

# Northern Beaches Secondary College Manly Campus

## 2019 Annual Report



8567

## Introduction

The Annual Report for 2019 is provided to the community of Northern Beaches Secondary College Manly 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

Northern Beaches Secondary College Manly Campus

138 Abbott Rd

North Curl Curl, 2099

[www.nbscmanlys-h.schools.nsw.edu.au](http://www.nbscmanlys-h.schools.nsw.edu.au)

[nbscmanlys-h.school@det.nsw.edu.au](mailto:nbscmanlys-h.school@det.nsw.edu.au)

9905 3982

## School background

### School vision statement

Northern Beaches Secondary College Manly Campus strives to empower resilient lifelong learning and active global citizenship, enabling critical, creative and reflective learners who take responsibility for academic excellence, personal best and giving back to the community.

### School context

Northern Beaches Secondary College Manly Campus caters for gifted and talented students. Students enrolling at our school are selected on the basis of results in the Selective High School Placement Test conducted by the NSW Department of Education, High Performance Unit.

The campus ethos of academic excellence, personal best and giving back to the community are reflected in any typical day in our school.

Students achieve outstanding results in external examinations and in their regular classes.

We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed study skills programs. Student wellbeing is nurtured through stimulation, engagement and support.

Students give back to the community in so many ways including the extensive music program, drama, the campus musical, debating, chess, mentoring, competitive and recreational sport, leadership development, volunteering and college activities.

Student voice and capacity for decision making is heard and acknowledged through the Student Representative Council. We recognise that our wonderfully supportive parents create a unique partnership with the campus which is very much appreciated.

## Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

### Inspiring Engaged, Self-Directed Learners

#### Purpose

To create a vibrant learning environment that celebrates and nurtures the individual gifts and talents of our students by ensuring differentiation within authentic and engaging learning experiences. Teachers will actively engage in ongoing professional learning with the aim of developing students' intellectual curiosity, capacity for self-reflection, and ability to actively collaborate to solve complex problems.

#### Improvement Measures

All teachers develop and implement Performance and Development Plans that demonstrate a strong knowledge of the whole school goals and reflect the Australian Professional Standards for Teachers.

All students and teachers are confidently and effectively reflecting on their learning, and collecting evidence of this in their learning portfolio.

All staff are actively engaged in professional learning relating to gifted and talented learners, high quality Project Based Learning and faculty specific areas of need in order to engage and extend students.

All students show growth in Literacy and Numeracy as reflected in internal and external assessments.

#### Progress towards achieving improvement measures

**Process 1:** GATS Project: to ensure strategies for gifted and talented learners are embedded across all KLA programs and assessments, based on whole-staff professional learning.

Evaluation	Funds Expended (Resources)
At this point in time faculties are still in the process of embedding differentiation into their year 7 programs based on the professional learning with Ruth Phillips. Over half of teachers delivered presentations at Twilight on differentiation strategies they have implemented at the end of Term 4, 2019.	\$17000

**Process 2:** Learning Systems Project: to evaluate and improve feedback and self reflection processes to enhance learning.

Evaluation	Funds Expended (Resources)
This project is currently in process, with the structure and resources for the digital Manly Learner Portfolio created. Consultation with staff and during a half day focus group with students from year 7 and 9 provided feedback, which was utilised to further develop refine resources and processes for MLP implementation in 2020 for years 7 and 10.	Casual Relief for planning day for focus groups and in the administration of the task. \$2000

**Process 3:** Cross-Curricular Project: to map and embed Project Based Learning across all Key Learning Areas in Stages 4 and 5.

Evaluation	Funds Expended (Resources)
Focus groups with year 8 English, Geography, Science and Mathematics teachers resulted in process and product feedback on both projects. The English and Geography project was refined based on this feedback, and was deemed an effective project with 65 % of the students achieving and outstanding outcome. This will provide comparative data for the 2020 Year 8 cohort. The Maths and Science project after evaluation and feedback from the teachers upon completion, determined that more time and transdisciplinary consultation about the teaching and learning was needed. It has been put on hold until 2020, where a revised program will be put into place. This indicated that more time and resources were required to	Casual relief for focus groups and planning to refine projects. \$2000

## Progress towards achieving improvement measures

implement the project.



