

2020 Annual Report

Kiama High School



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Introduction

The Annual Report for 2020 is provided to the community of Kiama 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.

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Message from the principal

At Kiama High School we focus on preparing our young people for their future beyond school. It is indeed a privilege to have the opportunity to lead Kiama High School and our priority is to teach the literacy, numeracy and technology skills they need

Kiama High School is situated in a vibrant supportive community. We acknowledge our school is located on Dharawal Country and its traditional custodians are the Wadi Wadi people.

While maintaining a clear focus on teaching and learning we are mindful that it is important to develop and nurture every child's self-awareness through exemplary wellbeing initiatives. It is important to work closely with our P & C, parents & carers and other agencies to ensure the best possible outcome for our students.

We take pride in all achievements including sporting success, cultural opportunities, student leadership, community service and other programs such as the Duke of Edinburgh Scheme. Such opportunities are offered by a staff committed to supporting Kiama High School. They are passionate about their own practice and ongoing professional learning to ensure that in all areas we strive for excellence.

In 2020 there was the added disruption of COVID-19 on our community. I would like to acknowledge the efforts of all staff at Kiama High School to maintain student engagement and connectedness. All school activities were modified which was worthwhile but took a lot of time and effort. Our students and their families were very understanding and appreciative of our efforts.

School vision

Kiama High School's learning community nurtures, empowers and enriches every individual and this is underpinned by our core values of Respect, Responsibility and Excellence. Our staff are passionate about providing a future-focused learning environment so that students are well-prepared for the challenges and rewards of contemporary society, future study paths and the expectations of the modern workplace. At Kiama High School we focus on ensuring that every child is provided the opportunity to access a quality education. We are student-centred, committed to building positive relationships that promote achievement in an inclusive environment of mutual respect. The school is an integral part of a vibrant community fostering close ties to the Kiama Community of Schools, the Kiama Community College, local business groups and sporting clubs, further demonstrating the value we place on strengthening community partnerships.

School context

Kiama High School, a comprehensive co-educational high school located beneath Saddleback Mountain on the beautiful south coast of NSW, provides a broad and rich curriculum offering a wide range of opportunities for its 1069 students to achieve success. With over 90 staff members committed to excellence, there is a focus on equipping young people to face the challenges of the world by embracing technology and the facilities provided by both the school and the local community. Our school is a proud, proactive member of the Kiama Community of Schools (KCoS).

The school is recognised in the region as a high performing academic school receiving recognition in the HSC Distinguished Achiever's List. We offer a broad curriculum which caters to student needs as they develop their potential and set goals for their transition beyond school. Every student is also supported and encouraged to pursue their interests in the academic, sporting or cultural arena to further enrich their capabilities.

The school is a Positive Behaviour for Learning (PBL) school where the core values of Respect, Responsibility and Excellence are reflected in the outstanding Wellbeing Framework that underpins all we do to ensure that our students Connect, Thrive and Succeed.

Our facilities effectively support Key Learning Areas (KLAs). With the introduction of Bring Your Own Device (BYOD), the focus on STEM and the need for improved use of technology the school has focused on updating both the hardware and software required to deliver a 21st Century curriculum.

The Creative and Performing Arts (CAPA) Program is comprehensive comprising the Junior Band, the Senior Band, the Stage Band and the Vocal Group. The Vocal Group has achieved outstanding success with performances in School Spectacular. The Stage Band regularly tours regional centres, performing in primary schools and local venues. The accomplished dance group regularly performs in Southern Stars. Students excel in Visual Arts with nominations for Art Express and selection for the Shoalhaven BOW WOW Art Exhibition.

Kiama High School has a proud sporting history and enters teams in a wide variety of Combined High School State Knockout sporting competitions achieving success at regional and state levels.

Cultural activities are offered to celebrate diversity and to recognise our Indigenous students. The Student Representative Council (SRC) introduced the highly successful KHS Fest in 2017 as a way to recognise this diversity. The school participates in NAIDOC Week and the AIME program. We offer Italian, French and Japanese language courses and strengthen cultural ties with an annual exchange program with a sister school in Udine, Italy, and has an annual overseas excursion to Japan.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Young people equipped to face the challenges of the world.

Purpose

Our confident and resilient students make responsible choices utilising critical, creative and innovative thinking and highly developed communication skills.

Improvement Measures

9% increase in value-added data for Year 9 NAPLAN.

Improvement in extended writing results for students with evidence of a 2% improvement in HSC results.

100% of programs will include explicit literacy, numeracy and technology strategies.

