

2020 Annual Report

Denison College of Secondary Education, Bathurst High Campus



8103

Introduction

The Annual Report for 2020 is provided to the community of Denison College of Secondary Education, Bathurst High Campus as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

It is again that time of year where we all reflect on another school year, however 2020 has been like no other on record. Students at Bathurst High Campus were thrown into a world of isolation and learning from home, where both teachers and students were forced to connect virtually to ensure their continuity of learning. The 2020 school year has provided many challenges; however, I am super proud of all staff, parents and our students for working together and making it through until the end. A super human effort from many staff and families.

In early February, I witnessed one of the most wonderful student events I have seen in 29 years in education. Year 12 student Cameron Russell produced a mixture of contemporary music, musical theatre and personal originals. Cameron aimed to raise money to support the local Rural Fire Service after what could only be described as the worst bush fire season on record. Cameron had many members of the crowd in tears, before bringing laughter to everyone with Les Poissons from the Little Mermaid. Cameron raised over \$1000. We all look forward to hear more about Cameron's success in the future.

The 2020 Bathurst High Campus Swimming Carnival again attracted fantastic student numbers who were very vocal throughout the day and dressed to support each of the sports houses. The House War Cries was as fierce as ever, however the strength in numbers helped Lawson take out the cheering competition. Hundreds of students and staff took advantage of the extra games and activities provided poolside, as well as the usual Bathurst High Rocky BBQ.

On Wednesday 26th February 2020, teachers at Bathurst High Campus engaged in the first Academic Course Review process for 2020. Teachers provide feedback to students termly through the ACR process, where students receive recognition letters for their wonderful course and class efforts, while others may receive a Course Concern Letter based on their performance and effort.

On Tuesday 18th February 2020, Bathurst High Campus staff attended a final handover meeting for the newly constructed Bus Shelter. Throughout the year students have been working with our staff to improve the procedures when entering and exiting buses at Bathurst High Campus.

By the first week of Term 2, new seating was installed and our long-awaited internal bus shelter was up and running. Big thanks to Rocky and Justin for all their hard work on getting the bus shelter operational. The bus drivers were very happy with the new procedures and the safety of our students has improved.

The Bathurst High Campus Student Leadership Team posed for some formal photos in their new school blazers which were presented to them by the BHC P&C. Since being voted into office by the student population, these outstanding school leaders had already successfully and positively represented Bathurst High Campus at many school and community events. Our school leaders hosted the Central Western Student Leadership Forum at Kelso High Campus and they are skillfully running our school assemblies.

In March 2020, the Denison College Ixtend classes from Bathurst Campus were joined by students from Kelso Campus to begin their Junior Geography Projects. Students are investigating a range of geographical factors that relate to the

livability of Bathurst. The best projects will be selected to enter the Arthur Phillip Geography Awards in 2020. Congratulations to all of the students involved and to staff across the college.

In early March, Bronte O'Brien and Zoe Peters were presented the 499th and 500th free Dominos Vivo Pizza respectively. In just over 18 months, students at Bathurst High Campus have purchased a massive 500 Dominos Pizzas through our online Student Recognition System - Vivo. Mr Dibley was thrilled with the school and community partnership which places all students on a level playing field. Thomas said that the majority of his staff are existing or former students from Bathurst High Campus and the recognition system simply strengthens our partnership.

Members of the Senior Executive were afforded the opportunity to work with a small group of Aboriginal boys on Fridays as part of the Yidaki Didgeridoo Program. The boys involved talked about how they had personally built their own didgeridoos starting from scratch. The first phase was to find a long log which have been hollowed out by termites and then clean it out. Removing the external bark and then hours of sanding are required before adding bees wax to the mouth area. Many of the boys are highly skilled on the didgeridoo and are looking forward to playing on a future assembly or school event.

A large group of Denison College swimmers once again descended on Dubbo on a warm, sunny day and many students achieved personal bests to qualify for the State Championships later this term. There were red, blue and green ribbons all around for individual events and all of our relay teams have made it through to the CHS state. College staff praised our students for their sportsmanship and outstanding results. Unfortunately, the Covid - 19 isolation period in 2020 meant that these students were not able to attend the CHS State Swimming Championships late in Term 1.

Throughout 2020 our staff showed incredible patience and support as we have worked around the painting crew who are almost finished the quad side of the iconic Bathurst High 1926 building. The fantastic aerial photo which was shared with our school shows just how the new paint colour provided an immediate lift to our school. During 2020, we also installed video surveillance along all corridors to ensure improved monitoring and safety for students.

Bathurst High Campus were very lucky in 2020 to fit in their Year 7 Camp to Lake Burrendong before the Covid shutdown. Thanks to our Year Advisors - Kelsey Haddrill and Lachlan Crompton for a wonderful event, along with the Year 11 Peer Support students who supported throughout the camp. Our students were again blessed with some amazing weather and many lifelong friendships were created during a range of fun activities.

On the last day of Term 1, Bathurst High Campus staff found themselves with approximately 60 Brook Trout which had outgrown their tanks at the Aquaculture Centre. After a quick decision, the collective decision was to show our appreciation for the continued work of the NSW Health corporate staff. Executive Director Corporate Services and Clinical Support, Jeff Morrissey was delighted when Rocky dropped in some fresh trout. The students of Bathurst High wanted to say thank you and happy Easter to the hard-working staff from the Western NSW Local Health District. The donation of 30 fresh trout for Good Friday was just a small sign of our appreciation for all their hard work during the crisis.

In the middle of March this year, students all engaged in their day to day learning from home and our school staff produced work booklets for junior classes, while still delivering face to face Zoom lessons to our senior students. For a seven-week period, many students engaged in remote learning and then the slowly transitioned back to school as the Department lifted school-based restrictions.

It was fantastic to see each of the year groups rotate through the campus in mid-May with student numbers for each group very strong. Very few students failed to return to school on their allocated day and their overall behaviour was exceptional. As I moved around the site to check on students and to welcome them back to school, many students stopped me for a chat and asked that I thank the teachers for all their hard work. Well done to all teachers supervising and particularly the Year Advisors for all their hard work and follow-up during the isolation period.

