

Albion Park High School

2019 Annual Report



8586

Introduction

The Annual Report for 2019 is provided to the community of Albion Park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

CHALLENGE THE FUTURE

Albion Park High's motto is ***Challenge the Future***. We aim to teach and encourage students to be

- * excellent independent thinkers
- * concerned for themselves, others and the world in which they live and
- * ready for a workforce which will expect creativity, complex problem solving, and communication skills.

School context

Albion Park High School has an enrolment of 890 students with approximately 60 Aboriginal students and over 50 support students. Enrolments have recently grown with one of the largest cohorts of Year 7 in 2019. APHS has an ICSEA index of 965 (average is 1,000) and a FOEI (Family Occupation & Education Index) of 116 (State average is 100). Both of these major points of data make our school slightly below average of advantage. The school employs 65 staff who are all fully trained in their teaching areas. The staff work in structured Leadership Teams which link directly to the school plan. We have a high performing Learning Support Team and a high quality Support Unit with two IM classes, an IO class and three autism classes. We have three ED classes (Parkside) and a suspension centre which are regional resources. Only space inhibits us from taking another class. These two Support units attract two Head Teachers to the school. The school has a wide curriculum with a strong focus on VET, a Head Teacher VET who is also the careers adviser. The school retains a good balance of academic and non ATAR courses in the senior years. HSC results reflect strength and growth with our school sporting some of the best results of the region. Staff–student relationships are excellent and a hall–mark of the school. Anecdotal evidence and the growing number of out of area enrolment requests suggests that the reputation of the school has improved dramatically.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling

Strategic Direction 1

Teaching Excellence

Purpose

The purpose of Strategic Direction One is to ensure staff are able to develop students who are INDEPENDENT AND CREATIVE THINKERS, with the appropriate skills to meet the 21ST CENTURY. This direction concentrates on high quality teaching delivery and excellent pedagogy UNDERPINNED by THE HOW2Learn model & quality PDPs. This includes ongoing teacher self-evaluation, two-way feedback, formative assessment, and targeted professional development IN HOW2L for staff. This includes all staff actively working towards the Australian Teaching Standards.

Improvement Measures

An increase of 50% of structured professional teacher conversations related to professional learning goals (mapped via the PDP process).

Teaching programs show evidence, through registration and adjustment, of learning habit implementation.

Teaching programs show evidence, through registration and adjustment, of formative assessment.

Progress towards achieving improvement measures

Process 1: Formative assessment will be embedded into everyday practice. This will be scoped and monitored in a layered way through the leadership team, the HOW2Learn team, the program/assessment evaluation team, the 'futures' team and the senior executive.

Evaluation	Funds Expended (Resources)
Every staff member participated in the formative assessment learning sprints and every classroom uses learning intentions. Students are now accustomed to, and have high expectations for, this explicit practice. All staff have engaged in and understand the SeF in relation to assessment. Assessment practice is increasing in quality overall as evidenced in every teaching program, which have been reviewed and actioned via the 4P4me program. Improvement measures in the process have been met. The SeF designed for assessment has been an effective tool.	Time – ongoing and intensive across (embedded via PD) the whole school and all staff.

Process 2: Learning Habits (HOW2Learn) will continue to be 'rolled out' progressively by the team to the whole school in professional development sessions which have been mapped over 2019.

Evaluation	Funds Expended (Resources)
HOW2Learn continues to be the centre of T&L professional development Success has been in the number of staff who have continued to request PD and have deeply embedded teaching practices that accelerate learning. Improvement measure has been met in this process as evidenced through programs and practice.	Funds for HOW2Learn – \$20,000 Ongoing long term and internally run TPL

Process 3: Professional Growth will be overseen by the leadership team for Direction 1. The HT Science will continue to monitor new scheme teachers, the PDP process, including observations, will continue to be enhanced through the senior executive.

Evaluation	Funds Expended (Resources)
Early career teachers worked with Head Teacher Science to complete their accreditation successfully. All teaching staff completed their PDP Portfolio documentation, including 2 lesson observations of their practice. These were	New Scheme Teacher Funds Time

Progress towards achieving improvement measures

aligned to the PDP goals set by each teacher and linked to the teaching standards. This target has more than been met with 100% of staff having structured PDP conversations. This will not be continued into 2020 as it now has its own momentum.

Strategic Direction 2

Programming Excellence

Purpose

Strategic Direction Two concentrates on excellent and innovative teaching programs ensuring Albion Park High students are prepared for the future. Programs need to be high quality and relevant to targeted students, they need to include gold standard *project-based programs*. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy, numeracy and IT skills. Programs need to be challenging, ensuring that all students are interested and enriched by the content. HSC success is a priority for Albion Park High so that students have access to tertiary education.

Improvement Measures

Improved NAPLAN writing results (value adding and improvement in relation to SSG), particularly for Year 9 students in the middle bands.

Improved NAPLAN numeracy results (value adding and improvement in relation to SSG), particularly for Year 9 students in the top bands.

Improvement in all HSC results to be on par with LSG.

Every staff member teaches at least one project at the 'gold standard' (this is a world standard for project based learning).

Progress towards achieving improvement measures

Process 1: **Literacy** is taught explicitly by all staff, concentrating particularly on writing in 2019. Staff are developed in using the 'progressions' to support student literacy.

Evaluation	Funds Expended (Resources)
<p>All staff know and understand the Premier's Priorities in relation to READING for APHS.</p> <p>All staff have significant PD around using progressions and actively interact with them and therefore have a deepening understanding of the specific literacy strategies to use on their class.</p> <p>Literacy is front and centre of what we do (not hit and miss), it is strategically mapped via PLAN. Whilst the NAPLAN Writing results were very disappointing and we did not reach our improvement measure, we are working towards understanding what occurred.</p>	Twilight PD time

Process 2: **Numeracy** program in Year 8 is widened to include Year 7. Students are engaged in understanding their own strengths and weaknesses.

