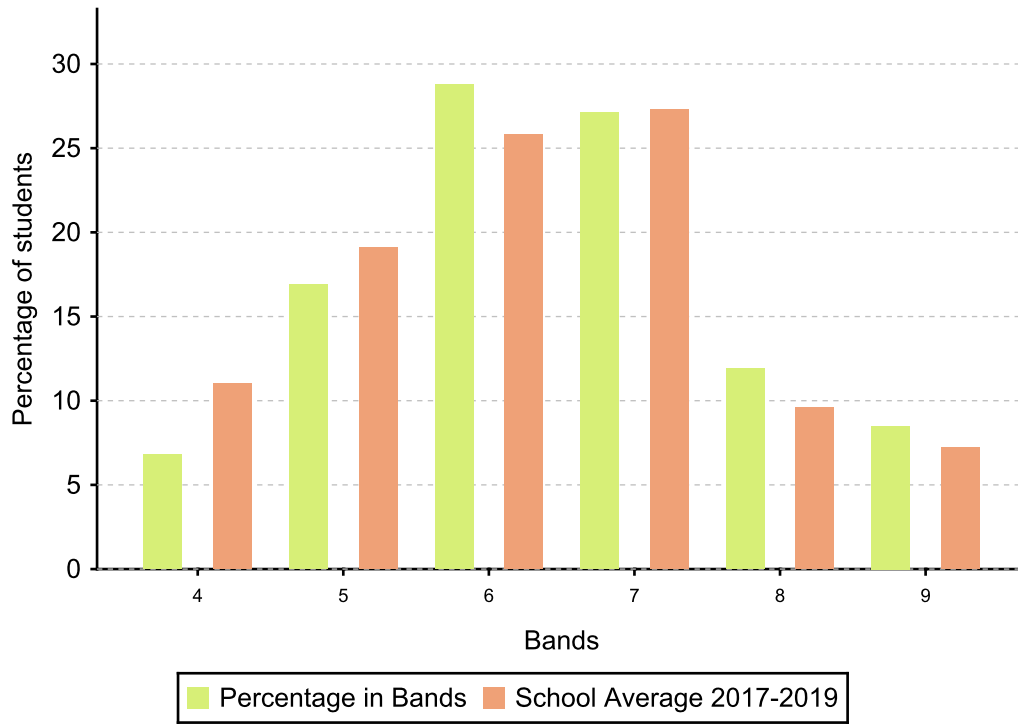
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



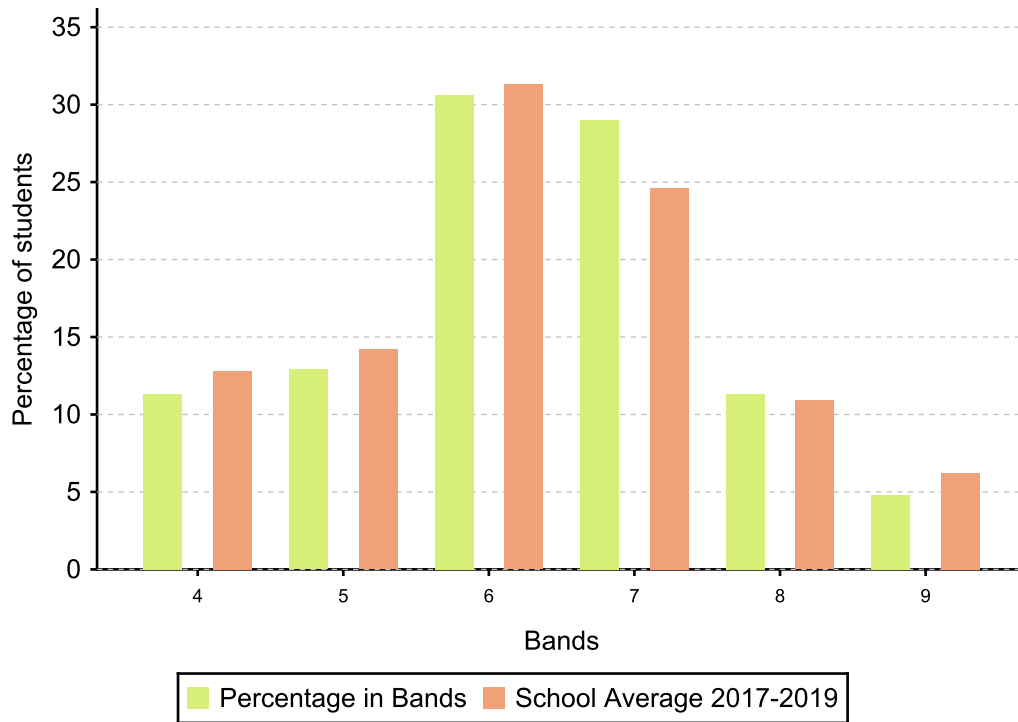
Band	4	5	6	7	8	9
Percentage of students	17.7	22.6	17.7	22.6	12.9	6.5
School avg -2019	17.5	19.4	20.4	26.5	10.9	5.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	6.8	16.9	28.8	27.1	11.9	8.5
School avg -2019	11	19.1	25.8	27.3	9.6	7.2