Being in Year 12 is hard enough for most students, however throw in COVID - 19 and the uncertainty of whether their HSC will be significantly impacted, it has been stressful. Almost the entire year group returned when they had the opportunity to greet their teachers and to get back on the horse. They firstly received their new Year 12 Jumpers and school photos, before completing a short Wellbeing Survey. The students overwhelmingly indicated that their biggest stress is the work, learning and assessments. They felt stressed with catching up work, while completing assessments.

Our parents of Year 12 were thrilled with the outstanding support and understanding provided to our students after returning to school from the Learning from Home isolation period. Flexibility and compassion for each individual student was highlighted when key staff at Bathurst High Campus blocked out an entire day to support Year 12 with one-on-one interviews. Year Advisor Eleanor Cloherty, along with Sally Hennessy, Sarah Kenny, Brett Hartmann, Elise Woods and Nic Williams all dedicated time to assist and listen to student concerns.

On Wednesday 3rd June 2020, members of the Bathurst High Campus Parents and Citizens joined their first online meeting this year. After President, Susann Brown wrote a letter to Sarah Mitchell, Education Minister, the P&C Federation changed their constitution to allow parents to meet online to continue their great work for schools. It was fantastic to see everyone after two meetings were cancelled due to the Covid - 19 isolation period. Office bearers

presented their monthly reports by sharing their screens to discuss school support for the remainder of 2020. Everyone involved seemed to enjoy their first online parent meeting. There have been many suggestions about running meetings this way into the future.

Throughout the course of Week 6 Term 2, Bathurst High Campus tested the new video surveillance system aimed to improve student movement at transition time. The senior executive and front office are able to monitor which students are regularly out of class and act accordingly when needed. The cameras were installed as part of our WHS strategy to also improve safety across the campus. Throughout the remainder of 2020 - 2021, our school will also be looking to install some external cameras to monitor the playground in an attempt at reducing any issues.

The Bathurst High Aboriginal Education Team have been working hard to assist our Aboriginal students in building self-identity and confidence in themselves. As part of the Nanyaburra Aboriginal boys mentoring program, students have the opportunity to purchase an Indigenous Designed Nanyaburra training shirt. The shirts are to be worn by the students during the program and fitness related activities such as the Waluwin fitness sessions. The boys look amazing in their shirts, working together.

As many are aware, Michael Sloan returned to Kelso High Campus at the start of Term 3, after a 12-month relieving stint as Denison College Principal in Craig Petersen's absence. I am sure there were a few times that Mick had wondered why he took on this challenge, however as time progressed, he found his groove. Michael Sloan did an amazing job over the past year, uniting the College Team, introducing a fourth Head Teacher to balance onsite staff across the college and increasing the support and profile of both campuses. Personally, I have really enjoyed getting to know Michael Sloan on a more personal level and he has provided incredible support across a range of programs over the past year.

On Thursday 10th September 2020, School Captains, Ella Davis and Harvey Shead handed over a large cheque to Ronald McDonald House Orange for \$23 531.70. In a year where many families have struggled financially due to Covid - 19, the Wear Red Day fundraising goal of \$10 000 was well and truly surpassed. Thank you to all schools, businesses and community groups for your great commitment to this wonderful organisation.

Toni MacDonald made a special effort to attend Bathurst High Campus during Education Week to present the 2020 Student Education Week Awards. In previous years, these awards would have been presented at a Bathurst Network celebration, however Covid restrictions forced the cancellation of this event. The 2020 Student Education Week Awards were selected across many areas of the school and for many reasons in what has been a difficult year for many students.

Late in Term 3, Toni MacDonald - Director Educational Leadership informed the college that Kristie Anderson was successful in being appointed as the relieving College principal instructional leader. Ms Anderson comes as a highly capable English teacher and experience leading teaching and learning at Orange High School.

On Thursday 13th August 2020, many students attended the World's Greatest Shave event to witness a few inspired Bathurst High students step forward to raise funds to find a cure for cancer. Bronte O'Brien, Gus Hundy, Jeffrey Knox, Seth Simmons and Dana Douglas-Young all braved the clippers with other students having their hair coloured during the event. The event this year attracted high level media support as Bronte O'Brien shared her own personal story and the impact of cancer in her life. Collectively, students who participated raised over \$7000, an incredible and tremendous effort! Together with money raised by the SRC, the Leukemia Foundation will receive over \$8000 from the Bathurst High Campus community. Together with money raised by the SRC, the Leukemia Foundation will receive more than \$8000 from the Bathurst High Campus community.

Bathurst High was crowned the inaugural winners of the Denison Cup on Friday after winning all sports except the Boys Soccer. The event proved to be highly successful as all students behaved extremely well and played the games in good spirit. The event will be evaluated and we will be looking to hold the Denison Cup early in Term 2, next year as a way to trail players for Astley Cup teams. Congratulations to all staff and students involved, it was fantastic to see students competing in sports again in 2020.

I would like to acknowledge the support and work of our entire school administration staff led by Susan Graham, Carolyn Chalmers and Stacey Hardy. We have remarkable school administration staff who support students and teachers in our school and they are vital in making our school a great educational centre. Thank you to all of our SAS staff for their hard work, commitment to the students and staff, and their dedication to our students and the community.

I would like to thank our outgoing School Captains for the leadership and commitment they have shown to our school during the past few years. All captains represented the school with pride and honour at the various school functions which were possible during 2020 and they assisted around the school on a daily basis. I look forward to working with our 2021 school leaders who are also well respected by staff and students.

I would like to thank and acknowledge my executive leadership team for their hard work and commitment during 2020. Special thanks to my Senior Executive Team, Rebecca Smith, Nicholas Williams and Natalie Saini who continue to put the students and staff at Bathurst High before themselves. Your care and dedication are of the highest quality. I would like to thank all the staff, students and community for their ongoing support and efforts for the students of our campus.