Evaluation	Funds Expended (Resources)
<p>Numeracy program has now been embedded into Year 7, 8 and 9. All students know the expectation around growing their own learning. Numeracy is mapped to PLAN and staff have a deeper understanding of this continuum.</p> <p>NAPLAN Numeracy results were outstanding and value-adding data showed growth higher than state, with numeracy growth outstripping both SSG and state percentages by 7%</p> <p>Mathematics at HSC level was also outstanding; all data in numeracy continues to improve.</p>	0.2 staffing \$10,000

Process 3: **Project Based Learning** continues to be professionally developed with staff to understand the gold standard; this includes sharing best practice, celebrating success and quality observations.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • HUB Learning – Partnership with the UOW – Gathering, analysing and reporting on qualitative and quantitative data collected through the Pilot program. UOW will provided an ethnographer. • HUB Learning – Collection of Sentral data regarding; attendance, negative and positive entries, suspension rates and completion of assessment work. Data to be compared to students not in the pilot program as well as against Term 1 data while not in the Pilot program. • HUB Learning – Movement along skills progressions matrix ie, collaboration, creative thinking, critical thinking and communication • HUB Learning – Data from H2L team re habits worth developing • HUB Learning – Projects evaluated for success – Tuning protocol to be utilised • PBL – Accurate data on number of projects gathered and spreadsheet updated and maintained • PBL – Student feedback gathered re PBL across the school including from Tell Them From Me survey • PBL – Ethnographic research in partnership with UOW in the HUB learning Pilot Program • PBL – Gold Standard assessment tool utilised and shared for chosen projects in each faculty, including Tuning Protocol • PBL – Effective staff development completed for all staff ie assessing Gold Standard PBL • PBL – Current PBL projects evaluated and adjusted for further implementation 	<ul style="list-style-type: none"> • RAM Funding – Flexible Learning Space new furniture \$6000 • RAM Funding – Programming for PBL \$6000 • RAM Funding – 0.2 in staffing teacher allowance for lead teachers (Ben Andersen and Ashley Brown. Share with other staff when needed

Strategic Direction 3

Student Excellence

Purpose

The purpose of Strategic Direction three is to ensure that students exiting Albion Park High are able to access the world with confidence and pride, creating strong, well-rounded, CONFIDENT WORLD CITIZENS who care about others, who are highly literate, communicate well and VALUE ACHIEVEMENT & EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their dreams. *Positive Behaviour for Learning* and *Aboriginal Education* are the corner stones of this direction.

Improvement Measures

Comparative Performance of low SEs and Aboriginal students in year 7 and 9 shows improvement to match like schools (See SEF: Attainment of equity groups)

Evidence of differentiation for high performance students in programs and assessment as identified through program and assessment mapping. Ongoing increasing (from 2018–19) numbers of students who participate in student leadership and extra-curricula programs and volunteering opportunities

Tell them from me survey data continues to show improvement from 2017–2020, specifically in the area of student Intellectual engagement. This is judged on (a) Interest and Motivation (b) Effort and (c) Appropriately Challenged.

Improved HSC results in all subjects comparative to LSGs

Increased whole school attendance by 1% (SEF currently matches like schools)

Progress towards achieving improvement measures

Process 1: Aboriginal Education: High functioning Aboriginal Education Leadership Team with strong links to community and services. Ongoing monitoring and support of Aboriginal attendance.

Evaluation	Funds Expended (Resources)
<p>Student and community links have been maintained and strengthened throughout the past 8 years.</p> <p>Staff commitment is clear, the team has a positive attitude and a great deal of positive action occurs.</p> <p>All aspects of Aboriginal education are monitored effectively using individuals in the Aboriginal Leadership team and consequently students are very settled and all relevant data has improved (outside of HSC RETENTION).</p>	<p>All staff</p> <p>leadership time</p> <p>Aboriginal Education funds (equity)</p>

Process 2: PBL: Multifaceted whole school approach to Positive Behaviour for Learning that includes the embedded teaching of explicit social and communication skills.

Evaluation	Funds Expended (Resources)
<p>Students now have a clearer understanding of the expectations that are set for each areas around the school with new playground signage. There are also new classroom signs in each of the classrooms showing the expectations in learning areas.</p> <p>There has been a large increase in the amount of positive acknowledgements to students during the year and rewards days have included more students than in previous years.</p> <p>Tier 2 training has helped improve the use of targeted interventions across the school, including Check and Connect and Social Skills programs. This has led to an increase in the use of these programs and a reduction in negative behaviours.</p>	<p>Funds specifically assigned to PBL \$3,000</p> <p>P&C supported PBL for signage</p>

Progress towards achieving improvement measures

Process 3: High Performance: review and rewrite the school's philosophy of high performance at APHS with a clear understanding of responsibility.

Evaluation	Funds Expended (Resources)
<p>High Performance has been mapped, discussed and clarified in relation to it being every teachers' responsibility. This is slowly changing the culture and expectations of the school. Expectations, high-level activities and events both in and out of class have increased exponentially. High performance has been further embedded into teaching programs in a positive way.</p> <p>HSC results for 2019 were the best in the history of the school and in the majority of cases above SSG and in some cases above state.</p>	<p>Part of ongoing, program review refinement.</p> <p>Employment of staff member 0.2 to provide intensive support to students.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$59,912	The data from APHS is some of the best in the local area, this includes; attendance, literacy, numeracy and suspension data. The leadership team structure and outstanding well understood processes have affected enormous positive change. HSC retention remains the single most crucial change that needs to occur.
English language proficiency	\$6,360 Employment of Leanne Hazelgrove.	All students requiring extra support for English proficiency have been well supported. Leanne has one to one support with students which has been extremely successful in ensuring students feel capable of achieving the outcomes of all of their course.,
Low level adjustment for disability	\$288,836	This funding is spread throughout a wide range of strategies to support low level adjustment but is mainly used in employment of outstanding SLSOs. The SLSO support at APHS is crucial and for many of our students it is the most vital contact they have in a caring and supportive culture.
Socio-economic background	\$439,907	<p>APHS employs an extremely wide range of supports to cater to the low-socio economic background of our students. The fact that our school is extremely settled with the best HSC results in the history of the school (and the local area), suspensions are low, attendance improving and there is a pressure from out of area enrollments, leads to the fact that the strategies overall are having a very positive impact on learning culture and educational outcomes.</p> <p>The employment of a range of staff in specialised positions to support low-socio economic students is wide ranging and effective. Each of the programs has been evaluated for impact.</p>
Support for beginning teachers	\$42,390	All beginning teachers have had appropriate and timely support and have completed their paperwork on time to gain accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	396	385	350	397
Girls	371	387	397	426