## Strategic Direction 2

### Fostering Respectful Relationships

#### Purpose

To take collective responsibility for fostering positive respectful relationships between staff, students, parents and community. School practices and resources will support the development of self-aware, empathetic and resilient lifelong learners.

#### Improvement Measures

Increase in student wellbeing and engagement.

Increase in school community members engaging in positive and respectful relationships.

All students are actively engaged in the Student Wellbeing Program.

The academic and social needs of all students are effectively supported through student management tracking systems

#### Progress towards achieving improvement measures

**Process 1:** Student Wellbeing Project: to provide students with opportunities for leadership in wellbeing initiatives, including Pastoral Care, Peer Support and the Student Representative Council (SRC). In collaboration with students, create a scope and sequence, and activities to support student wellbeing.

Evaluation	Funds Expended (Resources)
Focus group of Year 12 SWAT leaders identified strengths and areas of improvement for 2019 SWAT Program, to be implemented in 2020. Identified pertinent focus area and created resources for 2020 PC Program.	Casual teachers for SWAT programming and facilitation – 5 days. \$2500.
SWAT Program volunteer participation rate from Years 10 and 11 students has increased by 40% since introduction in 2018.	\$200 of catering for SWAT volunteers.
Interviews with PC teachers, Wellbeing Team and Executive Team indicated the level of student participation has increased substantially.	Casual teachers for Wellbeing Team Planning Day to evaluate 2019 Scope and Sequence.
Interviews with Wellbeing Team and relevant staff; student focus groups; and interviews with all students in Years 10, 11 and 12 identified successful events and activities within the 2019 Wellbeing scope and sequence. Events and activities successfully meeting the outcomes of the Wellbeing Program have been enhanced and retained, while others have been replaced or updated.	Casual technical support officer supporting Merit System.
Vertical student focus groups identified strengths and weaknesses of the current merit system. Consensus was that the merit structure needs to be changed in 2020. Process is underway.	

**Process 2:** Positive Learning Environments Project: to improve the communication with staff, parents and the community regarding identified wellbeing issues and areas of opportunity to ultimately promote positive learning environments at our school.

Evaluation	Funds Expended (Resources)
Approximately 100 parents attended Jocelyn Brewer Digital Nutrition parent seminar in Term 1.	Guest presenters – Jocelyn Brewer, Ian Wallace, Sarah Adlington, Ruth Philips
85–90% attendance of at least one parent for Years 7–11 Parent Information Evenings. Content included wellbeing focus as decided by Wellbeing and Learning Support Team.	Catering – parent seminars
	Choice Theory Practicum Casual

## Progress towards achieving improvement measures

Yr 7 Parents surveyed at end of Term 1 by Learning Support Team – including information provided at Parent Information evening. Positive responses to wellbeing support and orientation info provided.

Staff survey conducted for Suicide Prevention workshops with majority (approx. 90%) of respondents indicating that they found the content relevant to their teaching practice at Manly, they learnt useful strategies and increased their confidence in dealing with students presenting with the learning and wellbeing concerns.

Staff survey conducted for Boys Education (SMART goals) with majority (approx. 75%) of respondents indicating that they found the content relevant to their teaching practice at Manly. 63% learnt useful strategies and 65% increased their confidence in understanding and supporting the unique needs of male students.

Staff survey conducted for Twice Exceptional presentation with majority (approx. 78%) of respondents indicating that they found the content relevant to their teaching practice at Manly. 69% learnt useful strategies and 73% increased their confidence in understanding and supporting the unique needs of Twice Exceptional students.

Sarah Adlington 'Anxiety and Perfectionism' parent seminar held on August 28th. Approximately 100 attendees with most coming as families (parents and child).

Ruth Philips 'Supporting GATS students' parent seminar held on October 21st. Approximately 100 attendees with most coming as families (parents and child).

6 staff from different faculties (CAPA, English, Maths, PDHPE, Science) volunteered to be trained and certified in 50 hr Choice Theory Basic Practicum during July – September 2019.