Finally, I would like to acknowledge the parents on the P&C Committee, particularly parents in leadership roles. Together the P&C Committee and our school are truly making a huge difference in the lives of our students.

Ken Barwick

Principal - Bathurst High Campus

Denison College of Secondary Education



School vision

A united and collaborative community providing skills and opportunities for the future.

School context

Bathurst High Campus, Denison College of Secondary Education, is a comprehensive high school, Years 7 to 12. It has an enrolment of 1180 and is inclusive of 9% Aboriginal students, 6% NESB and a large support unit. Along with its college partner school Kelso High Campus, an innovative structure offers cross campus senior curriculum and enhanced learning opportunities for students in all years. The outstanding success of the college is attributed to a strong, collaborative culture of shared leadership, vision and understanding. Bathurst High is steeped in a rich and proud history and is highly engaged in and committed to the strong partnerships forged with the school and wider communities. Bathurst High Campus is focused on a culture of learning that caters for individual student excellence and wellbeing so that all students receive opportunities to empower growth to become valuable community members and leaders. The school has a relentless focus on building teacher capacity through extensive, planned professional learning and increasing achievement for all students. Further school information can be located at our school website - <http://www.bathurst-h.schools.nsw.edu.au/home>



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 | 2020 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 | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Learning and Assessment

Purpose

To provide students with quality, engaging learning experiences that meet individual student needs, identifying expected student progressions.

School wide practices are consistent for assessment and are used to monitor, plan and report on student learning across the curriculum.

There are ongoing improvements which lead towards high levels of student performance on external and internal school performance measures.

Improvement Measures

Increased use of student assessment data by all staff to inform the teaching and learning process.

Increase in the proportion of students achieving proficiency in Literacy and Numeracy.

Increase in the number of students achieving a Band 4 or higher in external HSC examinations and improve course trends towards and above the state average.

Progress towards achieving improvement measures

Process 1: Data Collection and Use

Implement whole school systems where by data generation and analysis drives teaching and learning to identify individual and entire cohort strengths and areas of development.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>The class profiling system that was developed in 2019 was refined and systematic professional learning continued to ensure the sustainability of this initiative. The data that informed these profiles was increased in 2020 to ensure that the profiles accurately reflect the literacy and numeracy abilities of students as well as their general learning and wellbeing requirements. This class profiling system will continue to be adapted and refined into the future to ensure individualised learning for all students.</p> <p>The Quicksmart Reading Program as well as the Red and Aqua Box reading initiatives continued to support students, identified through data who needed additional support in this area. These programs were particularly successful in the latter half of 2020, when students returned to Bathurst High Campus after learning from home, as the program allowed learning gaps to be identified and support was provided.</p> <p>In 2020, there continued to be a focus on analysing external performance measures such as NAPLAN, HSC and Tell Them From Me data. This analysis took place with the Denison College Data Consultant but with a focus on beginning to upskill school staff, mainly Head Teachers on effective data skills with the focus on coaching and mentoring of staff to use this data to inform their teaching and learning programs.</p> | <p>Equity funds used to support staff and students with data collection and learning support to meet minimum standards. \$54 692 used to release the Head Teacher Learning an extra 0.5 FTE to analyse data and to professionally develop other staff and Learning and Support Teachers.</p> <p>\$59 858 of Aboriginal equity funds used to employ additional Aboriginal support staff to assist students with literacy and numeracy based on data of Aboriginal students.</p> <p>\$10000 used from Professional Learning funds to support staff training around data and its use in planning for student growth.</p> |

Process 2: Assessment and Reporting

Develop a consistent assessment, monitoring and feedback cycle that elicits feedback to students that is directly focused on improving tasks, processes and student self-regulation, linked to specific learning outcomes and performance descriptors.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

Based on the work of the Learning Team throughout 2019, a common assessment template was adopted across the school. This structured template ensured there was a clear link between the learning outcomes to be assessed, the task itself and success criteria that were easily understood by students. This saw an increase in the quality of tasks being produced by students and a greater achievement of intended outcomes as the tasks were clear and students understood the link between the task and their learning.

In 2020, staff continued to utilise formative assessment strategies to strategically plan their teaching and learning strategies, make learning visible to students and increase student understanding of the progressions of learning within the syllabus. Professional learning around formative assessment was delayed due to COVID-19 and the associated restrictions. However, formative assessment has been identified as a continued area of focus within the new School Plan 2021-2024.

Senral has continued to be the medium in which formal feedback to parents is shared through reports. Processes around the collection of student assessment data were refined and models of effective communication around learning were adopted. Feedback from parents around the various modes of communication about their child's learning has been positive.

Ongoing reviews of teaching, learning and assessment practices were ongoing throughout 2020, after an initial model was established in 2019 with the Learning, Teaching and Leading Coordinator. These processes were reviewed and a cyclical model was established to be implemented from 2021 with a focus on monitoring and compliance for the HSC.

Additional Deputy Principal employed to support teaching and learning. The deputy is used to support Complex students to release other deputies to work directly with KLA Head Teachers and staff around assessment and feedback, costing \$24 015.

Head Teachers released 4 extra periods to support teachers with instructional leadership and classroom teaching. Assessment focus and processes were targeted, costing \$32 815.