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.1	92.3	91.3	90.2
8	86.5	90.8	89.1	88.5
9	85.2	85.2	89.7	86
10	85	83.6	86.2	85.3
11	86.5	85.2	86.3	84.8
12	89.5	89	87.3	89.5
All Years	87.2	87.7	88.5	87.5
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	6
Employment	2	17	30
TAFE entry	5	7	20
University Entry	0	0	36
Other	7	7	4
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

34.38% of Year 12 students at Albion Park High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Albion Park High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.6
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.08
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	1,260,851
Revenue	11,885,716
Appropriation	11,053,286
Sale of Goods and Services	348,800
Grants and contributions	477,314
Investment income	5,459
Other revenue	856
Expenses	-11,632,359
Employee related	-10,384,669
Operating expenses	-1,247,690
Surplus / deficit for the year	253,357

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	1,957,434
Equity Total	795,015
Equity - Aboriginal	59,912
Equity - Socio-economic	439,907
Equity - Language	6,360
Equity - Disability	288,835
Base Total	7,234,767
Base - Per Capita	186,077
Base - Location	0
Base - Other	7,048,690
Other Total	719,831
Grand Total	10,707,048

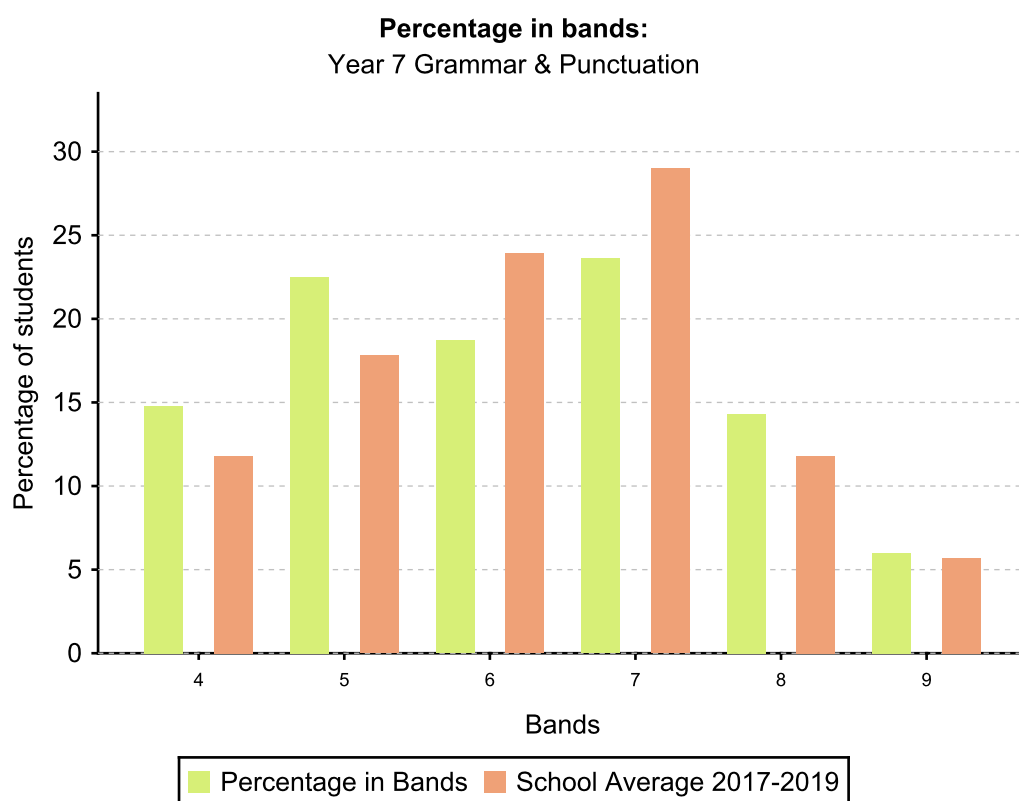
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

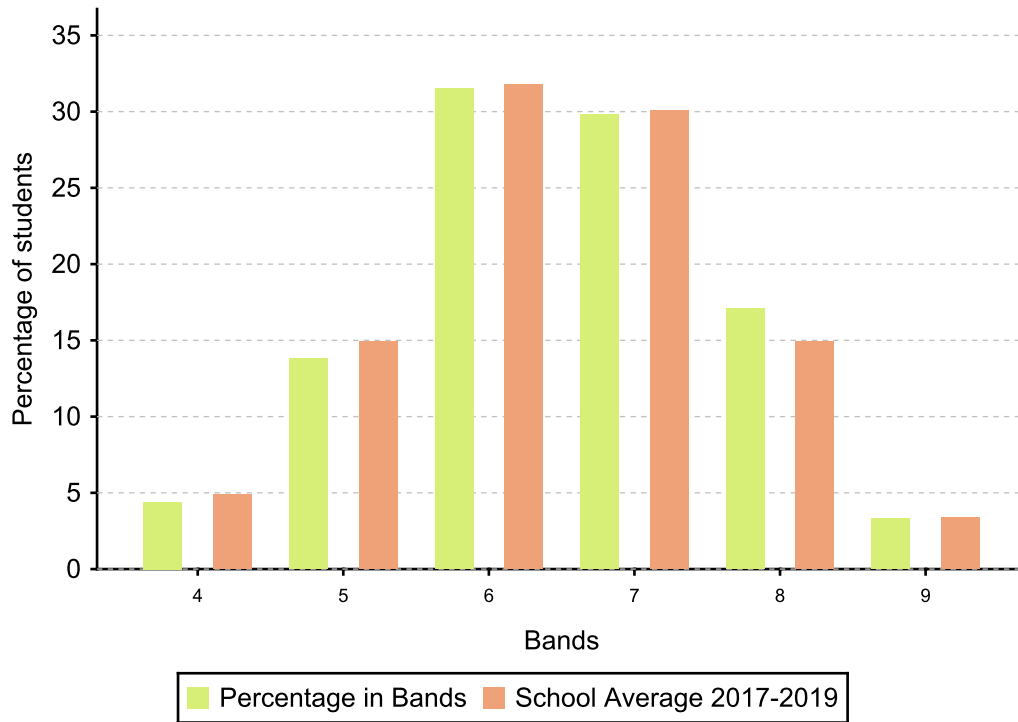
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