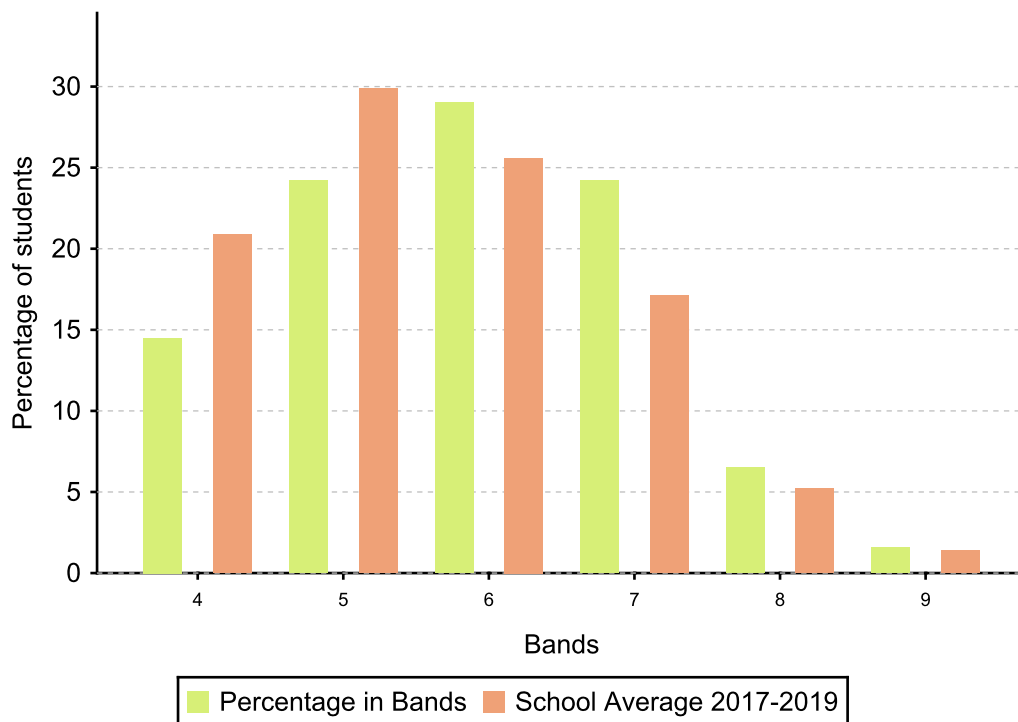
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	11.3	12.9	30.6	29.0	11.3	4.8
School avg -2019	12.8	14.2	31.3	24.6	10.9	6.2

Percentage in bands:

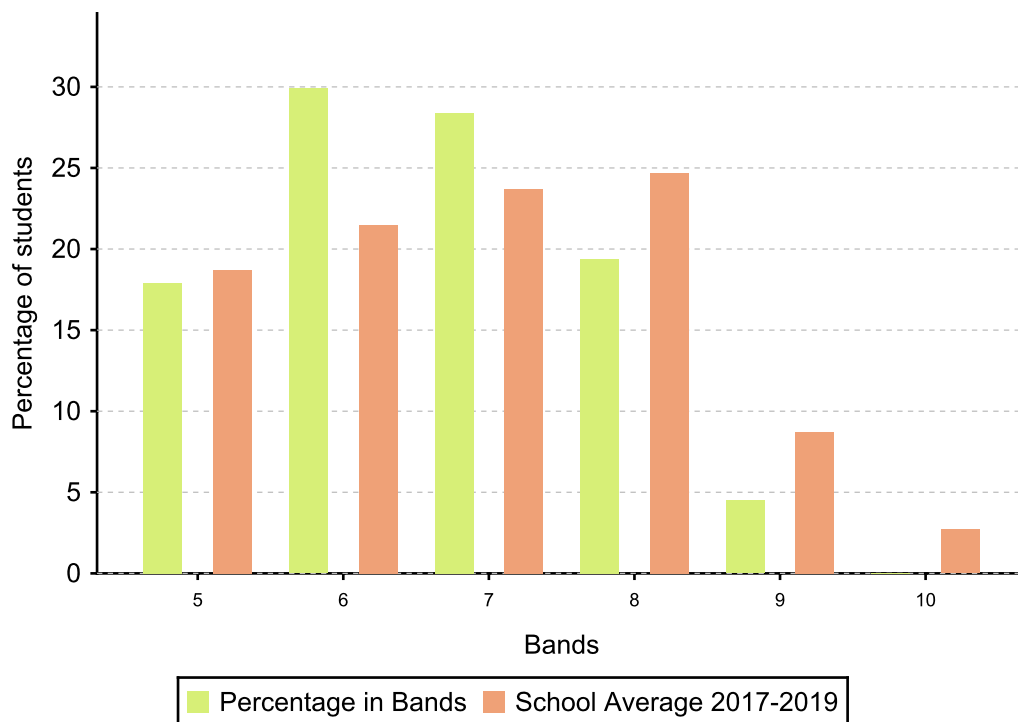
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	14.5	24.2	29.0	24.2	6.5	1.6
School avg -2019	20.9	29.9	25.6	17.1	5.2	1.4

Percentage in bands:

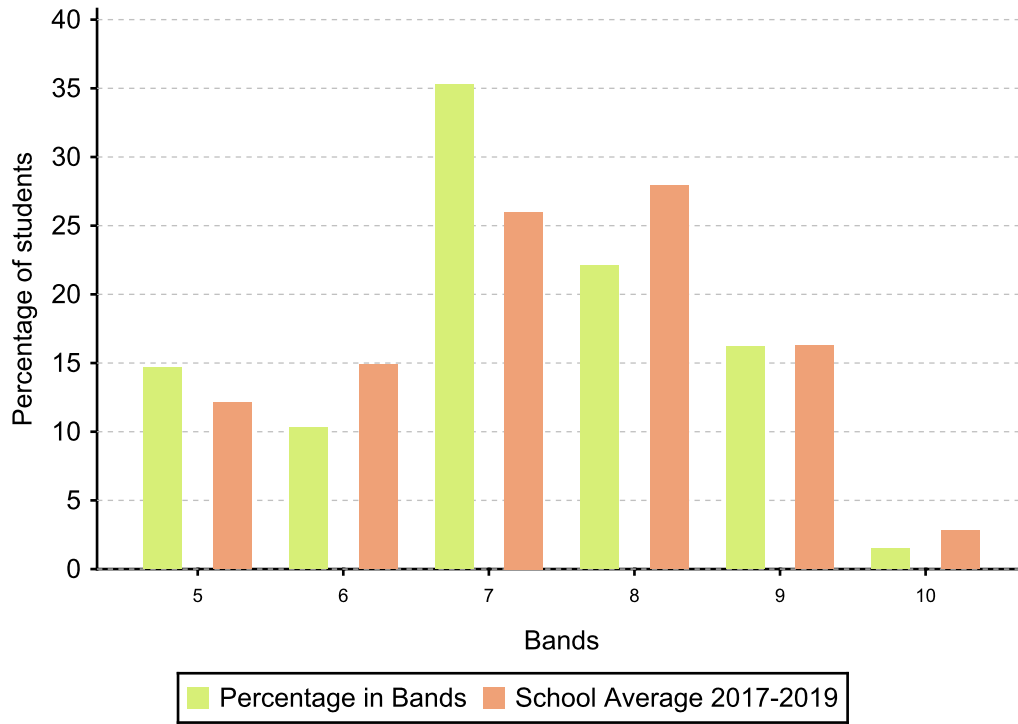
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	17.9	29.9	28.4	19.4	4.5	0.0
School avg -2019	18.7	21.5	23.7	24.7	8.7	2.7