Process 3: Quality Learning Programs

Develop and implement consistent whole school systems of learning based around explicit teaching that recognises learning as a systematic process that requires strong foundations to be built in the areas of literacy and numeracy.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Throughout 2020, Minimum Standards workshops continued as an avenue to monitor students literacy and numeracy achievement. Students who required additional support were identified through these workshops to receive additional support to ensure they met this standard before they commenced their HSC studies.</p> | <p>\$10 938 of equity funds used to increase 0.9 LaST to 1.0 LaST to support students who require assistance to meet minimum standards.</p> |
| <p>English and Mathematics tutoring continued to be offered to students throughout 2020. Attendance at these after school tutoring sessions as well as assistance provided to students through the Learning Centre after school was high, with students sharing positive feedback.</p> | <p>\$13 206 of flexible support funds used to support numeracy tuition to improve standards across all students.</p> |
| <p>Various opportunities existed for students to participate in extra-curricular activities across academic, sporting and cultural and workplace settings. There exists a strong focus on goal setting and career planning with dedicated careers lessons and access to the Careers Connection Academy.</p> | <p>\$65 630 of Aboriginal Equity funds used to employ an additional Aboriginal support teacher for improvement strategies in literacy and numeracy</p> |
| <p>The Learning Support Team continued to be successful throughout 2020, with a high number of referrals from teachers right across the school. This meant an increase in the number of students on Learning and Support Plans, working to achieve their individual learning goals.</p> | <p>.\$32 815 of equity funds used to release the Head Teacher Support to work with other staff around data and Learning Support for individual students</p> |



Strategic Direction 2

Wellbeing and Engagement

Purpose

Strategic and planned wellbeing structures within the school will allow students to connect, succeed and thrive.

Through innovative pedagogy students can access a vast range of learning experiences to effectively engage in lifelong learning.

Classrooms and other learning environments are well-managed and consistent to promote optimal learning and progress for all students across a range of abilities.

Improvement Measures

Increase in student engagement and feelings of belonging towards school.

Improved systems for recognising, reinforcing and celebrating expected student behaviours.

Increase of targeted wellbeing programs that are strategically planned through analysis of quality data.

Progress towards achieving improvement measures

Process 1: Wellbeing Structures

Implement and deliver an integrated whole school approach to wellbeing that is driven by data and focuses on improvements in academic achievement, better mental health in students and skill development that allows students to make responsible lifestyle choices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>The role statement of the Head Teacher Wellbeing continued to be refined with a focus on the use of wellbeing data to inform proactive programs to support student's engagement at school. The employment of the school's Student Wellbeing Officer allowed for diversification of these programs.</p> <p>The Deputy Principal Complex Case Support role continued throughout 2020 and was effective in working with students with unique circumstances to engage students at school. This role also built the capacity of staff right across the school to manage students' wellbeing, behaviour and learning to increase the case management skills of staff to engage all students.</p> <p>Regular release time was allocated to Year Advisors to increase their face to face time with students to support wellbeing and engagement to promote learning.</p> | <p>Head Teacher Wellbeing released an additional 0.5 FTE to support school based strategies to improve school indicators, costing \$54 692.</p> <p>\$10 805 of flexible wellbeing funds used to support Year Advisors working with students to improve overall wellbeing.</p> <p>\$7000 set aside to support the Student Wellbeing Support Officer from Young Life.</p> |

Process 2: Innovative Pedagogy

Draw on educational research and best practice in innovation to deliver teaching and learning experiences that are relevant, engaging, motivating and challenging.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>The Learning and Support Team established effective processes through Google Classroom to monitor students who were learning from home. This ensured the learning, wellbeing and support needs of students were being met during this time.</p> <p>All staff engaged in professional learning and the establishment of online platforms to deliver lessons and monitor student progress. This was supported by Learning and Support Teachers who were working with staff on implementing appropriate strategies for this learning environment.</p> | <p>\$54 692 of Equity funds used to release the Head Teacher Learning to support teachers and LaSTs with data collection and differentiated learning in classrooms.</p> <p>\$32 815 of Equity funds used to release the Head Teacher Support to assist staff with Learning and Support</p> |

Progress towards achieving improvement measures

Previous professional learning on Self-Determination Theory and Autonomy supportive practices remained a focus continued to see positive gains in the professional relationships that teachers were able to develop with students. This increased students' connectedness and feelings of belonging while at school.

Plan implementation in classrooms.

\$6 817 of flexible funding used to engage and motivate students in gifted and talented programs.

Professional Learning funds used to support extra staff professional learning relating to staff PDPs and External Validation processes.

Process 3: Classroom Practice

Refine whole school systems for classroom management and implement consistent strategies for reinforcing expected student behaviour.

Evaluation

In tandem with the revision of the school's Behaviour and Discipline Policy, the school's existing Positive Behaviour Learning initiative was changed to Positive Behaviour Strategy, encompassing the principles of Self-Determination and Autonomy Supportive practices. This team analysed various forms of data, identified clear focus areas and worked closely with staff to improve behaviour across the school.

Throughout 2020, many staff undertook professional development in classroom management, in particular, beginning teachers engaged in such learning as a foundation for their future careers. Consistency in behaviour management was also focus with the PBS team working with executive and teaching staff.

Stronger student monitoring practices were introduced throughout 2020. This provided students with regular opportunities to engage with staff and undergo self-reflection to make improvements in wellbeing and learning.

Funds Expended (Resources)

\$10 938 of equity funds used to release a Head Teacher to support teachers with classroom management and PBS.

\$10 000 of equity funds used to support PBS Implementation.

\$25 000 of flexible wellbeing funds used to support various positive behaviour strategies and programs for students across the campus.



Strategic Direction 3

Partnerships and Collaboration

Purpose

Collaboration within the campus, across the college and all stakeholders will improve student learning opportunities and outcomes.

Teachers actively reflect against the Professional Standards for Teachers and the School Excellence Framework to improve engagement and performance.

Teachers directly and regularly engage with parents and community to improve understanding of student learning and strengthen student outcomes.

Improvement Measures

Increased opportunities for campus, college and community collaborations.

Increased use of the Professional Standards for Teachers, School Excellence Framework, School Plan and Professional Development Plans by all staff for self and peer reflection.