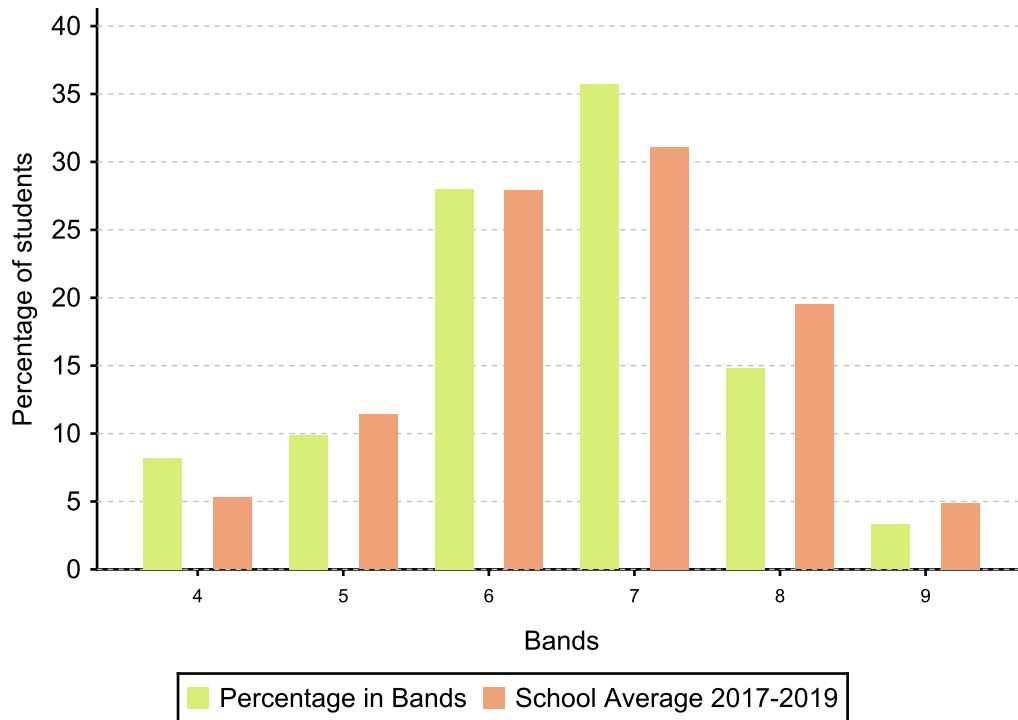
Band	4	5	6	7	8	9
Percentage of students	14.8	22.5	18.7	23.6	14.3	6.0
School avg -2019	11.8	17.8	23.9	29	11.8	5.7

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	4.4	13.8	31.5	29.8	17.1	3.3
School avg -2019	4.9	14.9	31.8	30.1	14.9	3.4

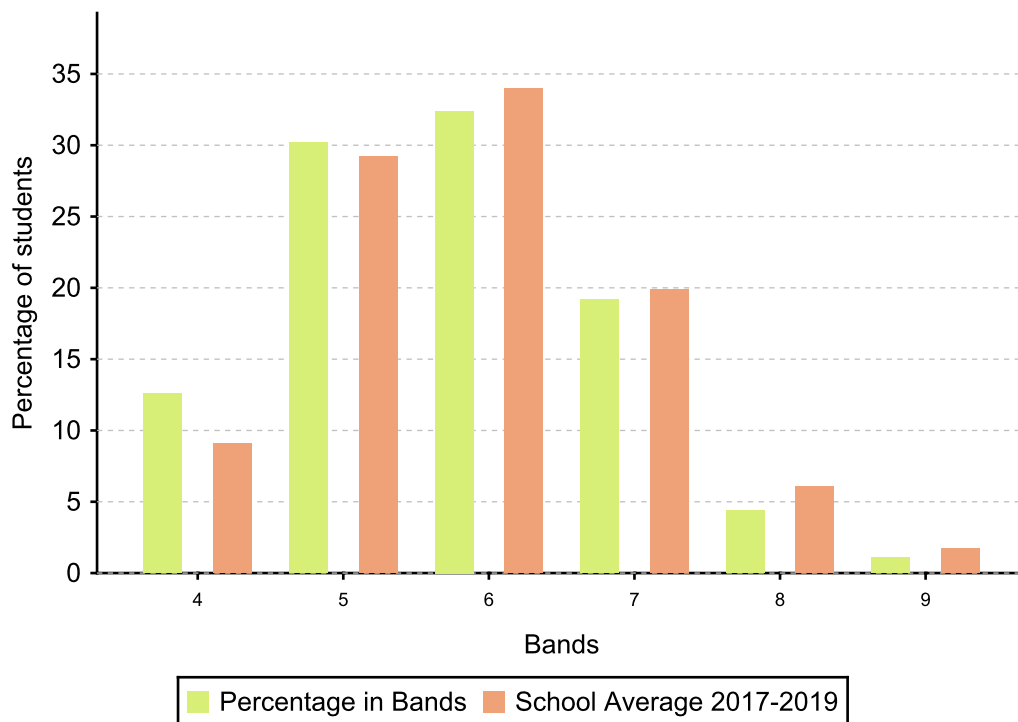
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	8.2	9.9	28.0	35.7	14.8	3.3
School avg -2019	5.3	11.4	27.9	31.1	19.5	4.9

