

Great Lakes College Forster Campus 2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Great Lakes College Forster 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.

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Message from the principal

Great Lakes College Forster Campus students enjoy a world class local education which gives them the skills and individual attention they need to be successful.

- Our highly skilled, passionate teachers engage, inspire and empower our students to succeed.
- The high-quality educational opportunities for all students provides leadership and teamwork, capacity building, embrace diversity and celebrate personal achievement.
- Every student is supported to achieve their personal best through our dynamic, focused and respectful learning environment.
- Our strong focus on student wellbeing ensures that each child is cared for, nurtured and valued.
- Working collaboratively from K–12 as part of our Great Lakes Learning Community; the education journey with our partner primary schools.
- Learning excellence is extended through STEM projects, a High Achieving Student (HAS) Program; activities such as drama, public speaking, debating, creative dance, music; and the Great Lakes Learning Community Programs.

Great Lakes College Forster Campus staff have been committed to its vision to produce confident, competent, empathetic learners who are responsible and respectful towards others and to do this we provide students with many academic, cultural and sporting opportunities as part of a holistic approach to learning. The following 2019 outstanding student achievement examples demonstrate the above in action:

SURFEST 2019: The Forster Campus team consisting of Oscar Salt, Zeb Watts and Jay Pink lead the competition with the highest accumulated point score which qualified them for the semifinals, which placed them third overall.

LAWN BOWLS: Great Lakes College Lawn Bowls team consisting of Malachy McTaggart, Tom Williams and Tom Whitbread, competed in the State Knockout competition and trials for the Hunter Regional Team. The team had 3 wins from 3 matches with a close 10–9 win on the final day. Malachy McTaggart was selected into the Hunter Team. Two teams travelled to New Lambton Bowling Club to compete in the finals of 'The Let's Play Bowls Tournament' against teams from across the Hunter/Newcastle region. Team A, consisting of skip Mal McTaggart, Kaitlyn Wilson, Eva Williams and Tom Williams won three games making them Hunter District Champions. Team B, consisting of skip Tom Whitbread, Rogan Dickson, Jack Howard and Zac Melnik won two of their 3 games.

U/15'S GIRLS BILL TURNER CUP: The Forster Campus Under 15's Girls Bill Turner Trophy Football Team became Regional Champions. This now places them into the top 16 teams, the highest achievement so far.

NORTH COAST GIRLS RUGBY LEAGUE: The Under 16 Girls rugby league team competed in the final five teams on the North Coast in a bid to make the state finals. Although the team went down 14–12 in the final to Kyogle, the best performing player in the day from GLC with the CRL officials, their words were "it is so hard to pick because all of your girls played so well throughout the day". Another testament to the girl's effort and sportsmanship as a team. Indie Cooper was voted 'Players Player'.

YEAR 10 CHILD STUDIES: Students visited Forster Primary School after learning about child growth and development

from infancy through early childhood into Kindergarten. The activities Year 10 did with the primary students included creative learning, language development groups.

TAREE EISTEDDFOD: The Taree Eisteddfod Speech and Drama sections where students prepared speech, duologue, unscripted drama, playbuild and scripted drama. All students performed well throughout the event which led to many successes for the college. Ella Smee achieved a highly commended for her speech about school, Abbey Loadman and Janaiya Hurry were victorious with their play titled 'Jack and Jill.'

2019 NAIDOC CELEBRATIONS: The 2019 NAIDOC celebration at Forster Campus was a great success with both staff and students engaging in cultural activities, and celebrating the achievements of our Indigenous students with many parents and Aboriginal community members. The assembly was observed with a high level of respect and all students who received awards and performed with pride. Kiana Simon was awarded the coveted perpetual Trophy for Respect, Responsibility and Personal Best, as she demonstrated excellent work ethic in class and displayed leadership when representing the school in a variety of fields including sport, academia and culture. The lunch feast including mullet on the BBQ, Lemon Myrtle desserts and the famous Forster Campus Kangaroo Pies. All students and staff then engaged in a variety of traditional games and cultural activities including Parndo, Goori and Keenten. Inside the MPH were cultural activities where students were able to try their hand at weaving, art with local Indigenous artist Lara Went (Yukul Art) and gained insight into traditional Aboriginal weapons. The Indigenous Art Competition was won by Year 8 student, Ginger Hill.

SUPPORT UNIT "DARK AGES DAY": HSIE unit "Making of the Modern World" involved a fun filled day of medieval activities such as: Preparing a Medieval feast, Jousting, Apple bobbing, Tug'o'war, Kubbs, Scavenger hunt and Face in hole photo board. All students were involved in researching and creating a specific group activity and choosing a dish to cook and add to the banquet. They created models of Viking houses, ships, weapons, helmets, shields and games. A fun day was had by all.

PEER LEADERS VISIT TO PARTNER SCHOOLS: Time was spent with the Year 6 students playing games that demonstrate different skills including communication, team work and the importance of being kind plus answering the questions the younger students had about high school. Peer Leaders, Jade Cremin, Jack Dent, Landon Blissett, Loganne Palmer, Rhiannon Thompson, Briar Benik, Anabelle Adamson and Lochlan Freler did an amazing job and represented our school well.

PASS CLASS: A representative from Wheelchair Basketball NSW took our students through a Physical and Sports Studies lesson demonstrating how to play Wheelchair Basketball. Students reported that they found it really hard at first but was so enjoyable. It was easier to pass to a team mate than it was to dribble the ball as we had to bounce the ball every two pushes of the chair. We hope they come back again.