Staffing – \$3300

Choice Theory Practicum – program delivery

**Process 3:** Student Management Systems Project: to enhance processes for the recording, tracking and communication of student well-being.

Evaluation	Funds Expended (Resources)
<p>Sentral data indicates continued increase (20% since 2018, and 350% since 2017) of staff recording evidence of NCCD adjustments in accordance to support plans.</p> <p>Sentral data indicates more efficient tracking of N-warnings through the Learning Support Team. 215% increase in the number of N-warnings recorded as resolved on Sentral.</p> <p>Sentral data indicates 200% increase of staff logging Learning Concerns for tracking by Learning Support Team.</p>	<p>System Software \$4950</p>



## Strategic Direction 3

### Strengthening Community Connections

#### Purpose

To foster processes and relationships whereby students and staff are able to access meaningful connections within and beyond the school. The acquisition of global competencies and understanding of a complex world, will be achieved through the strategic engagement with, and learning from, individuals and groups in the wider community.

#### Improvement Measures

Increase in parent, community and alumni participation in school curriculum and extra-curricular programs.

Strengthened connections between school community members and groups in the wider community to support students at all transition points.

School significantly reduces its impact on the environment through engagement in sustainable practices.

Increase in school community members awareness of their individual and cumulative impact on the environment.

#### Progress towards achieving improvement measures

**Process 1:** Community Involvement Project: to facilitate links, interactions and involvement between the school and the wider community.

Evaluation	Funds Expended (Resources)
<p>Identified via a staff survey that community involvement projects are coordinated by individual faculties or coordinating staff member. Also identified the need for a central data base to draw from, which identified expertise from the wider community and Alumni across a range of curricula, vocational education and co-curricula projects.</p> <p>Also determined the need based on previous participation at daytime events. to identify parent/ community expertise and resources at start of each year. This supports current pedagogical focuses upon Project Based Learning, providing experts and authentic audience interaction</p> <p>A whole school and community survey was disseminated via Google Platform in Term 4 to collate this information into a central file. At this point, this process is continuing to utilise in 2020.</p> <p>Tell Them From Me Survey was completed by Students in 2019</p>	Nil

**Process 2:** Educational Transition Project: to develop and implement strategies to support and enhance students' transitions to high school and beyond.

Evaluation	Funds Expended (Resources)
<p>The data collected on the year 7 2019 cohort was both useful and provided extensive information. However, the issue was the time it took to extrapolate the information and disseminate it in a timely manner to inform programming, potential learning support and differentiation. This indicates the need to collect responses in a more digital format and to collate data more efficiently.</p>	Nil

**Process 3:** Environmental Sustainability Project: to create targeted initiatives that educate and facilitate behaviour change within our community that reduces the school's environmental impact so that we can achieve carbon neutrality by 2025.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Three environmental grant applications were submitted. The bio diversity native bees was successful to the value of \$15000;

The second grant for recycling bins for plastics was also successful with their visibility and utilisation well supported by the student body and reinforced through effective signage, as well as student understanding of the types of material capable of recyclability.

1 grant was unsuccessful with the other pending.

Based on information dissemination about the global impact of carbon foot printing and environmental sustainability, teaching staff have significantly shifted classroom practices and have now moved toward using electronic platforms to distribute resources and materials to students. This, coupled with the Sentral systems paperless photocopying has resulted in further reductions of paper usage. 95.7% staff stated that they are using the digital platform.

Based on a student SRC initiative, the transformation of paper copies of Term Planners and Timetables to digital formats has subsequently reduced paper use.

Solar panels which were installed on the TAS block roof has reduced the school power bill due to the offset of usage cost.

A further recycling initiative of creating a Worm farm has significantly reduced the amount of food scraps from the canteen, which had previously went into landfill.

A noticeable reduction in plastic forks previously left in the school playground has resulted due to the 'fork free Friday' initiative.