Improved parent and community feedback and increased parent and community involvement in teaching and learning.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Draw on research and investigate effective collaborative practices to ensure processes are in place to optimise collaboration within the school, across the college and with all stakeholders.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Many opportunities existed throughout 2020 for staff to collaborate across Denison College and the community. These collaborations took place for large scale projects as well as well as individual teacher collaboration.</p> <p>A teams model was adopted across Bathurst High Campus in 2020 to focus on learning, wellbeing, attendance and engagement, key elements of the School Plan and associated milestones.</p> <p>Community partnerships continued to be strong in 2020, namely, the Careers Connection academy increased community partners which led to diversified opportunities for all students.</p> | <p>\$10 938 of equity funds used to support teacher collaboration and cross campus student involvement in creative and performing arts activities.</p> <p>\$32 815 used of employ a Transition Advisor working with staff across both campuses to improve transition outcomes for students and staff understanding of processes.</p> <p>\$16 408 = Equity funds used to support students in Mathematics and English through a coordinated after school support program.</p> |

Process 2: Capacity Building

Strengthen evaluative and self-reflective practice through professional learning that is structured against the School Excellence Framework, Professional Standards for Teachers and quality evidence collection.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>A focus through professional learning has been on staff knowledge and implementation of key policy documents such as the Professional Standards for Teachers, School Excellence Framework and the suite of What Works Best documents. These have been used by all staff for individual and whole school reflection and planning.</p> <p>All staff PDPs were based around the Professional Standards for Teachers</p> | <p>Throughout the Covid - 19 year, the majority of professional learning, coaching and mentoring occurred on campus, with limited cross campus PDP processes. \$10 938 of equity funds were used to support a Head Teacher to work with Head Teachers</p> |

Progress towards achieving improvement measures

and the AITSL Self-Reflection tool. Processes were introduced for formal coaching and mentoring of all staff.

Bathurst High Campus continued to partner with CSU as part of the Professional Experience Hub Project, ensuring quality teacher education student placements and supervision. This partnership supports both teacher education students and their supervisors in engaging meaningfully with the standards.

around Leadership and faculty PDPs.

Equity funds used to employ a Head Teacher - Teaching Excellence to support other executive and teaching staff around the Australian Professional Teaching Standards. This resulted in key staff being part of the External Validation process.

Process 3: Effective Communication

Establish new methods of communication with parents and community that actively involve them in the teaching and learning cycle.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>In 2020, increased communication with parents occurred through social media, in light of students learning from home. Parent contact also increased with regular zoom and phone contact meetings taking place. This promoted greater parent engagement in the teaching and learning cycle.</p> <p>Throughout 2020 there was an increase in the number of parents engaging with the school's Facebook page, as well as the School Stream Application. In 2021, Bathurst High Campus will move to implementing the Sentral Parent Portal, further streamlining communication.</p> <p>Employment of a dedicated Business Manager, ensures consistent communication to parents and the community.</p> | <p>\$38 284 of equity funds used to release a key staff member to work collectively with staff and administration staff on communication through Sentral and other media platforms for positive school promotion and communication practices.</p> <p>\$16 500 of school funds used to provide staff a communication platform called Sentral to manage student and parent feedback and communication.</p> <p>\$10 500 of school funds used to improve school materials and resources relating to school communication. These include videos, banners, flyers and electronic messaging systems.</p> <p>\$58 009 of principal's support funds used to upgrade a SAM to a Business Manager to work directly with the community and staff around multiple aspects of the school.</p> |



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| <p>Aboriginal background loading</p> | <p>\$65 630 = 0.6 Aboriginal Teacher to support academic learning.</p> <p>\$59 858 = 1.0 Aboriginal SLSO to support junior students in class and with Aboriginal Programs.</p> <p>\$ 14 255 from Aboriginal Equity to subsidise programs and student assistance for Aboriginal students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$139 743.00) | <p>In 2020 there was an increased in the number of cultural programs to improve cultural knowledge and connection across the campus and college. All Aboriginal students engaged with the Aboriginal Education Team and worked on PLPs together.</p> <p>Implementation of literacy and numeracy program for students in Stage 4 - students identified through assessment data by the Learning team. Student individual results improved remarkably.</p> <p>A more focused approach to SLSO support in class resulted in improved student performance. Support provided for the current needs of students.</p> <p>Case management established for 2020 - Years 10 to 12.</p> |
| <p>English language proficiency</p> | <p>EAL/D funds used to release a teacher 0.2 = \$21 877 to support student transition, academic learning, assessment recovery and to bridge the language barrier within the classroom.</p> <p>\$407 used for EAL/D programs to support students with school work, assessments and other activities.</p> <p>New arrivals funding of \$16960 used for immediate transition and integration of students into Bathurst High Campus through the year.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$39 244.00) | <p>Intensive language support classes created to assist students in smaller classes.</p> <p>Students all moved up a level on the EAL/D language progression or maintained high consolidation level.</p> <p>Semester 2 reports created for EAL/D students receiving intensive language support.</p> <p>A streamlined testing process created to allocate appropriate supports across the campus for EAL/D students.</p> <p>The Learning and Support Team strategically used the EAL/D coordinator across the school where needed most in Stage 6.</p> <p>Student transition processes were improved and families reported satisfaction with the level of support.</p> |
| <p>Low level adjustment for disability</p> | <p>\$13 206 = Learning Hub Support for Literacy, Numeracy ,HSC Minimum Standards Programs to improve student performance.</p> <p>\$6 817 = Targeted flexible funds to support Gifted and Talented Programs.</p> <p>\$10 000 = Funds used to support students through PBL programs such as Vivo.</p> <p>\$24 015 = Extra funds used to move Head Teacher Support to Deputy Principal</p> | <p>School Learning Support Officers are timetabled to equitably support students across the campus.</p> <p>All low level students who require a learning plan have IEPs and reviews in consultation with carers.</p> <p>Student needs are identified using data. These students are then catered for through LSP's or literacy/numeracy programs. Targeted Year 8 teachers participated in a Class Profiles day where they had the opportunity to collaborate with their colleagues on best practice and adjustments for students. Class Profiles were designed and circulated to all staff.</p> <p>Head Teacher Learning delivered a session</p> |