TAS INDUSTRIAL TECHNOLOGY: Year 10 Industrial Technology students completed beautiful brush box hall tables. Year 9 STEM students designed and constructed swivel top bar stools from recycled fence posts, old desks and rebar, as well as using plantation grown mahogany for the seat tops. Year 9 Industrial Technology – Timber students took home beautiful mixed Australian hardwood stools. Year 8 Technology students learned new metalwork skills, designing and constructing customised hanging racks.

MUSIC TECHNOLOGY: Year 7 students enjoyed using music technology during their study of the Mandatory Music course. Students discovered the tricks of recording sound effects as part of their recent Film Music unit learning the basics of multi-track recording to record live audio and add enhancing digital effects.

YEAR 8 GEOGRAPHY: Class 8T recently linked with a class in South Korea with students from HamPyeong Hakdari High School in the southwest of the Korean peninsula. This was made possible by the partnership of the University of New England, the NSW Department of Education and South Korea whose aim is to provide students with an opportunity to engage in authentic, real-time engagement through the digital technology of video conferencing. Through this project students develop global citizenship skills by expanding their understanding of cultural perspective and the use of formal and informal language to make real connections with peers from a different culture. Students also learnt about our respective schools and the hopes and dreams of our new South Korean friends.

STRONG MOVES: Charles Sturt University 'Strong Moves' program was attended by Indigenous students where the program is designed with four objectives in mind which aimed to allow students to:

- Work on goal setting, career development and awareness of university
- Experience a hands-on look at university life
- Build confidence and motivation
- Learn from role model mentors (current university students)

Students attended a range of workshops from the different faculties and were able to partake in the University's NAIDOC celebrations.

MY FUTURE, MY LIFE: Year 8 students attended a My Future, My Life day with guest speakers including a Planning

Engineer and Human Resources Manager from Mid Coast Council and the Clothing Manager from Kmart. The speakers gave their career stories and tips to consider as they seek to gain and maintain employment. Students were asked to start thinking about their own 'dream' career.

FUTURE MOVES: The 'Future Moves' team from Charles Sturt University delivered their careers themed workshops to selected students in Year 7, 8 and 9 involving presentations and games as well as STEM based and entrepreneurial themed tasks which were designed to get students considering the future of the world of work.

YEAR 6 CAREERS ACTIVITIES: The 'Future Moves' team delivered a careers based session to all Year 6 students at Forster Public School and Pacific Palms Public School. Students were asked to complete a task involving the use of QR Code readers on iPads to discover some of the careers that will be available to students in the future. This will become a yearly event to supplement the transition program between Forster Campus and our feeder primary schools.

NEWCASTLE UNIVERSITY SCHOOL'S VISIT DAY: Students travelled to Callaghan for the annual Newcastle University School's visit where students chose from a number of workshops and presentations designed to give them an idea of what studying at university would be like. Students also took a tour of the accommodation available on campus.

LINKS TO LEARNING END OF PROGRAM CELEBRATIONS: Links to Learning end of program celebrations for students with parents/carers and other family members in attendance as well as a number of the trainers from ATWEA College, used their newly learned hospitality skills to cater for the event which showcased the academic work that the students had completed during the program.

ELEVATE EDUCATION: Elevate Education delivered their study skills workshop to the Year 9 cohort with tips on how to maximise the efficiency of their study time by developing positive habits in a range of areas from note taking in class to the specifics of preparation and revision. The evening Parent Seminar gave parents strategies to help their child with their study habits and time management in the home environment

'LEARN TO WORK' TRADE TESTER DAY: The *Learn to Work Trade Tester Day* was held at Great lakes TAFE. The students heard a work-related talk from Andrew Saunders a TAFE employee, comedian and contestant on the 2019 series of Channel 9 show 'The Block'. Then a presentation from current Newcastle Knights player and NRL Ambassador Josh King tell the story of how he managed to complete and apprenticeship as an electrician whilst juggling a professional football career. Students took part in a carpentry workshop constructing a flower pot made from timber then returned to hear various employees from Mid Coast Council who advertised the number of apprenticeships and traineeships that they offer.

YEAR 10 GIRLS FAREWELL MORNING TEA: Year 9 hosted an annual farewell morning tea for Year 10 girls designed to celebrate the contribution Year 10 girls have made to the school community. Delicious treats and healthy snack were appreciated while the girls spent time reflecting on the last few years.

YEAR 9 COACHING – PRIMARY SCHOOL VISIT: Physical Activity and Sports Studies Students (PASS), ran coaching sessions with Forster Public School students. Our students coached a variety of sports including netball, basketball, touch football, soccer, Oztag, capture the flag and volleyball. The primary school students were from Year 1 and Year 2 and they provided plenty of challenges for the PASS coaches. On the two days we saw excellent levels of respect and compassion shown towards our fellow learning community members.

FIRST AID COURSE: Surf Life Saving NSW delivered their First Aid course to participating students. They were thrown straight into an activity to test their understanding of theoretical concepts. Students completed a number of practical first aid scenarios. All students were successful in gaining their First Aid, CPR and Basic Life Support qualifications.

YEAR 7 CAMP: This annual camp at Adventureland builds on a long-held tradition at Great Lakes Cakes College Forster Campus of building strong relationships between students within the year group. The students had the opportunity to complete over the 3 days the following activities; high ropes challenge courses, mud world, the giant swing, team building initiatives games, indoor rock climbing, challenge night, water slide, raft building and the commando night. Forster Campus' Year 10 Peer Leaders also had the opportunity to further develop their leadership skills and partake in activities with Year 7 students. They displayed true character and consistently proved themselves to be excellent role models for our Year 7 students.