N/A

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1328	Funding was not used. Support and funding to be used in 2020.
<b>Low level adjustment for disability</b>	\$39515 invigilators \$42686 staffing costs	Fully expended and high impact.
<b>Socio-economic background</b>	N/A	N/A
<b>Support for beginning teachers</b>	Opening balance – \$44923  2019 allocation \$50584  Total = \$94251  <b>Funding Sources:</b> • Support for beginning teachers (\$9 534.00)	total spent in 2019: \$61294  Beginner Teachers need to plan their support in more detail as there are still carryover amounts.  Recommend that this is clearly stated in their PDP for 2020.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	443	451	447	459
Girls	343	338	335	330

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.7	96.9	96.2	96
8	96.7	95.4	94.9	94.7
9	94.9	96	94.9	94.1
10	94.5	94.9	94.6	92.8
11	95	95.3	94.5	94.6
12	95.9	95.5	95	94.4
All Years	95.6	95.6	95	94.4
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	1
Employment	0	2	2
TAFE entry	0	0	0
University Entry	0	0	95
Other	0	0	2
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

0.61% of Year 12 students at Northern Beaches Secondary College Manly Campus undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Northern Beaches Secondary College Manly Campus expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

The majority of our students proceed to university directly from school, receiving a first round offer in the main round from UAC (Universities Admission Centre). The Year 12 cohort embarked on the following post-school university courses in order of course popularity: Engineering, Science, Commerce/Business/Economics, Law, Arts, Psychology, Medical Science, Actuarial Studies, International Studies, Politics, Music, Pharmacy, Physiotherapy, Nursing, Social Work, Media, Pharmacy, Information Technology, Design Sport, Architecture, Landscape Architecture.

A very small number of students have deferred university for a year and are planning to gain employment to allow them to travel or save money for tertiary studies the following year.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	10.08
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,182,929
<b>Revenue</b>	10,289,036
Appropriation	8,549,718
Sale of Goods and Services	226,250
Grants and contributions	1,484,676
Investment income	28,392
<b>Expenses</b>	-10,236,906
Employee related	-8,114,613
Operating expenses	-2,122,293
<b>Surplus / deficit for the year</b>	52,130

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	87,747
Equity - Aboriginal	1,328
Equity - Socio-economic	4,218
Equity - Language	0
Equity - Disability	82,202
<b>Base Total</b>	7,579,025
Base - Per Capita	183,299
Base - Location	0
Base - Other	7,395,726
<b>Other Total</b>	725,653
<b>Grand Total</b>	8,392,425

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.