Percentage in bands:

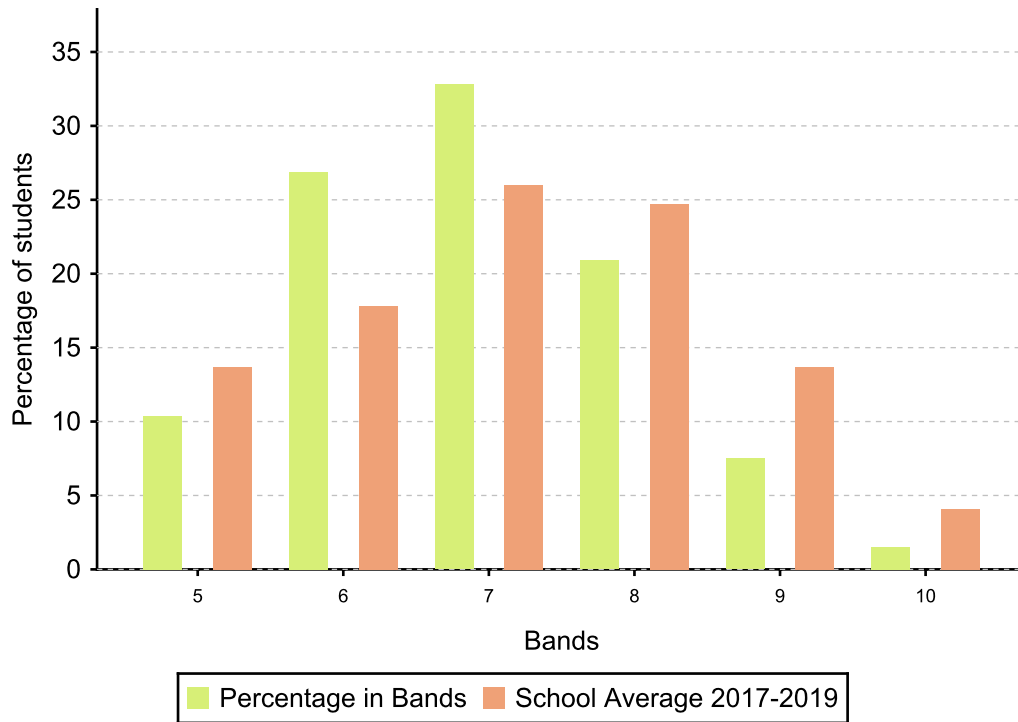
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	14.7	10.3	35.3	22.1	16.2	1.5
School avg -2019	12.1	14.9	26	27.9	16.3	2.8