2020 PEER LEADERS: Thirty-Five Year 9 students participated in Peer Leaders training for the important role they will play in supporting Year 6–7 transition. These Peer Leaders will be allocated to a group of students on Orientation Day in December where they will facilitate activities with the Year 6 students including team building activities, learning the timetable, tours of the school and so much more. Peer Leaders will then return on the first day of school 2020 and work with the same groups of students to offer a friendly face and support.

BATTLE OF THE COLLEGES: This is an inter college sporting competition between four regional 7–10 campuses. It is a competition designed to test skills of the best athletes from these four schools. Hosted at Dubbo with students competing in athletics, touch football, netball, soccer, endzone, volleyball and dodgeball. Day one was spent on the

athletics track. Day two needed endurance to maintain their competitive edge over four hours of competition in a round robin format against each campus in each sport. The final day volleyball and dodgeball was played at the indoor centre. Students gained fantastic social and sporting experiences many maintain friendships from previous years. 2020 is already being planned as Forster gear up to host the event. The Year 9 girls performed strongly again in 2019 with a few new team members. Voted most valuable player by team mates was Abbey Chapman. The Year 8 girls came 2nd overall behind Dubbo. Most Improved Player was awarded to Patricia Shaw. The Year 8 boys finished first overall in Soccer and the Year 9 notable performers in Touch football were Lewis Koller and Josh Clark.



School background

School vision statement

Great Lakes College Forster Campus' vision is to produce confident, competent, empathetic learners who are responsible and respectful towards others and their environment by creating and maintaining high expectations in a supportive learning culture. Through excellence in teaching and learning we encourage leadership and teamwork, embrace diversity and celebrate the achievements of the Campus and College community.

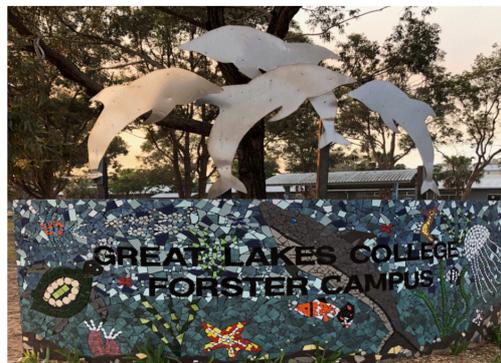
School context

Great Lakes College Forster Campus is located in Forster, a coastal town in the mid–north coast region of New South Wales. The school community is very supportive and has high expectations.

Forster Campus is an integral part of Great Lakes College, a multi–campus collegiate comprising of two 7 – 10 campuses and a senior campus. The Campus is fully supported by the Great Lakes College Parents and Citizens Association, and it is also part of the strong Great Lakes Learning Community.

Forster Campus has an enrolment of approximately 600 students including 10.5% Aboriginal or Torres Strait Islander students. The school enjoys a committed relationship with the local Aboriginal community that includes many culturally based activities. The Campus strives for academic excellence by offering a high quality education in a young adolescent learning environment. Forster Campus takes advantage of the college structure to provide a wide curriculum, with many productive pathways for students.

There is a large Support Unit that offers a high level of assistance to students with additional needs. There is also a tradition in the provision of a diverse sporting program which encompasses both competitive and leisure–based activities. Cultural excellence is encouraged through a wide range of well–developed extra–curricula programs in drama, public speaking, debating, creative dance, chess and music.



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

In the domain of **Learning**, the results of the self-assessment process 2019 indicate that in the School Excellence Framework (SEF) domain of Learning, Great Lakes College Forster Campus (Forster Campus) is Sustaining & Growing in four elements – Learning Culture, Wellbeing, Curriculum, Reporting and Assessment as well as Delivering in the element Student Performance Measures.

Through the current (2018–2020) and previous School Plans (2015– 2017) the school community has illustrated its strong desire to ongoing improvement of practice in this area via the dedication of one strategic direction to Teaching & Learning. As a result, the campus has built a high expectations culture that is focused on learning where every student is expected and supported to make learning progress.

The staff at the campus have made a demonstrated commitment and shown a proven ability to continually refine their classroom practice to ensure that curriculum planning and delivery is personalised and responsive to meeting the needs of all students, ensuring student outcomes across the school are maximised. It is evidenced (throughout the submission) that staff have actively and enthusiastically participated in and reflected on a range of whole school professional learning

to enhance their capacity in the classroom, including but not limited to, related to personalised learning (Online Training) and literacy (Leading and Sustaining A Quality Learning Culture Writing Project). It is evident throughout the school (both in written documents and classroom observation) that this has translated into highly effective classroom practice.

Forster Campus prides itself on its strong transition programs and involvement in the Great Lakes Learning Community; these established relationships and programs ensure that at all transition points (Years 6–7 and Years 10–11) the Wellbeing and Transition teams are able to collect, analyse and share high quality information on each student to support their transition to their next educational setting. This is supported through the establishment of a partnership with incoming parents through a variety of scheduled opportunities, such as parent information nights.

Recently, the campus has taken a more integrated approach across the whole school to embedding formative assessment into everyday practice (through learning intentions and success criteria) and this has further enhanced the aspirational learning culture across the campus. Furthermore, it has provided students with the opportunity to confirm they have learnt what is taught and continually ask the question 'where to next'.

The campus uses a range of different measures (including RAP) to ensure student achievement and learning behaviours are reported clearly, accurately and in a timely manner to further progress all students' learning across the curriculum.

The Campus has taken a strategic and planned approach to establish, reflect on and refine whole school processes that support student wellbeing so that they can connect, succeed, thrive and learn.

In the domain of **Teaching**, the results of the self–assessment process 2019 indicate that in the SEF domain of Teaching, Forster Campus is Sustaining & Growing in three elements – Effective Classroom Practice, and Learning and Development, and Data Use and Skills, as well as Delivering in the element of Professional Standards..