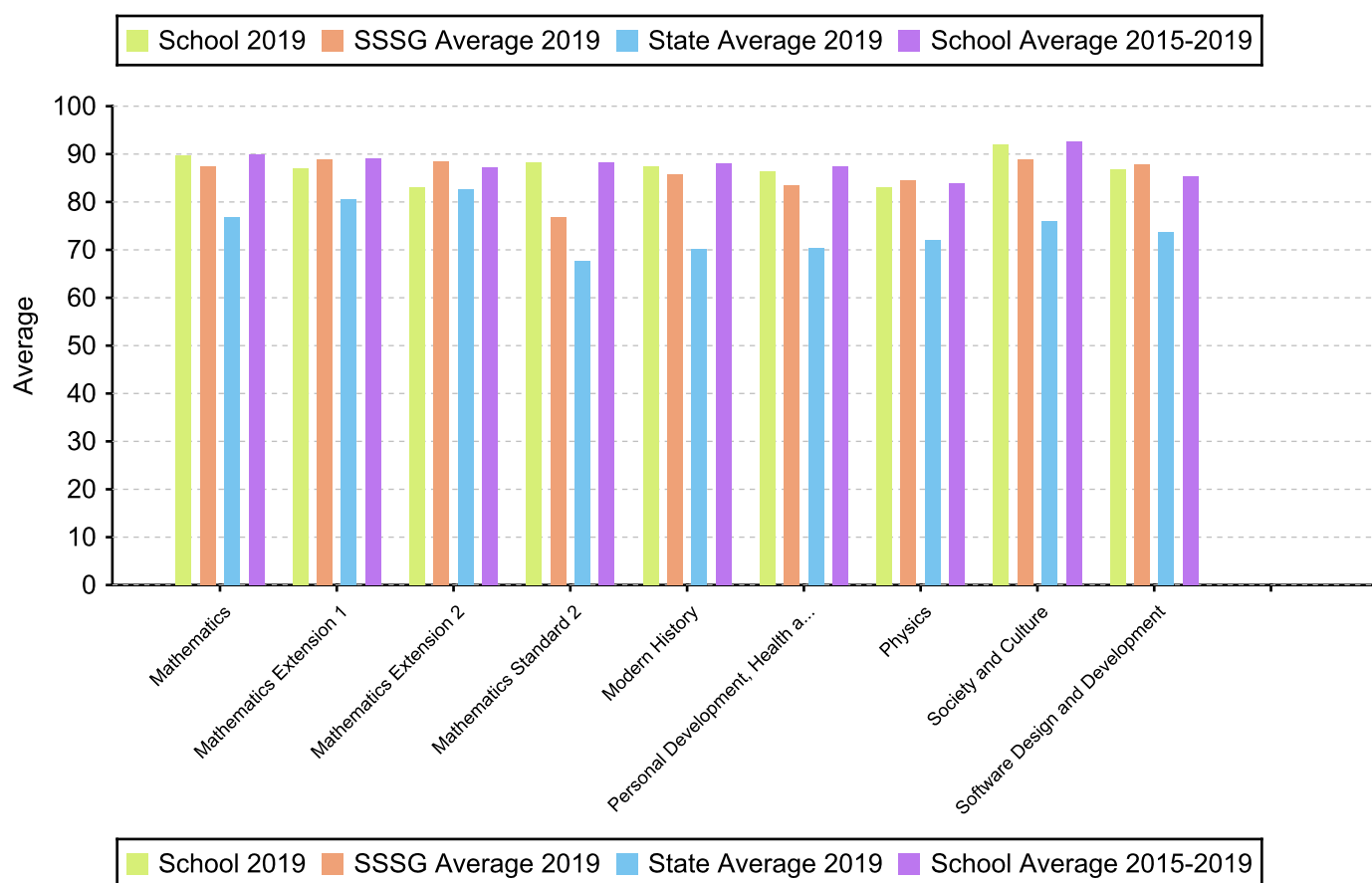
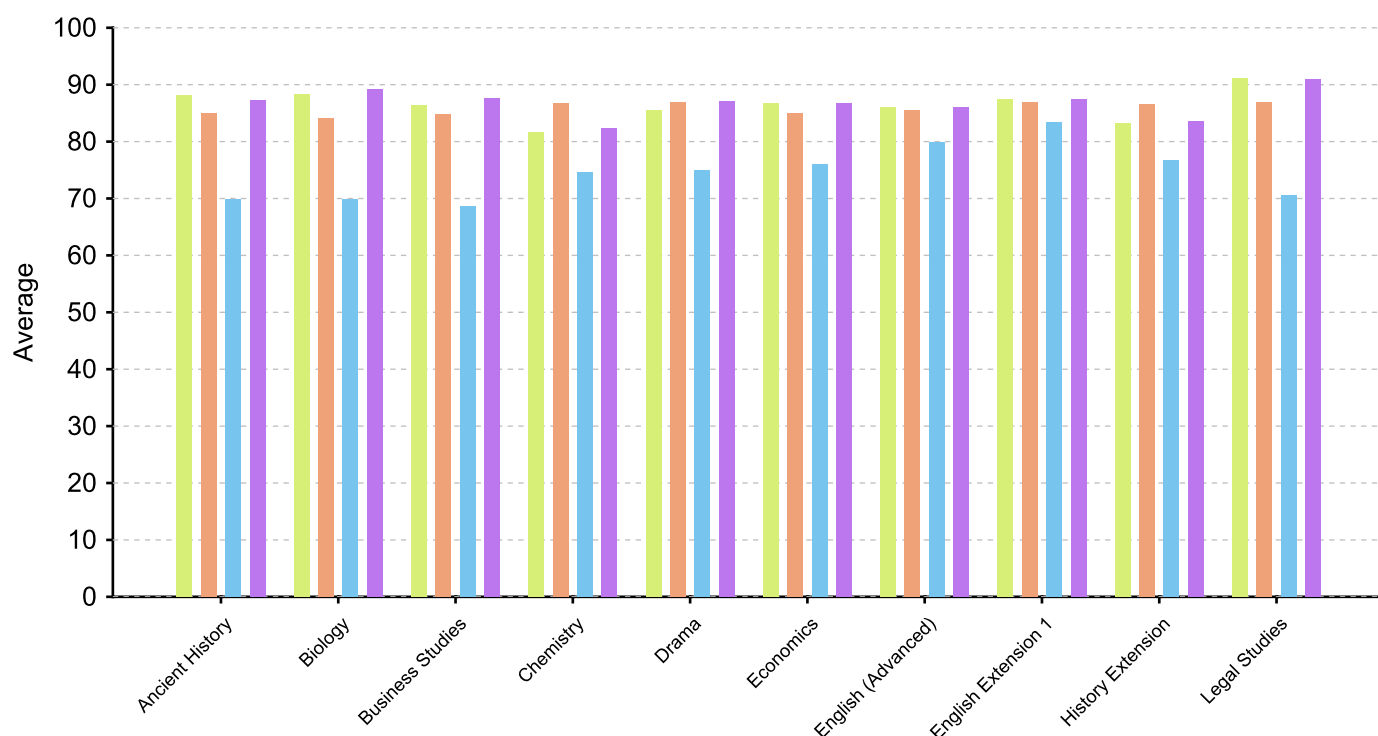
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## School performance - HSC