| | | |
|---|---|---|
| <p>Low level adjustment for disability</p> | <p>Complex Cases .</p> <p>\$32 815 = 0.3 Transition Advisor to ensure that all student post school career options are followed through and supported.</p> <p>\$16 408 = Mathematics tutors provided to students to improve numeracy results.</p> <p>\$25 000 = Support for students around accessing learning, technology and other resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$128 261.00) | <p>to whole staff on Learning Intentions and Success Criteria. Students show growth in reading comprehension through Quicksmart.</p> <p>Increased student engagement within the Learning Centre and classrooms from identified students.</p> <p>Significant growth was recorded for students in both Comprehension and Vocabulary.</p> <p>Literacy and Numeracy Programs exist. (Quicksmart, Red Box Reading, Aqua Box Numeracy).</p> <p>Support available on Tuesday Study afternoon, Wednesday Senior Study, HSC Minimum Standards Testing & workshops, Aboriginal Education Reading Program, Whole school diagnostic testing.</p> |
| <p>Socio-economic background</p> | <p>\$54 692 = Equity funds used to release the Head Teacher Wellbeing 0.5 to support all students across a range of complex issues.</p> <p>\$54 692 = Equity funds used to release a Head Teacher 0.5 to support the development of individual student Learning Support Plans and the coordination of the whole school Learning Support Team.</p> <p>\$32 815 = Equity funds used to release Head Teacher Support to develop individual student Learning Support Plans and the coordination of the whole school Learning Support Team.</p> <p>\$38 284 = Equity funds used for student support.</p> <p>\$21 876 = Equity funds used to support students and their involvement in Creative and Performing Arts activities to ensure equity.</p> <p>\$86 067 = Technical Support Officer funded to support all students across the school with technology and online learning supports.</p> <p>\$13 575 = Equity Funds for Head Teacher Attendance.</p> <p>\$10 938 = Equity funds for Head Teacher Teaching.</p> | <p>Improved student wellbeing.</p> <p>Improved student learning outcomes.</p> <p>Implementation of mentoring and monitoring processes to support Head Teacher Learning and Head Teacher Wellbeing to build capacity.</p> <p>Effective personalised plans implemented for students on caseload.</p> <p>There have been many positive impacts of the increased support provided by the Head Teacher Wellbeing. These supports are targeted at low socio-economic students who also have a range of wellbeing issues. In 2020, these programs include -</p> <p>Clean up Australia day, RAW, RAGE, RAP, Financial Literacy Certificate 1, I track mentoring, Extra transition for Year 6 into 7(2021), Organised and presented the National Day of Action against bullying and violence for Years 7-12. Surveyed roughly 500 students to determine areas of need and support structures that need to be put in class. Created Wellbeing Plans to support students with significant mental health needs. This was a priority as our external agencies are struggling with the high demand of students that they are seeing. Created new timeout card to support students who require some timeout to reset. Grown the wellbeing space, including the structures around students timeout. Case managing and provide one-on-one support for individual students with significant needs. Completed a number of referrals to outside agencies for both students and families . Agencies include, Veritas House, CAMHS ,Headspace. Support the Senior Executive as needed in terms of Wellbeing. Support and advice for year advisors, Girls and Boys Advisors. Consistent and regular contact with a number of parents. Work collaboratively with the School</p> |

| | | |
|--|---|---|
| <p>Socio-economic background</p> | <p>\$32 554 = Equity funds used for VIVO programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$345 493.00) | <p>Counsellor to support a large number of students. Planning around a number of students including HCP, OoHC, Wellbeing, timeout, IEP, review and reprisals. Continued developing strong connections with outside agencies.</p> |
| <p>Support for beginning teachers</p> | <p>A portion of beginning teacher funds are pooled to employ a Head Teacher Mentor across all KLAs to support all beginning teachers and the accreditation process for staff.</p> <p>Beginning teachers have reduced loads, where staffing is paid from beginning teacher funds to ensure reflection time and targeted one on one support. Beginning teacher funds are also used to support extra teacher professional learning modules for beginning teachers based on their Professional Development Plans.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$42 390.00) | <p>Bathurst High Campus continues to excel in supporting beginning teachers through a strong, evidence based induction program. This is a two year structured induction program that provides all beginning teachers the opportunity to obtain information, improve understanding and practice skills in a safe and supportive environment.</p> <p>Beginning teachers receive an allowance of 4 periods per cycle in their first year of teaching, along with access to increase professional learning opportunities. This is negotiated between the beginning teacher and supervisor, and is based on extensive PDP conversations and individual teacher need.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 565 | 584 | 596 | 611 |
| Girls | 480 | 488 | 485 | 472 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 91.4 | 92.2 | 90.7 | 92.6 |
| 8 | 89.5 | 88.7 | 87.6 | 92.7 |
| 9 | 87.4 | 85.7 | 85.3 | 90.3 |
| 10 | 83.3 | 84.1 | 84.2 | 88.5 |
| 11 | 90.9 | 89.2 | 86.3 | 94.5 |
| 12 | 91.3 | 84.3 | 87.7 | 91.3 |
| All Years | 88.9 | 87.8 | 87 | 91.7 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 | 12 | 2 |
| Employment | 0 | 5 | 21 |
| TAFE entry | 2 | 6 | 6 |
| University Entry | 0 | 0 | 44 |
| Other | 6 | 9 | 2 |
| Unknown | 0 | 1 | 12 |

Year 12 students undertaking vocational or trade training

50.39% of Year 12 students at Denison College of Secondary Education, Bathurst High Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Denison College of Secondary Education, Bathurst High Campus expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 2 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 14 |
| Classroom Teacher(s) | 59.82 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 22.17 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 2,281,169 |
| Revenue | 14,976,774 |
| Appropriation | 14,701,557 |
| Sale of Goods and Services | 57,153 |
| Grants and contributions | 211,180 |
| Investment income | 2,884 |
| Other revenue | 4,000 |
| Expenses | -14,734,060 |
| Employee related | -13,478,582 |
| Operating expenses | -1,255,478 |
| Surplus / deficit for the year | 242,714 |
| Closing Balance | 2,523,883 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 415,212 |
| Equity Total | 843,611 |
| Equity - Aboriginal | 139,743 |
| Equity - Socio-economic | 345,493 |
| Equity - Language | 22,284 |
| Equity - Disability | 336,090 |
| Base Total | 11,606,876 |
| Base - Per Capita | 273,525 |
| Base - Location | 4,322 |
| Base - Other | 11,329,028 |
| Other Total | 883,440 |
| Grand Total | 13,749,139 |