Teachers at the campus are continually focused on identifying, understanding and implementing evidence–based teaching strategies to enhance learning. This has resulted in staff (as discussed in the Learning domain snapshot) undertaking targeted professional learning directly aligned to the priorities from the School Plan. To evaluate, reflect on and refine the effectiveness of these strategies within the classroom, a number of measures and processes have been put in place, such as learning walks and teacher surveys. This has built a culture of collaboration and feedback across the campus where staff are continually striving to improve the quality of teaching practice.

Teachers regularly provide and encourage students to seize on opportunities for feedback. As evidenced in the submission, teachers provide explicit and specific feedback related to defined marking rubrics to enhance student success. Recently as a part of the Leading and Sustaining a Quality Learning Culture Project, Forster Campus has provided staff with professional development on how to effectively use learning intentions and success criteria within the classroom. This has begun to translate into more frequent, ongoing and timely feedback being embedded into classroom lessons.

Staff at the campus utilise a wide range of student assessment (internal and external) to identify student achievements and progress, and then have a proven ability to use this data to not only reflect on the effectiveness of classroom teaching, but also to inform and drive future school directions. This is particularly evident with the campus' proactive involvement in the Leading and Sustaining a Quality Learning Culture Project.

Teachers have a strong commitment to and understanding of the Australian Professional Standards for Teachers (Standards) as evidenced by the 84% who have directly aligned their Performance and Development Plan goals against them. Teachers regularly refer back to the Standards and utilise them to guide constructive feedback and reflection during the teacher classroom observation process.

In the domain of **Leading**, the results of the self–assessment process 2019 indicate that in the SEF domain of Leading, Forster Campus is Sustaining & Growing in all elements – Educational Leadership, School Planning, Implementation and Reporting, Management Practices and Processes and School Resources.

The Executive Team at Forster Campus has a comprehensive understanding that a high expectations culture must be driven authentically from the top down. The Executive Team has established a campus based framework with accompanying processes to ensure that the Performance and Development Framework is genuinely implemented at the campus and that it translates into improved student and staff outcomes.

The School Plan has provided a source for a large number of opportunities for those aspiring to leadership and is at the core of the campus' continual efforts to improve. Born from genuine consultation and analysis of the campus' needs, the process of its development has ensured ownership of the School Plan by all stakeholders. Its vision and strategic directions are evident in all aspects of the school – from faculty meeting minutes, staff professional learning right through to classroom practice. Opportunities to advance, collaborate and evaluate the School Plan have been timelined into both faculty and whole school meetings ensuring it is effectively implemented and milestones are met. Aspiring leaders are encouraged to take on growing leadership roles within each strategic direction, whilst receiving modelling from and being supported by hierarchical leaders.

The Campus strategically deploys its human and financial resources to meet whole school, cohort and personalised student learning needs. At Forster Campus, this is evident through the employment of a Student Support Officer, Student Learning Support Officers, Technical Support Officer and Aboriginal Student Learning Support Officer. This has resulted in measurable improvement to student outcomes and enhanced service delivery.

The Campus proactively seeks and addresses feedback on school performance to drive improvement across all facets of the campus.

Strategic Direction 1

Teaching and Learning

Purpose

Facilitate improvement in student learning outcomes by focusing on Teaching and Learning to provide high quality educational opportunities for all students.

Improvement Measures

Personalised Learning and Assessment:

A consistent increase in the proportion of students engaged in learning, as seen through the Sentral Student Management System (SENTRAL)

Teaching and Learning

An 8% increase in the proportion of Year 9 students in the top two NAPLAN bands for numeracy and specified literacy focus..

A progressive increase in the proportion of Year 9 students meeting or exceeding expected growth in numeracy and literacy.

Progress towards achieving improvement measures

Process 1: Personalised Learning and Assessment:

All staff will complete OLT /Online Training – Personalised Learning and Support. 40 hour training (12 hours face to face) 28 hours own time.

Through out 2018 a variety of sources will be analysed to collate and present baseline data fro the following years.

Evaluation	Funds Expended (Resources)
100% of staff completed the OLT Personalised Learning and Support course. All staff (except 1 who retired) completed the course to a satisfactory level. Feedback from staff was positive and staff felt more comfortable with supporting students of all levels. Follow up will continue with professional learning time for colleagues to work together to adjust class work. The team is now working on data collection and analysis.	Coordinator Accommodation \$1589.00 Co coordinator salary – \$7436.00 Funding Sources: • (\$9025.00)

Process 2: Teaching and Learning

Professional learning delivered through collaborative practice that informs staff on the areas of numeracy, literacy, differentiation and assessment practices.

Professional learning delivered through collaborative practice that informs staff on the areas of Positive Behaviour for Learning (PBL).

Evaluation	Funds Expended (Resources)
PBL continued to be implemented within the school. Data revealed a decrease in negative incidents and an increase in the number of positives and the number of students receiving positives for following the core expectations of Respect, Responsibility and Personal Best. Five members of the PBL team completed training for Tier 2 Classroom Intervention. School staff collaboratively analysed current classroom issues and created common classroom expectations. Each faculty developed student lessons around an expectation to be taught in roll call lessons. PBL merits were introduced and	PBL TPL – 5 staff \$2000 PBL Rewards days and signage – \$1000

Progress towards achieving improvement measures

received positively by the school community. Larger signage was displayed in prominent positions around the school. The team will continue to embed PBL practices and upskill staff in 2020.

The assessment team continued to work with Leading and Sustaining and on SDD2 staff delivered TPL around formative and summative assessment. Staff meetings enabled teaching staff to learn about learning intentions and success criteria with the focus for learning being specifically around literacy. Faculties were encouraged to develop learning intentions and success criteria specifically for their KLA learning outcomes. Further TPL has been set for 2020 particularly looking at assessment and data use.