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

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



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	88.1	85.0	69.9	87.2
Biology	88.3	84.1	69.9	89.3
Business Studies	86.3	84.8	68.6	87.6
Chemistry	81.6	86.7	74.7	82.3
Drama	85.5	86.9	75.0	87.2
Economics	86.8	85.0	75.9	86.7
English (Advanced)	86.1	85.5	80.0	86.0
English Extension 1	87.5	87.0	83.4	87.4
History Extension	83.2	86.5	76.8	83.5
Legal Studies	91.1	86.9	70.6	91.0
Mathematics	89.8	87.4	76.9	90.0
Mathematics Extension 1	87.1	88.8	80.6	89.1
Mathematics Extension 2	83.1	88.4	82.7	87.1
Mathematics Standard 2	88.2	76.8	67.7	88.2
Modern History	87.5	85.8	70.2	88.0
Personal Development, Health and Physical Education	86.4	83.5	70.5	87.4
Physics	83.0	84.4	72.1	84.0
Society and Culture	91.9	88.9	75.9	92.6
Software Design and Development	86.9	87.8	73.8	85.3

## Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey results for 2019 continued showed a number of areas of strength and positive trends across the school.

The students reported that intellectual engagement was consistent with the 2018 survey results. This corresponds with interest and motivation levels from previous responses. Other key strengths of the school include 84% of students trying to improve on what they do, with over 60% setting themselves challenging goals and enjoying working towards them. The survey also indicated that teacher–student relations continue to grow the school has had, along with over 90% of students stating they have positive behaviour in school and show perseverance. Parents indicated this is an additional survey that are well informed about activities within the school, which is communicated through the Fortnightly News Letter 'The Weekly Pines'. Student achievements in both academic and sporting domains are celebrated with the latest initiatives from the Well Being and Learning Support Teams also conveyed.

The parent survey showed improvements in the amount of homework being set as realistic and conveyed a positive response to the school focus on developing the whole child with both extra–curricular opportunities and challenging students in all areas. Many parents commented on the diversity shown within the school and the positive and highly effective teachers. The P and C is highly supportive of the student community and use their funds to explicitly support initiatives which enhance the learning environments of their children. Parents commend the school in keeping them informed about the academic rigor required to engage high performance students via 6 Parent Information Evenings to cater for as many interviews as possible, as well as parent initiatives with guest speakers or experts.

The staff survey indicated improved collaboration amongst staff and that students were shown to be making more linkages across the curriculum for various concepts grounded in cross curriculum programs and project based learning initiatives . Staff also appreciated the schools continued commitment to GATS pedagogy and the Professional learning time allocated to this. This has enhanced their understanding of differentiated learning and continues to be incorporated into programming.

# 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.