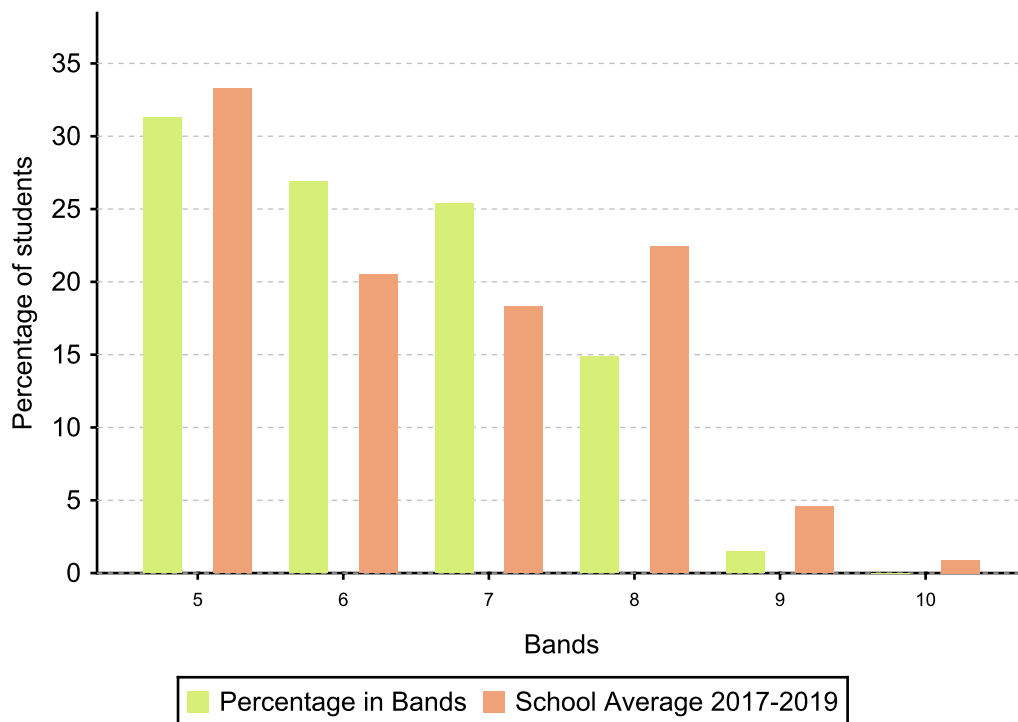
Percentage in bands:

Year 9 Spelling



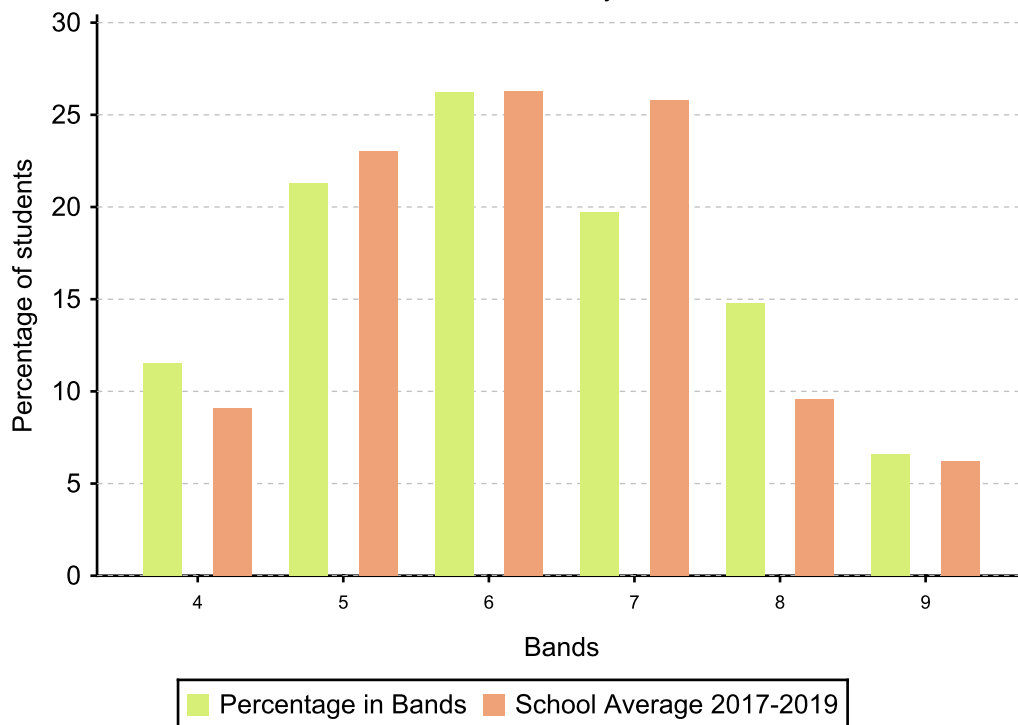
Band	5	6	7	8	9	10
Percentage of students	10.4	26.9	32.8	20.9	7.5	1.5
School avg -2019	13.7	17.8	26	24.7	13.7	4.1