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

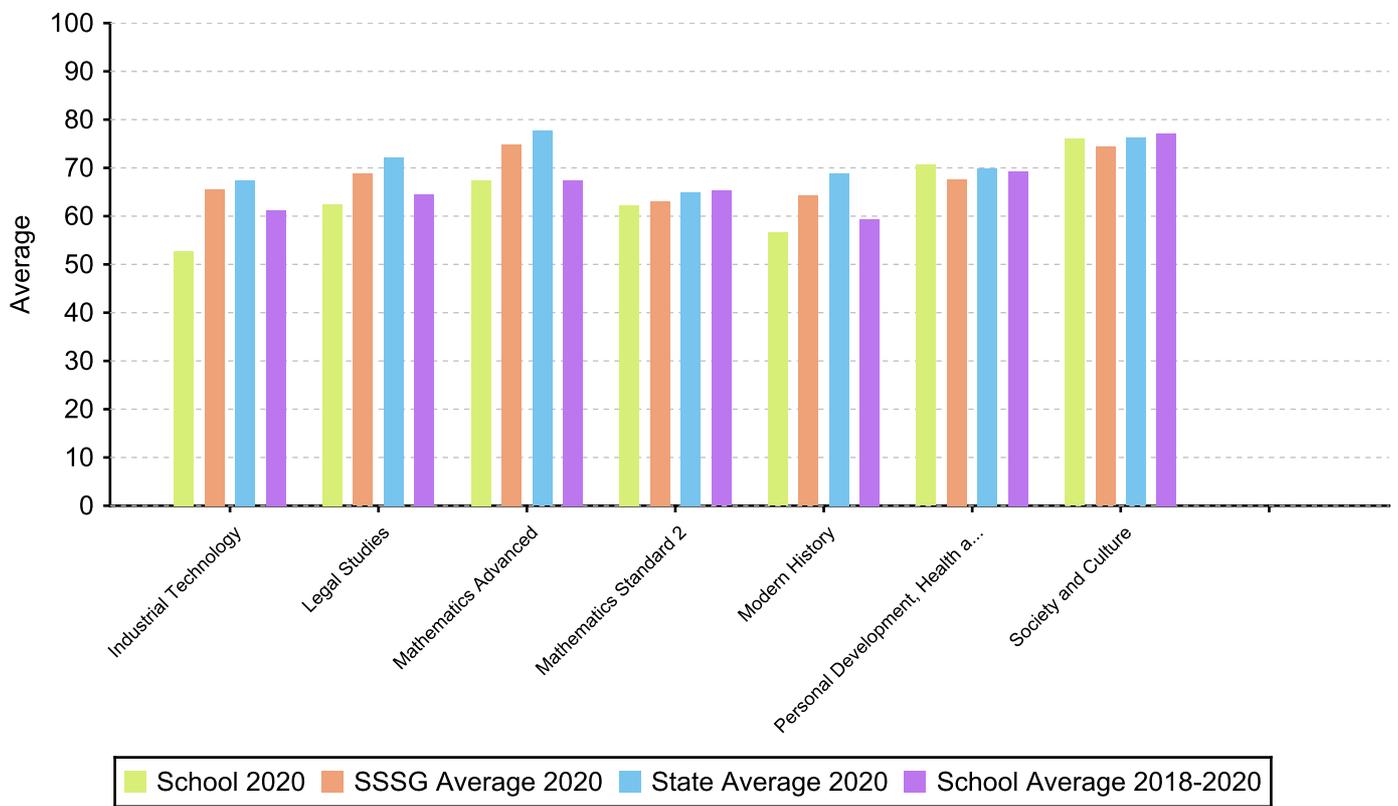
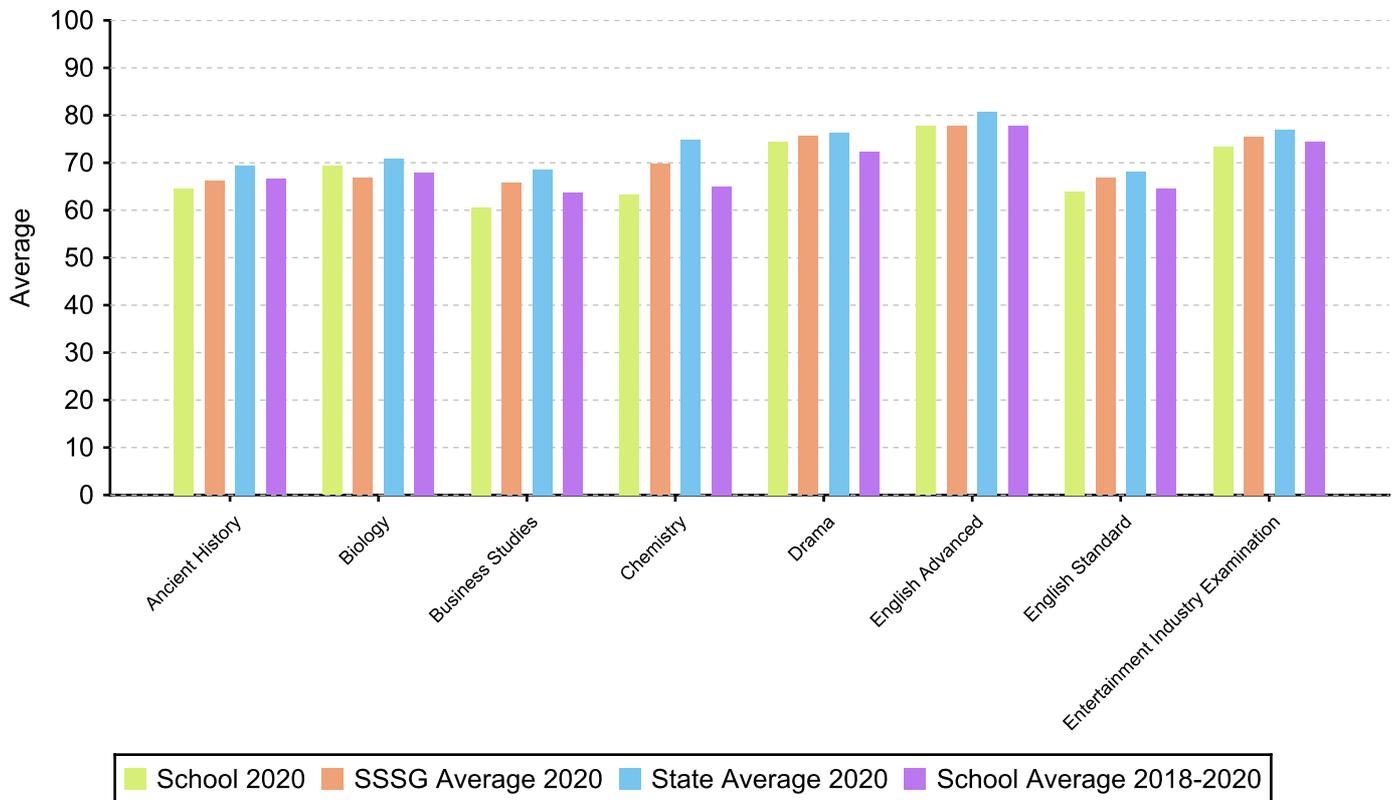
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Ancient History | 64.6 | 66.2 | 69.4 | 66.6 |
| Biology | 69.3 | 66.8 | 70.8 | 67.9 |
| Business Studies | 60.6 | 65.7 | 68.6 | 63.7 |
| Chemistry | 63.3 | 69.7 | 74.8 | 64.9 |
| Drama | 74.4 | 75.6 | 76.4 | 72.3 |
| English Advanced | 77.7 | 77.7 | 80.8 | 77.8 |
| English Standard | 64.0 | 66.8 | 68.1 | 64.6 |
| Entertainment Industry Examination | 73.4 | 75.5 | 77.0 | 74.4 |
| Industrial Technology | 52.8 | 65.6 | 67.5 | 61.2 |
| Legal Studies | 62.5 | 68.8 | 72.1 | 64.5 |
| Mathematics Advanced | 67.4 | 74.9 | 77.7 | 67.4 |
| Mathematics Standard 2 | 62.3 | 63.1 | 64.9 | 65.3 |
| Modern History | 56.6 | 64.2 | 68.9 | 59.3 |
| Personal Development, Health and Physical Education | 70.6 | 67.7 | 69.9 | 69.2 |
| Society and Culture | 76.0 | 74.3 | 76.2 | 77.2 |