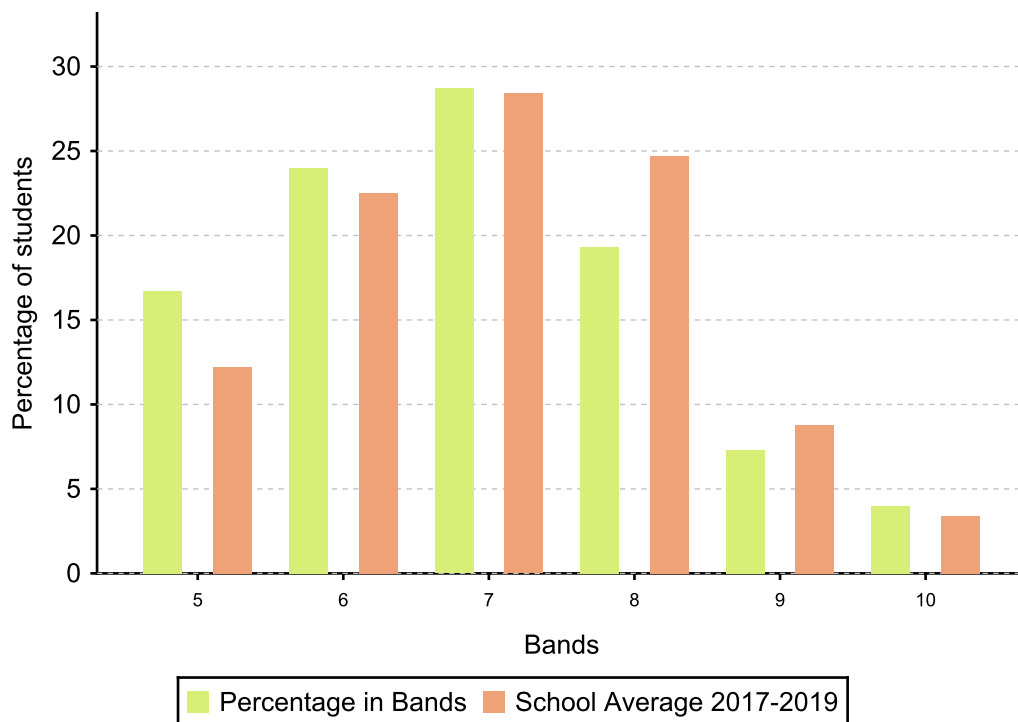
Percentage in bands:

Year 7 Writing



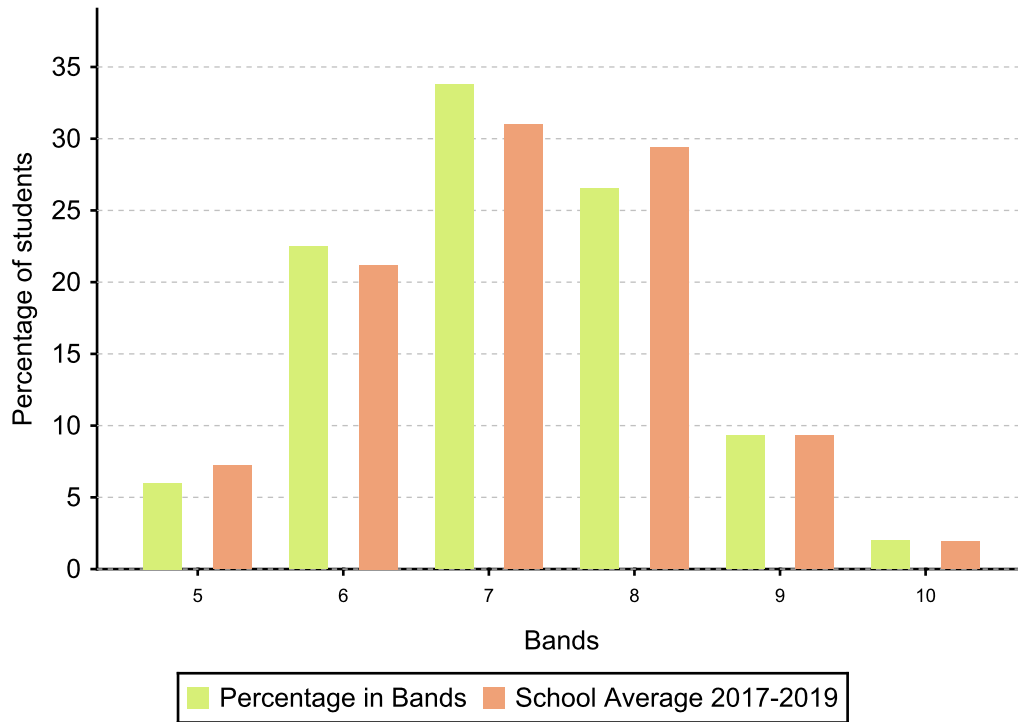
Band	4	5	6	7	8	9
Percentage of students	12.6	30.2	32.4	19.2	4.4	1.1
School avg -2019	9.1	29.2	34	19.9	6.1	1.7