An increased number of students indicating high levels of engagement with the school's academic, extra-curricular and wellbeing programs as indicated by the Tell Them From Me Survey and internal school data.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy expertise underpins teaching and learning.

Evaluation	Funds Expended (Resources)
NAPLAN was not implemented in 2020. Kiama High School opted for the check in assessment and have used the data from that to provide staff and student focus. 40% of staff have opted in for intensive professional learning in #COT. Faculty programs are using thinking routines in their programming. The Professional Learning Steering Committee plans for all professional and meets regularly to ensure high quality professional learning is delivered to meets identified needs.	Maintaining TPL, #COT and presenting good practice at executive and full staff meetings. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$19606.00)• Support for beginning teachers (\$6000.00)

Process 2: A Culture of Thinking (#COT) provides engaging educational opportunities that empower students.

Evaluation	Funds Expended (Resources)
Consultant, Simon Brooks, worked with staff via online learning due to COVID-19 restrictions to maintain a focus on incorporating a Culture of Thinking in classroom practice and programming. Ensuring program compliance has been a focus in 2020 as well as updating resources to reflect thinking routines to improve critical literacy. Faculties continue to use the ALARM matrix embedded in practice over the course of the current plan.	Funds from school operating funds Funding Sources: <ul style="list-style-type: none">• (\$30000.00)

Process 3: Wellbeing Team ensures best practice through structured and coordinated systems.

Evaluation	Funds Expended (Resources)
Audit of Wellbeing procedures to identify structural changes and data capture required occurred in Terms 3 & 4. Changes to be implemented in Term 1, 2021.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$13000.00)

Next Steps

In support of improved literacy and numeracy the focus in 2021 will move from programming to assessment. There will be a focus on explicit instruction to support improved literacy and numeracy. A Culture of Thinking #COT will continue in its current format with facilitators driving the culture shift in 2021. Simon Brooks will lead #COT for school leaders and will coach in-school leaders. In 2021 the Sentral changes will be refined to support referrals. The Safe Minds framework will also be introduced to manage cases so that there is a clearly defined structure in place.

Strategic Direction 2

Passionate, inspirational educators.

Purpose

A connected, collegial learning community with targeted professional development strengthens our teaching and learning capabilities.

Improvement Measures

100% of staff engaged with professional learning and participating in collegial practice.

All staff complete effective PDPs which focus on improving professional development and supporting performance at a proficient standard or higher.

All teachers are provided targeted feedback through lesson observation.

Whole school uniform assessment procedures developed and implemented

Teachers reflect on and evaluate Teaching and Learning Programs.

Progress towards achieving improvement measures

Process 1: PDPs aligned to Strategic Directions and Faculty Goals.

Evaluation	Funds Expended (Resources)
Senior executive and Head Teacher Teaching and Learning have analysed data including PDP goals to identify the need to improve the current process. Staff Development will be implemented early Term 1, 2021 to clearly articulate policy requirements and also staff capacity in writing goals that move beyond the teacher role statement and align with the state goals that every teacher improves in their practice every year.	

Process 2: Comprehensive and targeted assessment feedback is provided to students.

Evaluation	Funds Expended (Resources)
Staff have focused on providing comprehensive and timely feedback to students. Completing the WWB module has improved staff understanding on the research and implementation of effective feedback.	What Works Best (WWB) - Feedback module

Process 3: Programs are refined to reflect 21st Century teaching & learning, best practice, evaluation and reflection.

Evaluation	Funds Expended (Resources)
The school has engaged the services of consultants to ensure compliance for scope & sequence and programming documentation. There has also been a focus on developing faculty management plans to resource articulated goals. All head teachers have benefited from the coaching and mentoring of experts to develop these plans so that they are supported in achieving them.	Evaluation process - survey, focus group etc. P4U - \$26,000 Funding Sources: <ul style="list-style-type: none">• Professional learning (\$43000.00)• Support for beginning teachers (\$3000.00)

Next Steps

Staff Development Day 1, 2021 has been booked to unpack the procedures for PDP completion. This includes improving writing of goals. Faculty head teachers are expected to show evidence of PDP meetings with staff to negotiate effective goals. In 2021 the focus on assessment include providing effective feedback and staff will continue to refine and

implement effective formative and summative feedback. All faculties now possess faculty plans, to be updated annually, accurate scope and sequence documentation and programs for all stages.

Strategic Direction 3

An inclusive, informed and engaged community.

Purpose

High quality educational environments are created through strong community partnerships which enhance student achievement.