Parent/caregiver, student, teacher satisfaction

In 2020, Bathurst High campus engaged heavily with the Department of Education Tell Them From Me surveys and other internal student wellbeing surveys to gather valuable information from students, parents, teachers and the broader community. The opinions of all key stakeholders are essential and are used in the planning cycle to drive school improvement and also to determine new school strategic directions. In 2020, students completed surveys, while parents were surveyed at Parents and Citizens meetings on the first Wednesday of each month.

534 Bathurst High Campus students completed the shortened Tell Them From Me Survey in 2020, which included ten measures of student engagement alongside the five drivers of student outcomes. The following is a summary of the results. 56% of students felt a sense of belonging to Bathurst High Campus, while 79% of students displayed positive behaviours at school. 20% of students were motivated and interested in learning (which is a decrease of 3%), while 59% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 76% of students plan on finishing Year 12, while 71% of school staff emphasise academic skills and hold high expectations for all students to succeed. Around 68% of students voted to change our mixed ability class structure into a streamed academic structure, while 21% of student felt that teachers were inconsistent with enforcing school classroom rules.

Parents rated our school 6.3 for feeling welcome or valued (on a scale of 1.0 to 10.0) and only 5.7 on our ability to communicate effectively. These are both areas for improvement. 5% of parents indicated they are involved in school communities, while around 66% of parents feel they support their students learning at home. This is an increase which may be a result of Covid - 19 in 2020. Parent rating about the school as a safe place scored 6.0, with issues need to be dealt with in a timely manner as their biggest concern.

61% of teachers felt strongly supported by school leadership throughout 2020, while there was an increase in teacher collaboration with 71% achieving success in this area. More than three quarters of the teachers felt they had built positive and productive relationships with students which enhanced student learning. Teachers also felt more comfortable in using student data sources to inform teaching and learning. Staff at Bathurst High Campus out performed the state norm with 68% of teachers competently using technology to enhance learning opportunities for students. Staff feel that our school is inclusive and are working on improving parent involvement.

In 2019, Bathurst High Campus continued our internal student survey based on the wellbeing and connectedness of students. The survey was designed to get a snap shot of the current wellbeing and learning engagement of our school population. Importantly this survey provided students with the opportunity to drive sustainable change in areas that they identified. The survey explored student's social, emotional and physical wellbeing including access to food and sleep habits. It explored the commitment to learning and connection to staff and friends, as well as exploring mental health, bullying, excursions and rewards. Key messages from the survey included that the vast majority of students (91%) had a good connection with friends and staff (69%, a 6% increase). Students indicated a 17% improvement in lesson including a cultural perspective which is extremely positive, while 68% of students were engaged in cultural programs.

67% liked the recognition system and enjoyed getting Vivos and the wide variety of options in the Vivo shop. Based upon the results of this survey Bathurst High committed to implementing further programs and strategies in support of student wellbeing and learning. Bathurst High Campus continued the development of engagement and resilience-based programs to increase the connectedness in our campus by introducing the Resiliency Program for all students in Years 7 to 10. There has been a 3% increase in students suffering from a Mental Health condition during 2020 according to surveys.



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.