Percentage in bands: Year 9 Grammar & Punctuation



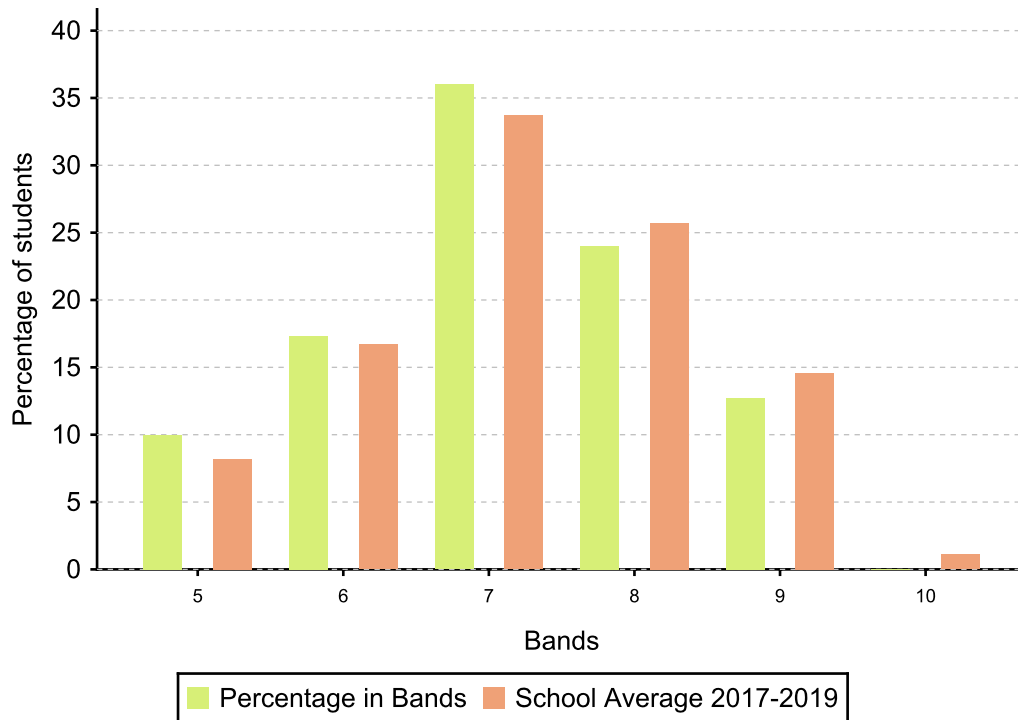
Band	5	6	7	8	9	10
Percentage of students	16.7	24.0	28.7	19.3	7.3	4.0
School avg -2019	12.2	22.5	28.4	24.7	8.8	3.4

Percentage in bands:
Year 9 Reading



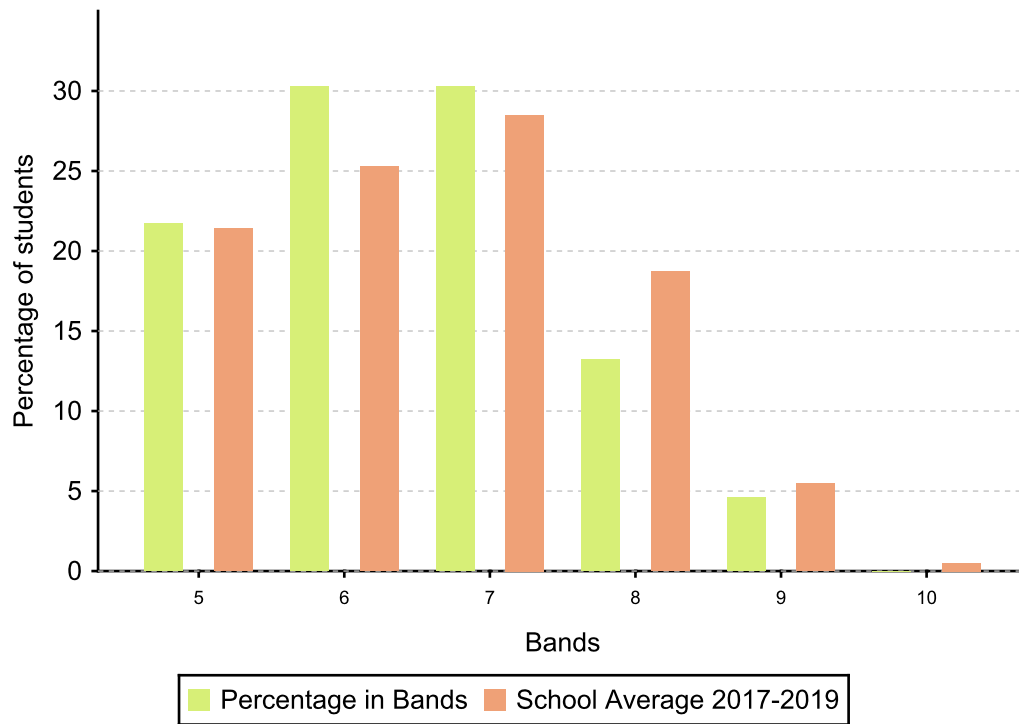
Band	5	6	7	8	9	10
Percentage of students	6.0	22.5	33.8	26.5	9.3	2.0
School avg -2019	7.2	21.2	31	29.4	9.3	1.9

Percentage in bands:
Year 9 Spelling



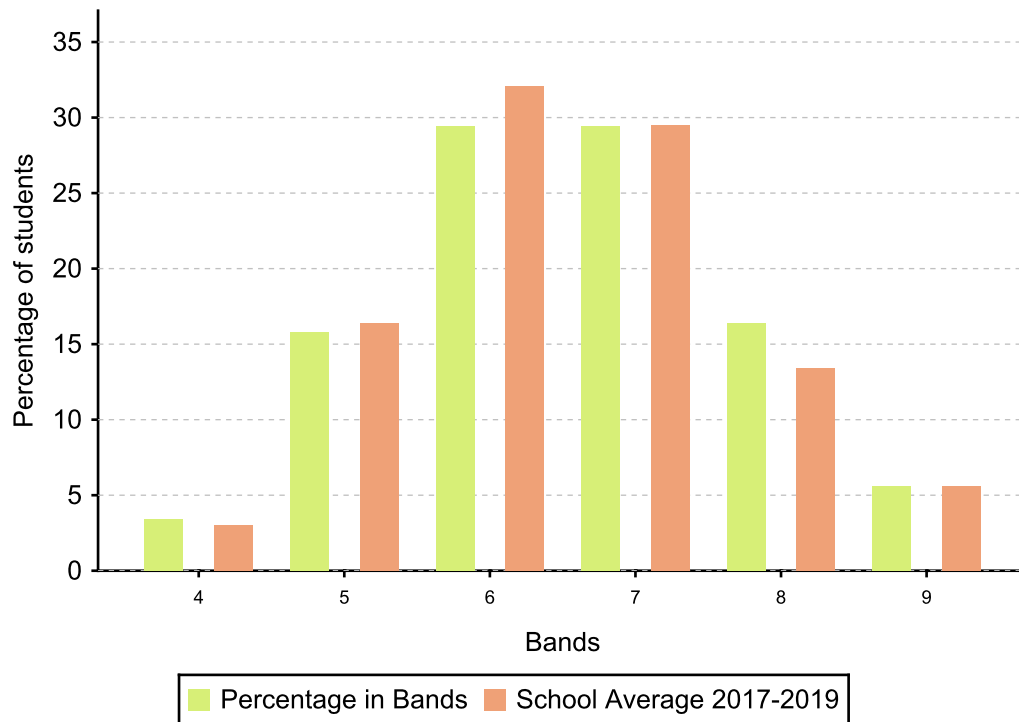
Band	5	6	7	8	9	10
Percentage of students	10.0	17.3	36.0	24.0	12.7	0.0
School avg -2019	8.2	16.7	33.7	25.7	14.6	1.1