Improvement Measures

Increased opportunities for students to pursue academic, sporting and cultural activities

Updated communication platforms to communicate with the parent and wider community.

Strengthened engagement with our Community of Schools.

Development of ATSI annual schedule

Progress towards achieving improvement measures

Process 1: To provide improved communication of opportunities for students such as links to university programs, competitions, the Duke of Edinburgh Scheme etc for all students.

Evaluation	Funds Expended (Resources)
Improved consistent communication with parents and the community have seen engagement rates with surveys and events (pre-COVID) increase. This has led to improved data collection and an increased presence in the community.	All head teachers liaise with the website administrators to keep faculty website areas current. All platforms (website, Parent Portal, Facebook) are fully functioning and regularly updated. Sustainable plan has been developed to ensure a number of staff members are proficient in website development and procedures. Sentral, ENews, School Bytes Funding Sources: • (\$20000.00)

Process 2: Updated website using new platform to support enhanced communication.

Evaluation	Funds Expended (Resources)
This target was partially completed in 2020 but a complete update of the website did not occur due to Technical Support Officers supporting staff, students and parents with online requirements as a result of managing COVID-19 requirements. Plans are in place to recommence the update in 2021.	Partial TSO salary Funding Sources: • (\$20000.00)

Process 3: SMS attendance alerts implemented.

Evaluation	Funds Expended (Resources)
This has been a successful initiative.	SMS costs - approximately \$5000

Process 4: Consolidation of CoS Team initiatives focusing on How2Learn, Literacy and Numeracy and Environment.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Due to Covid-19 restrictions CoS professional learning events were postponed until we can meet face to face across educational settings. This decision was taken as the purpose to the events is to enhance collaboration. In 2021 the inaugural HPGE class was established. Identified as an early adopter of the new HPGE Policy Year 6 students from our 4 partner primary schools attended Kiama High School one day per week for terms 2 & 3. During Term 2 learning moved online in response to Covid-19 restrictions and then was at school in Term 3. The program aimed to provide extension for students and also provide expertise and resourcing from the high school to improve transition. The HPGE class was highly successful with survey results overwhelmingly positive. The outcome of the survey ensures that this class will continue in 2021.

Next Steps

The website update will now be completed by April 2021.

The HPGE class will continue in Terms 2 & 3, 2021. CoS principals will meet in Term 2, 2021 to refocus our group and plan initiatives.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff employed to lead Aboriginal education initiatives.</p> <p>AIME - \$2,000</p> <p>Yarning circle partial payment \$8,722.8. Remainder of invoice for yarning circle came from grant 2020 \$4,987</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background - flexible (\$28 956.00) 	<p>The Trial of a local Aboriginal mentor at the school was highly successful and will replace AIME in 2021.. \$3,979 (due to COVID) remaining funds rolled into 2021 - fund 6101</p>
English language proficiency	<p>Partial payment for Renaissance Program - total cost \$10,937</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency - flexible (\$3 074.00) 	<p>The MYON Renaissance Reading Program supported English staff to gather data and identify student reading levels. An evaluation of the implementation of this initiative identified that staff were not completing the testing on a regular basis . This will be implemented in 2021 to provide more informed data of student reading progress.</p>
Low level adjustment for disability	<p>Funds used for staffing only. LaST 1.5 allocation - Ros Jaeger and Helen Macpherson - \$164076</p> <p>SLSOs - \$100,207</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$264 283.00) 	<p>This team will continue to function under current procedures as they are highly effective. Training for SLSOs will be implemented in 2021 to support a high needs student enrolling in year 7.</p>
Socio-economic background	<p>Student Assistance , additional student laptops.</p> <p>Teen Mental Health Seminars & general student welfare. Top Blokes foundation, Study Skills seminars</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$101 972.00) 	<p>By mapping student initiatives there is now a clear scope and sequence for delivery of targeted wellbeing support. A review of programs has identified a need to spread resources more equitably. This will commence in 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	520	503	529	524
Girls	551	537	515	498

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.5	90.7	91.4	94.5
8	91.7	90	88.9	91.9
9	90.5	89.2	88.5	92
10	88.8	88.6	89.6	91.2
11	90.9	89.6	90.4	92.5
12	91.4	95.8	91.3	93.9
All Years	91.1	90.3	89.9	92.6
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	4	0
Employment	61	67	25
TAFE entry	30	22	6
University Entry	0	0	58
Other	4	2	0
Unknown	4	4	11