Process 3: Literacy & Numeracy Across the Curriculum

Professional Learning delivered through planned strategies based on data analysis in the areas of NAPLAN, Literacy Skill development, Literacy Progressions.

Evaluation	Funds Expended (Resources)
<p>How deeply were Tier 2 words and learning intentions embedded into lessons and how has this impacted on student learning outcomes?</p> <p>Anecdotal feedback indicates that students can verbalise the punctuation requirements for a sentence, and identify paragraph structure. Observations show that staff revision of learning intentions and success criteria is needed. Further planning to revisit and strengthen knowledge and understanding of learning intentions and success criteria, along with increased independent writing and data collection, will need to be focus areas for 2020.</p>	<p>3 x 4 casual days for literacy strategy and strategic support training \$1960.00</p>

Next Steps

- Teacher professional learning to build the skills of data analysis, interpretation and concepts so staff effectively extrapolate adapt and work collaboratively to plan, identify interventions and modify teaching practice. Teachers need to consistently use data and strategies for assessment for, as and of learning to move towards excelling. Greater collaboration with the school community would build strength in this area.
- Whilst a literacy focus is strongly evident, to move forward into higher achievement bands a greater focus on building teachers' understanding and use of explicit numeracy skills and strategies would need to become common practice and embedded into teaching programs. Continual refining and implementation of the Leading and Sustaining Initiative and the collaboration with other schools could be goals to move forward in the Learning and Development element of the Teaching Domain.
- Some staff and teaching programs meet the expectations of excelling in Effective Classroom Teaching. A focus on building the skills of all teachers in planning and effectively teaching so all students can engage in productive learning with minimal disruption would assist in moving the school towards excelling in this element.



Strategic Direction 2

Leadership

Purpose

To build leadership capacity of Forster Campus learning community members (students, teachers, parents) within a supportive culture of high expectations and shared sense of responsibility.

Improvement Measures

Performance Management and Development

To have at least two teachers from each faculty to have completed the four online training modules to gain certification in supervising Pre-service teachers.

Student Leadership

Increase in the proportion of students demonstrating active and quality leadership within the school and community.

Progress towards achieving improvement measures

Process 1: Student Leadership

Develop and implement a whole school integrated approach to student leadership where students connect, engage, lead and succeed, representing an effective, diverse school body.

Evaluation	Funds Expended (Resources)
<p>The student leadership capacity has continued to strengthen this year. One activity successfully introduced into SRC roll call was having a theme each morning to develop leadership skills. One of the themes was improving public speaking. This had the effect of creating more confident student speakers at school events such as quad assemblies, merit assemblies and addressing students at year meetings.</p> <p>Regular meetings that were scheduled with the Principal and senior executive proved popular with the SRC members with many of them looking forward to these gatherings. Various school events on the school calendar would disrupt these meetings much to the students disappointment.</p> <p>Early in the year there was the opportunity to change the teacher load on the SRC to two full-time teachers instead of one part-time teacher and one full-time teacher. This had a positive effect on the running of the SRC as the load was distributed equitably.</p> <p>A suitable location for the SRC roll call remains an ongoing issue at the school. The current location does not have access to an interactive whiteboard which can result in the SRC not accessing certain programs running in the school, such as PBL lessons or sourcing other online information.</p>	<p>Student subsidy to attend Student leadership conference in Sydney – \$2000</p> <p>Subsidised SRC funds to install student water fountain – \$7000</p> <p>Casual cover for SRC teachers to run school events – five days – \$2 250</p>

Process 2: Performance management and development

High quality, capacity building school wide processes that meet the identified professional needs of all staff as identified through their Performance Development Plans (PDP) linked to the School Plan.

Strengthen leadership capacity of the oschool community through supportive processes and practices.

Evaluation	Funds Expended (Resources)
<p>The leadership team has continued to progress with building leadership capacity within the school community.</p>	<p>Casual teacher cover for classroom observations expenses – 3 x \$450 =</p>

Progress towards achieving improvement measures

Increasing the number of teachers trained in supervising teachers was one way in which leadership capacity could be increased within the teaching staff as well as sourcing much needed casual staff for the school. As a result of this project the number of teachers with pre-service supervisor training has significantly increased with the HSIE and Maths faculties experiencing the greatest growth. Further data needs to be collected to determine exact numbers and subject areas requiring further targeting in 2020.

\$1350

Teacher observations was another focus area for the leadership team. Through a teacher survey created by the team it was found that less than 50% of staff had completed a teacher observation in the first half of the year. These findings were communicated to the whole staff via email. The survey indicated that around 85% of teachers viewed teacher observations as being a valuable strategy to improve quality teaching and that the greatest barrier to observations were time and having classes covered. Supporting staff to collaborate in engaging in genuine teaching observations remains an ongoing focus of the leadership team.

Next Steps

- Continue to build a bank of teachers with Pre-service teacher supervising training.
- Increase professional learning for all teaching staff to promote collaboration for classroom observations.
- Explore innovative ways to increase teacher classroom observations due to casual teacher shortages.
- Maintain a strong focus on the Induction program.
- Increase the number of teaching staff aligning their PDP goals to the standards.



Strategic Direction 3

Community

Purpose

Embrace and develop strong local, national and global community connections to enhance the learning experiences and environment for all Forster Campus Learning Community members.

Improvement Measures

Communication

Notable improvement in baseline results from Communication and Engagement unit survey. (Woolcott Research and Engagement).

Learning Opportunities Calendar

Community Engagement

The school is recognised as being responsive by its community, embedding a best practice of high expectations and effectively caters for the range of equity issues in the school.