Percentage in bands:
Year 9 Writing



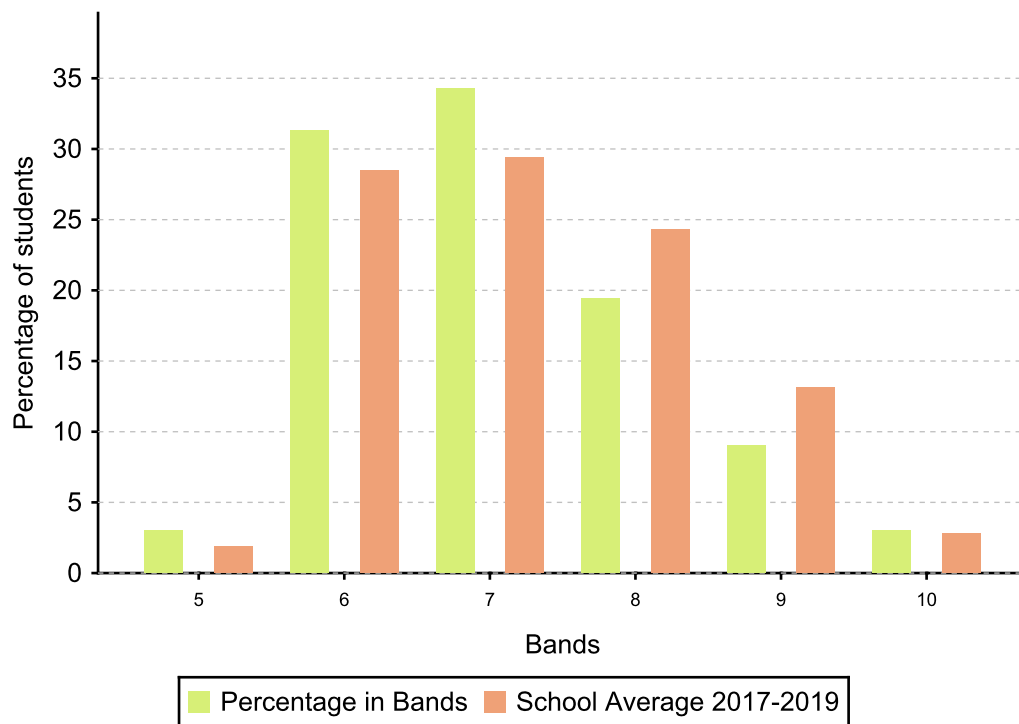
Band	5	6	7	8	9	10
Percentage of students	31.3	26.9	25.4	14.9	1.5	0.0
School avg -2019	33.3	20.5	18.3	22.4	4.6	0.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	11.5	21.3	26.2	19.7	14.8	6.6
School avg -2019	9.1	23	26.3	25.8	9.6	6.2