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	21.7	30.3	30.3	13.2	4.6	0.0
School avg -2019	21.4	25.3	28.5	18.7	5.5	0.5

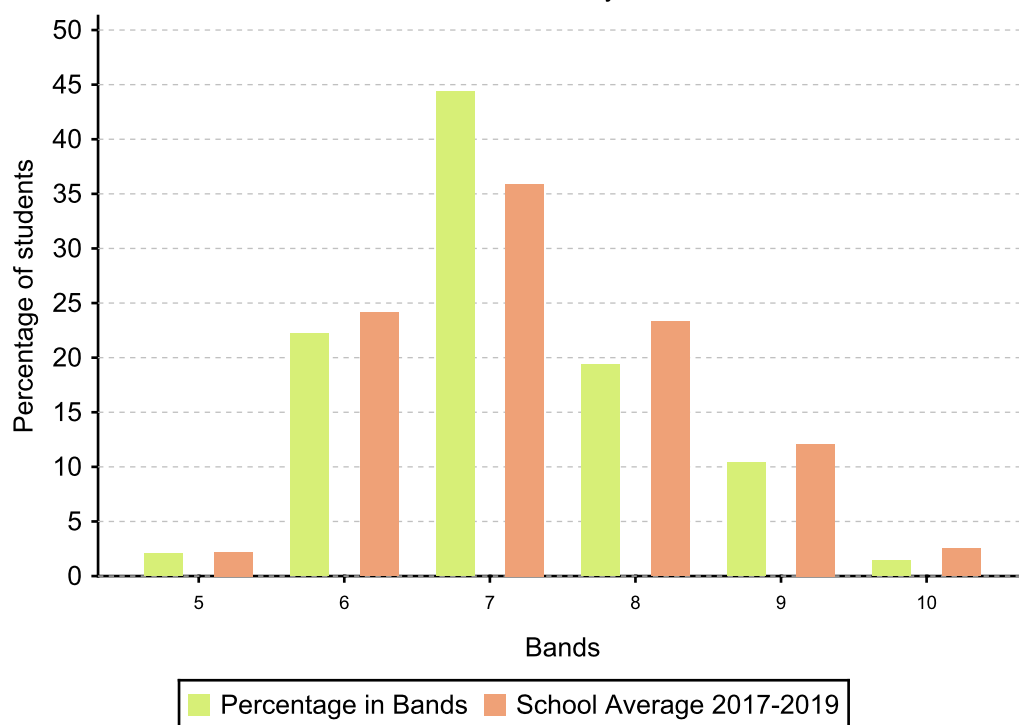
Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.4	15.8	29.4	29.4	16.4	5.6
School avg -2019	3	16.4	32.1	29.5	13.4	5.6

Percentage in bands:

Year 9 Numeracy

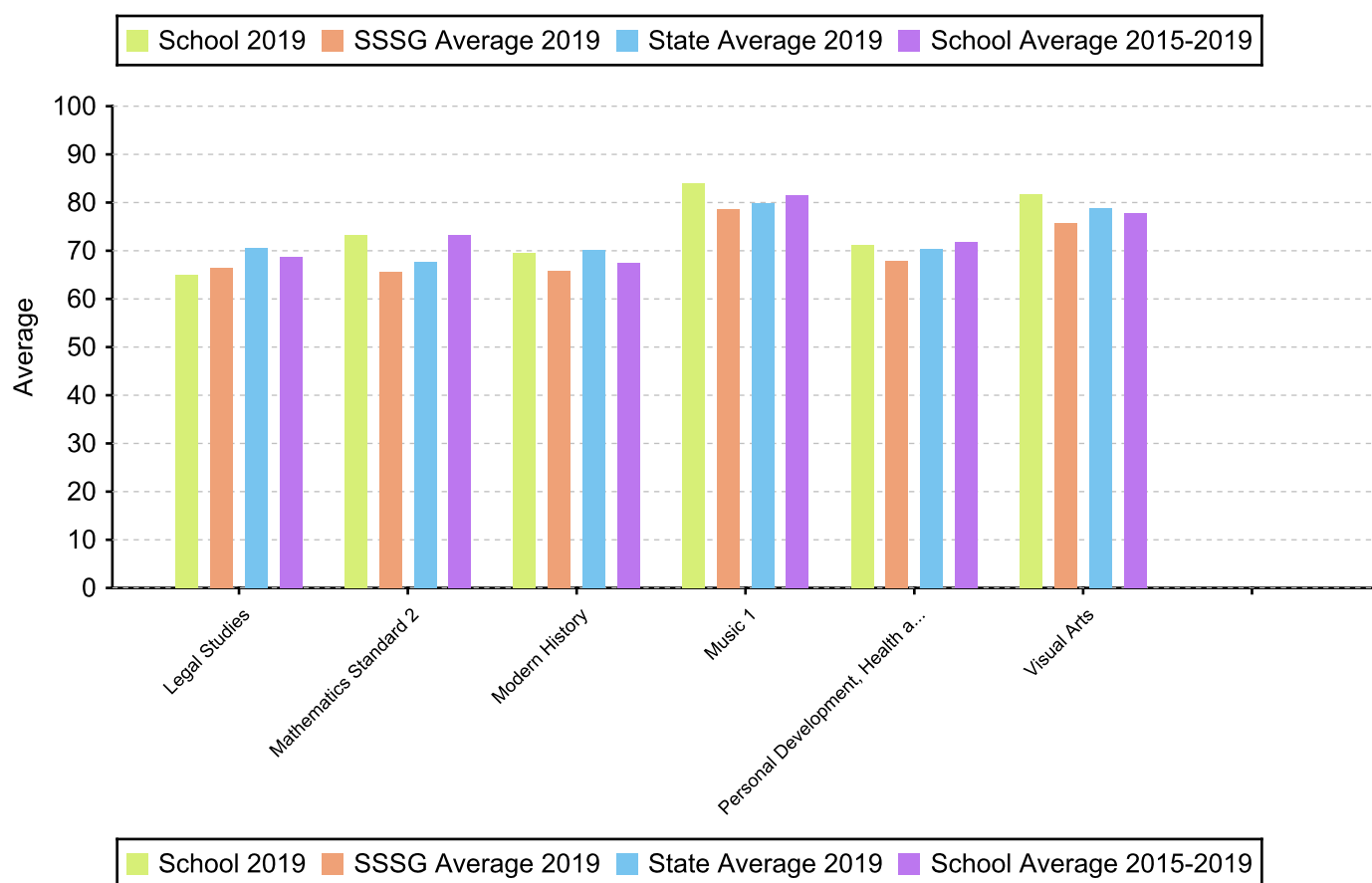
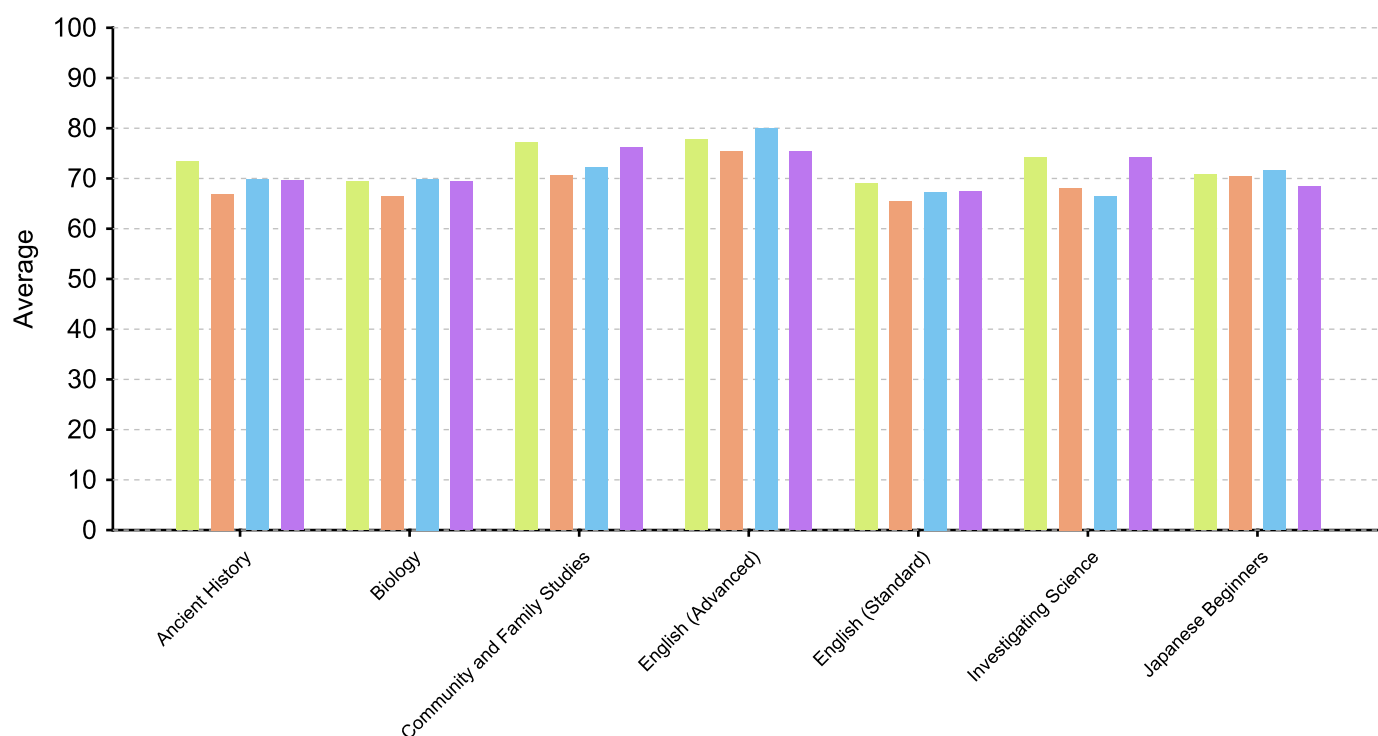


Band	5	6	7	8	9	10
Percentage of students	2.1	22.2	44.4	19.4	10.4	1.4
School avg -2019	2.2	24.1	35.9	23.3	12.1	2.5

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	73.3	66.9	69.9	69.7
Biology	69.4	66.5	69.9	69.3
Community and Family Studies	77.1	70.6	72.2	76.1
English (Advanced)	77.7	75.4	80.0	75.4
English (Standard)	69.0	65.4	67.3	67.4
Investigating Science	74.2	68.1	66.5	74.2
Japanese Beginners	70.8	70.5	71.6	68.5
Legal Studies	65.0	66.4	70.6	68.6
Mathematics Standard 2	73.2	65.7	67.7	73.2
Modern History	69.5	65.7	70.2	67.4
Music 1	84.1	78.7	79.9	81.5
Personal Development, Health and Physical Education	71.1	67.9	70.5	71.8
Visual Arts	81.8	75.7	78.8	77.7

Parent/caregiver, student, teacher satisfaction

Albion Park High School continues to use *Tell Them From Me* but this survey has not been a source of excellence and often gives us contradictory messages. One of the reasons may be that students are 'survey exhausted'. All other feedback from parents and community is outstanding. We continue to get positive phone calls about our students' behavior and emails to say thankyou for the effort staff put in. Another evidence of satisfaction is the continuation of the number of out of area enrollment requests and the growing number of P&C members.

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.