Positive Promotion

Notable improvement over time in the identified areas of the Strategic Direction Action Plan.

Progress towards achieving improvement measures

Process 1: Communication:

Develop and implement a system of clear communication pathways, using a variety of media with an identified information purpose. Utilising technology will link parents with the Campus, accessing knowledge of students learning, opportunities available, alerts and live information.

Evaluation	Funds Expended (Resources)
In 2019, we developed a clear system of communication pathways through the development of a communication team. We used a variety of media including the school 'Dolphin' newsletter, Facebook and Sentral, utilising technology to link parents of the campus to knowledge of student learning, opportunities and live information. Parent surveys conducted, indicated extreme satisfaction in the level of communication received from the school. Sentral parent portal was seen as the most popular method and Facebook following also increased significantly.	Website – Virtual Tour Photographs – \$7200 Logo – professional design – \$2140

Process 2: Learning Opportunities Calendar:

Develop and deliver a whole Campus program of organised learning activities and events, which link the Campus, community and primary schools, to build positive relationships and student engagement.

Evaluation	Funds Expended (Resources)
In 2019, a calendar of learning activities and events was implemented, which identified the planned transition activities for partner primary schools to our college. Successful events occurred with partner primary schools, including primary students attending our College MADD concert Matinee and our Drama students visiting a local primary school and sharing their expertise. We will continue to offer opportunities to make connections with our partner primary schools and build the positive relationships, which allow us also to promote these experiences to our community.	Costs were covered by teaching "in-lieu lessons" to release staff to run programs – MADD performances plus primary school visits.

Process 3: Positive Promotion:

Progress towards achieving improvement measures

Process 3:

Develop processes to implement a system where the schools' academic, sporting, cultural and extra curricula successes are promoted regularly to the schools learning community. By utilising a variety of media, accessible to parents, this would enable a students' progress and achievements to be celebrated.

Evaluation	Funds Expended (Resources)
To involve the wider community in improving the school's learning environment, a team was established to identify and improve selected areas of the school. Collaborative artworks and Wellbeing Lifeline publications were purchased and erected in targeted locations, to improve the learning environment.	Key messages signs – \$80 Casual Relief – Beautification Project – \$529.16

Next Steps

- Great Lakes College Key Messages are being used in articles for the local paper – The Advocate., with the intention of informing the community of how our College meets and defines our key messages.
- The Community and Engagement Directorate will continue to work with College Senior Exec and key personnel on a termly basis to develop an Action Plan that will support the Gateway Document, planning for positive promotion of the College in the community.
- Establishment of Campus/College protocol strategy for use with the local community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	* Socio-economic background (\$450.00)	The funding used in 2019 and the programs participated in by our Aboriginal students have created a greater sense of culture within out school and a higher sense of pride without our students. We saw an increasing number of regular attendees at our weekly Koori boys and girls groups, an increasing number of parents and community members at our NAIDOC celebration and more contact with parents/carers in the PLP review process. 2019 saw the creation of the ARC (Aboriginal Representative Council) with 6–8 students in regular attendance. Overall, our students are becoming increasingly more willing to participate in programs offered by the school, engage with cultural opportunities and help shape the culture within the school.
Low level adjustment for disability	\$105000.	<p>Feedback and reflection from staff showed there was a positive response to having SLSOs supporting teachers in and outside of the classroom. (Findings: 55% of staff found SLSO support Excellent, 45% found SLSO support Great/Good)</p> <p>Parents and students feedback showed similar results.</p> <p>The employment of the SLSOs allowed for students with additional needs to have access to special provisions, support on excursions, in class support, withdrawal groups and a variety of additional supports.</p> <p>The employment of SLSOs will continue to ensure students and staff have access to quality support staff.</p>
Socio-economic background	<p>* Socio-economic background (\$47,712.00)</p> <p>* Flexible Wellbeing Funding (\$33,067.00)</p> <p>* Socio-economic background (\$56,833.86)</p> <p>* Aboriginal background loading (\$26,866.00)</p> <p>* Socio-economic background (\$32,480.00)</p> <p>* Socio-economic background (\$56,000.00)</p>	<p>Full evaluation of each role and activities which will inform 2020 plan for each role and relevant activities.</p> <p>Decision to continue to employ:</p> <ol style="list-style-type: none"> 1. Student Support Officer (SSO) 2. Technical Support Officer (TSO) 3. Aboriginal SLSO – Assignment Support 4. School Administration Officer (SAO)
Support for beginning teachers	<p>Strong Start, Great Teachers(Phase 4)NESA</p> <p>* Support for beginning teachers (\$15100)</p>	The Teacher Induction program provided valuable support for new and beginning teachers at our school. It ensured that new teachers were identified and instructed on the practices and procedures that would support them in their teaching and learning at a new school. The variety of presenters during the regular meetings, were sourced from a variety of management levels as well as specialised

<p>Support for beginning teachers</p>	<p>Strong Start, Great Teachers(Phase 4)NESA</p> <p>* Support for beginning teachers (\$15100)</p>	<p>providers such as the librarian and aboriginal education officer to ensure that all aspects of the working school were accessed. Feedback from the beginning teachers around the induction program, was positive, with special mention made around how helpful they found the general conversations that would take place during these meetings. They found the Strong Start, Great Teachers program less useful.</p>
<p>Fair Education Project</p>	<p>2019 implementation .*</p> <p>Funds spent on:-</p> <p>Coordinators in the participating schools-</p> <p>Conference attendance –</p> <p>Resources – Termly Workshops.</p>	<p>Fair Education Project – Yalawa Wakulda, has improved the engagement of those students who have had mentors for 2019 and a plan is developed for 2020 implementation. Funding not spent in 2019 will be added to the final Fair Education allocation to support all GLLC allocation of 0.1 staffing for the coordinators and 0.2 for the GLLC Coordinator.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	297	297	294	291
Girls	285	284	310	303

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.3	89.4	90.1	85.8
8	90.3	87.9	86.1	87.4
9	85.7	87.5	86.1	83
10	87.6	86.2	83.6	82.1
All Years	88.6	87.8	86.5	84.8
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
All Years	90	89.9	88.7	88.2

Student attendance is consistently monitored and followed up in each of the year groups in order to make improvements. Forster Campus attendance data is consistently impacted by the many students whose parents have taken them on long holidays outside of the school holiday period. There have also been a number of students who had moved out of the school enrollment area that had to remain in our data collection..