Percentage in bands:
Year 9 Numeracy

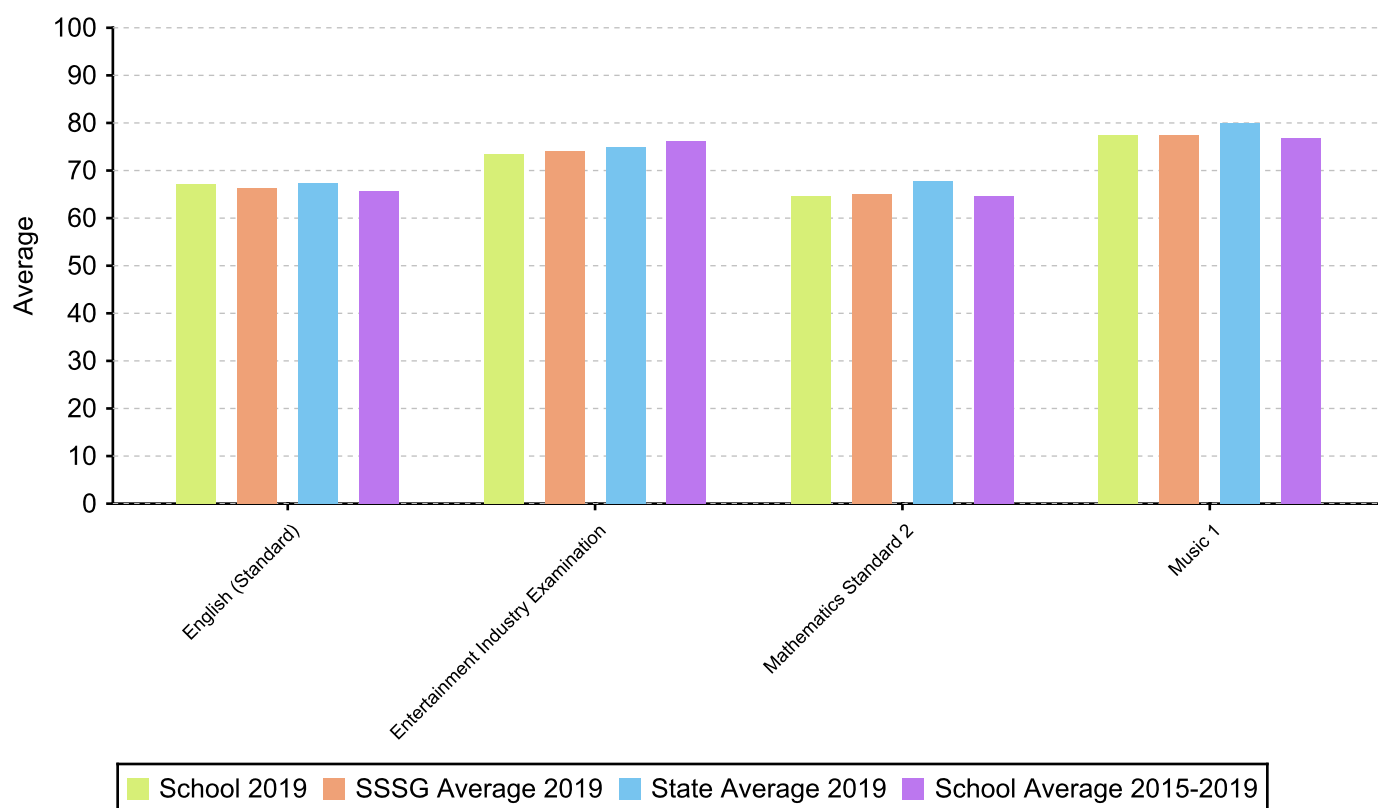


Band	5	6	7	8	9	10
Percentage of students	3.0	31.3	34.3	19.4	9.0	3.0
School avg -2019	1.9	28.5	29.4	24.3	13.1	2.8

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
English (Standard)	67.2	66.3	67.3	65.6
Entertainment Industry Examination	73.5	74.0	74.9	76.2
Mathematics Standard 2	64.6	65.0	67.7	64.6
Music 1	77.4	77.5	79.9	76.8

Parent/caregiver, student, teacher satisfaction

The number of students reporting positive outcomes at the school increased from 49% in 2018 to 52% in 2019. The expectations of success increased from 70% in 2018 to 73% in 2019. With a sense of belonging increasing from 52% in 2018 to 56% in 2019. There has been consistency in the staff reporting percentages around satisfaction at work, how they understand the expectations of their role as an educator and their impact in the classroom. Although there was a slight decrease from 2018 to 2019 generally staff are satisfied in their career. The P n C continue to work hard at being strong advocates for the school.

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.