A range of strategies are followed in line with Department of Education policies to address students whose attendance falls below 85%. Strategies include:

- Attendance plans
- Positive attendance letters and PBL points
- Alternative pathways
- Student support through the Wellbeing and Learning and Support Teams
- Closely liaising with the Aboriginal School Liaison Officer (ASLO) and Home School Liaison Officer (HSLO).

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	0
Employment	1	0	0
TAFE entry	7	0	0
University Entry	0	0	0
Other	1	0	0
Unknown	2	0	0

Of the 2019 Year 10 students 89% enrolled into Year 11, with a small number of these completing school based apprenticeships/traineeships as part of their senior schooling.

For Year 11 and 12 information and post-school destinations please access Great Lakes College Senior Campus Annual Report 2019.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Great Lakes College Forster Campus undertook vocational education and training in 2019.

For Year 12 information on students undertaking vocational or trade training, please access Great Lakes College Senior Campus Annual Report 2019..



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	33.6
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.48
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.

In 2019 the Professional Learning budget was spent across all staff within the school's three strategic directions of Teaching and Learning, Leadership, and Community. The majority of funds for Teaching and Learning were focused on the Leading and Sustaining Project which focuses on Literacy and Assessment, Positive Behaviour for Learning (PBL),

and External Validation.

The Leadership funds have been spent on key conferences for SASS, Teachers, Executive, Deputy Principals and the Principal, particularly with a focus on the achievement of Performance and Development Plan goals that relate to Teacher Accreditation, teaching and learning and leadership. The focus on professional teaching and learning collegial support through lesson observations and feedback has been made part of our usual practice for two weeks in each term or as required outside this time.

The Community funds were allocated to workshop days with the Department of Education's Communication and Engagement Unit to develop the College's communication strategy to improve the communication and engagement with our community and our partner primary schools. Other specific projects that had a focus on the Campus Learning environment were also funded.

Four teachers gained *Proficient* accreditation against the *Australian Professional Standards for Teachers*.

The 2019 School Development Days were strategically planned to maximise time for staff immersion in their chosen School Plan projects and associated learning.

School Development Day 1: College Introduction, DoE Guest Presenter where College staff worked on Engaging the Community Strategic Plan strategies.

School Development Day 2: Campus focus – Leading and Sustaining Project – Assessment. Professional presentations by staff and then development, planning and embedding of strategies in teaching and learning practice.

School Development Day 3: College focused day where cross faculty groups shared knowledge and skills, developed curriculum, through a promotion of collaboration and collegiality.

School Development Day 4 and 5: These two days were focused on the whole school implementation of the School Plan. A number of staff meetings throughout the year were extended in time to allow for deep discussion and engagement with data analysis and evaluation and future planning of the Milestone Projects and the development of the External Validation documentation with all staff. This also included two sessions with community members to gain their feedback regarding implementation and evaluation of the Milestone Projects.



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	852,779
Revenue	8,875,877
Appropriation	8,543,548
Sale of Goods and Services	10,181
Grants and contributions	313,395
Investment income	6,923
Other revenue	1,831
Expenses	-8,810,844
Employee related	-7,819,679
Operating expenses	-991,166
Surplus / deficit for the year	65,033

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	1,288,885
Equity Total	747,578
Equity - Aboriginal	73,836
Equity - Socio-economic	312,091
Equity - Language	0
Equity - Disability	361,652
Base Total	5,474,875
Base - Per Capita	148,615
Base - Location	7,782
Base - Other	5,318,478
Other Total	812,705
Grand Total	8,324,042

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.

Literacy

Year 9 Results

Year 9 Writing – In the Year 9 Writing section, 79 students (61 per cent) achieved or exceeded expected growth. The campus achieved a greater percentage of students who achieved or exceeded expected growth when compared to the State and Similar Schools' Group (SSSG) average. (difference in achievement – State: 8.6 per cent and SSSG: 12 per cent). Ten per cent more girls at the campus achieved growth than their female counterparts across both the SSSG and the State; the difference in growth from the boys at the campus was also positive (difference in achievement – State: 5.8 per cent and SSSG: 7.4 per cent).

The campus also achieved a greater percentage of Indigenous students who achieved or exceeded expected growth when compared to Indigenous students from the State and SSSG average. (difference in achievement – State: 22 per cent and SSSG: 23 per cent). The overall writing scores for the campus' Indigenous students are the highest since 2015.

Overall 70 per cent of students performed above or at national minimum standard.

Year 9 Reading – In the Year 9 Reading section, 62 students (52 per cent) achieved or exceeded expected growth. A very similar percentage of boys and girls from the campus met their expected growth. Fifty-seven per cent of students performed above the national minimum standard (Band 7 or above) and overall 80 per cent of students performed above or at national minimum standard.

Year 9 Spelling – In the Year 9 Spelling section, the overall results indicate that this is the area that students in this cohort find the most challenging. Forty-three students (35 per cent) achieved or exceeded expected growth in this area. Overall, 73 per cent of students performed above or at national minimum standard. Compared with the state and SSSG, we had a larger percentage of students in Band 6. This correlated with less students from the campus performing in the higher Bands.

Year 9 Grammar and Punctuation – In the Year 9 Grammar and Punctuation section, 63 students (52 per cent) achieved or exceeded expected growth. A higher percentage of girls achieved or exceeded expected growth than the boys (15 per cent difference). The percentage of girls who achieved expected growth was very similar to the State and SSSG average, but there was significant difference in achievement when the campus boys were compared to their counterparts (Less than – State: 13 per cent and SSSG: ten per cent).

Overall 81 per cent of students performed above or at national minimum standard. Compared with the State and SSSG, we had a smaller percentage of students in Bands 8 & 9. This correlated with more students performing in lower Bands 5 and 6.

Year 7 Results

Year 7 Writing – In the Year 7 Writing section, 68 per cent of students (105 students) performed above the national

minimum standard (Band 6 or above). Compared with the State and SSSG, we had a larger percentage of students in lower Bands 1–4. This correlated with significantly less students performing in Band 5. This reinforced the need to sustain the whole focus on writing that began implementation in 2018.

Year 7 Reading – In the Year 7 Reading section, the cohort performed strongly. Ninety–five per cent of students performed at or above the national minimum standard (Band 5 or above). Only eight students from within the cohort performed below the national minimum standard (Band 4 or below).

Year 7 Spelling – In the Year 7 Spelling section, the cohort performed strongly. Seventy–six per cent of students (118) performed above the national minimum standard (Band 6 or above) and a further 17 per cent of students (27 students) performed at the national minimum standard (Band 5). The campus had high achievers in Bands 8–10.

Year 7 Grammar and Punctuation – In the Year 7 Grammar and Punctuation section, as with most of their literacy–based tests, the cohort performed strongly. Sixty–nine per cent of students (108 students) performed above the national minimum standard (Band 6 or above) and a further 25 per cent of students (38 students) performed at the national minimum standard (Band 5). The campus had high achievers in Bands 8–10.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

The Tell Them from Me survey was completed by parents, students and teachers about many aspects of the school. The survey revealed a number of interesting points.

For the key indicators of student engagement and success there was substantial growth compared to 2018 in Valuing School Outcomes (+16%), Positive Relationships (+9%), Intellectual Engagement (+6%), Positive Belonging (+5%) and Effort (+5%). There were also modest gains in Extra-Curriculum Participation (+4%), Positive Homework Behaviours (+3%), Positive Behaviour at School (+2%) and Interest and Motivation (+1%), and a reduction in Truancy (-2%). Only Participation in Sport (-3%) saw a decrease from 2018. Advocacy within and outside of school were also significantly above state averages.

As part of the external validation process, P&C representatives observed the final report and feedback session. Positive indicators of parent engagement included a 45% increase in the number of Parent/Teacher interviews from 2018, and positive responses in parental surveys on school to community communication. As a result of feedback from this survey, the school has made far more use of the SENTRAL parent portal, the school website and Facebook page.

Although negative perceptions about the old Forster High School still sometimes attach to Forster Campus, there has been anecdotal evidence that community perception about the Campus is improving. This is perhaps also reflected in a reduction in staff turnover.

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.

There are many programs in support our Aboriginal students, which include strategies to implement the Aboriginal Education and Training Policy:

- National Day of Action Against Bullying and Violence (Full Day for all Year 7 students and Peer Leaders from Year 10)
- Anti-Bullying sessions – facilitated by Student Support Officer
- Koori Boys and Girls Groups
- Koori Boys and Girls Dance Group community performances
- Bangarra Dance workshop
- Bush Tucker" cooking
- Sorry Day Commemoration
- NAIDOC Ceremony and Community Lunch (Food Technology students provided "Bush Tucker" lunch for Aboriginal community members)
- Cultural Camps

Key successes have been:

- Four Year 10 Aboriginal Students attended Charles Sturt University Port Macquarie in Semester 2 ending in a two day camp.
- An Aboriginal Representative Council (ARC) was established, consisting of eight students from years 7–10,
- Aboriginal students attended the Yvonne Goolagong tennis day.
- *Artist in Residence* funding was used for artwork painted on Koori Room door, plus other artwork done by Lara Went.
- Nutri Plus Grant of \$2000 for student nutrition and camps for the last five years.
- Five Year 10 Aboriginal students received scholarships from Great Lakes Resources towards their Senior College studies in Years 11/12.
- Tobwabba Aboriginal Medical Centre and Forster Campus have established a MOU. This includes active involvement of health workers with students to do health checks and talks to the Aboriginal Students on Koori group days.
- Koori Girls and Boys Groups: Specific activities such as making soap and lip balm and clapsticks. These items were sold by the Aboriginal boys and girls group to make money for camps and other cultural activities There was a significant increase in attendance in the weekly Koori Group sessions with regular involvement from a variety of community members.

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.

Forster Campus has a trained Anti-Racism Contact Officer, whose role includes developing student awareness of the processes for dealing with any instances of racism and promoting the value of an inclusive school community. The Campus Wellbeing Policy has strategic implementation for Anti-racism and Multicultural Education and the following specialised programs: Harmony Day – celebrating cultural diversity; and the Girls with a Purpose Program – celebrating

acceptance, cultural diversity, resilience, self-confidence, self worth, and helping self through helping others. The Stage 5 PDHPE program on 'Acceptance' has an inclusiveness focus, and HSIE and English programs incorporate multiculturalism, tolerance and prejudice as thematic explorations in a number of units across Stages 4 and 5. Printed

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.