Year 12 students undertaking vocational or trade training

29.07% of Year 12 students at Kiama High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Kiama High School 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)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	55.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.57
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	1,114,941
Revenue	12,046,519
Appropriation	11,787,706
Sale of Goods and Services	3,227
Grants and contributions	249,967
Investment income	1,774
Other revenue	3,844
Expenses	-11,752,077
Employee related	-10,713,613
Operating expenses	-1,038,463
Surplus / deficit for the year	294,442
Closing Balance	1,409,383

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	165,194
Equity Total	402,264
Equity - Aboriginal	32,935
Equity - Socio-economic	101,972
Equity - Language	3,074
Equity - Disability	264,283
Base Total	10,415,373
Base - Per Capita	254,540
Base - Location	13,234
Base - Other	10,147,599
Other Total	637,933
Grand Total	11,620,765

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

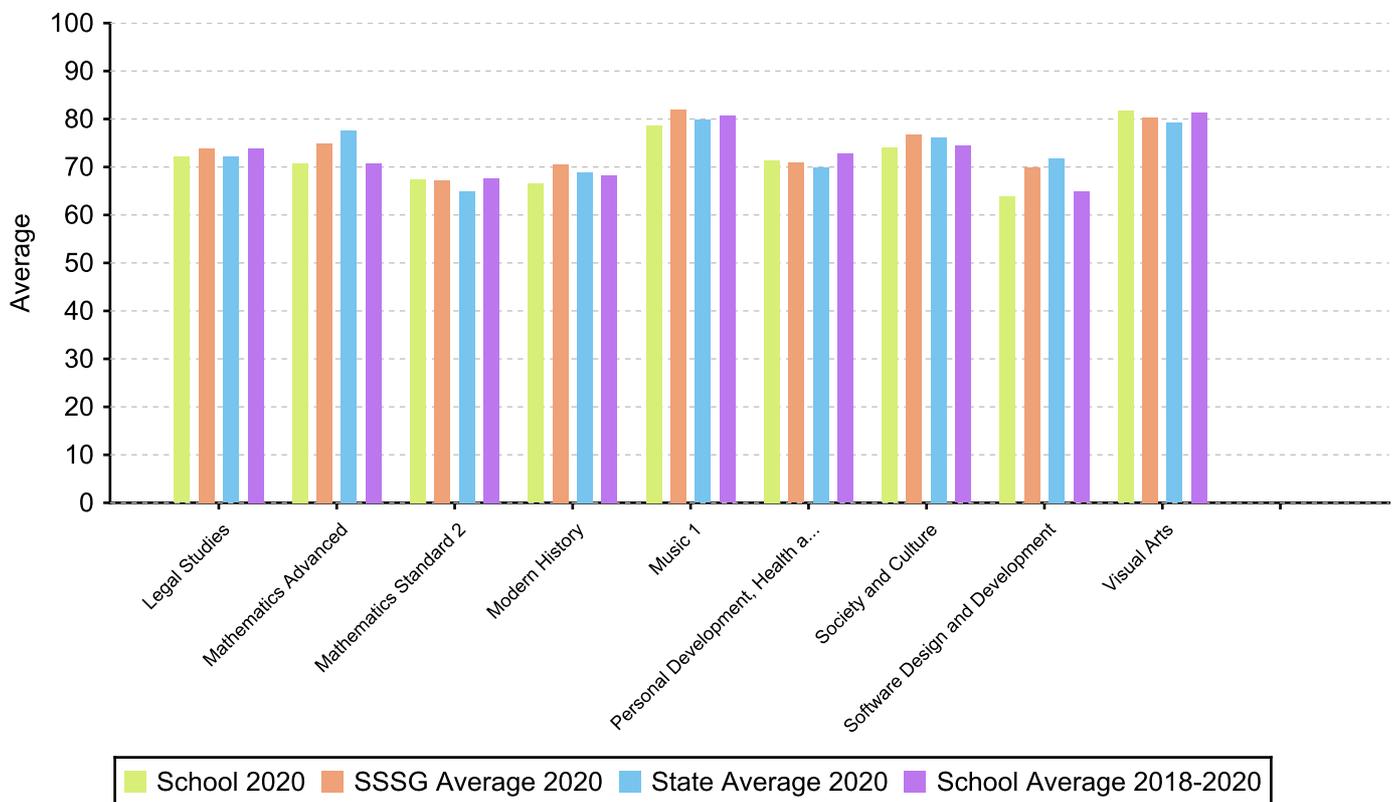
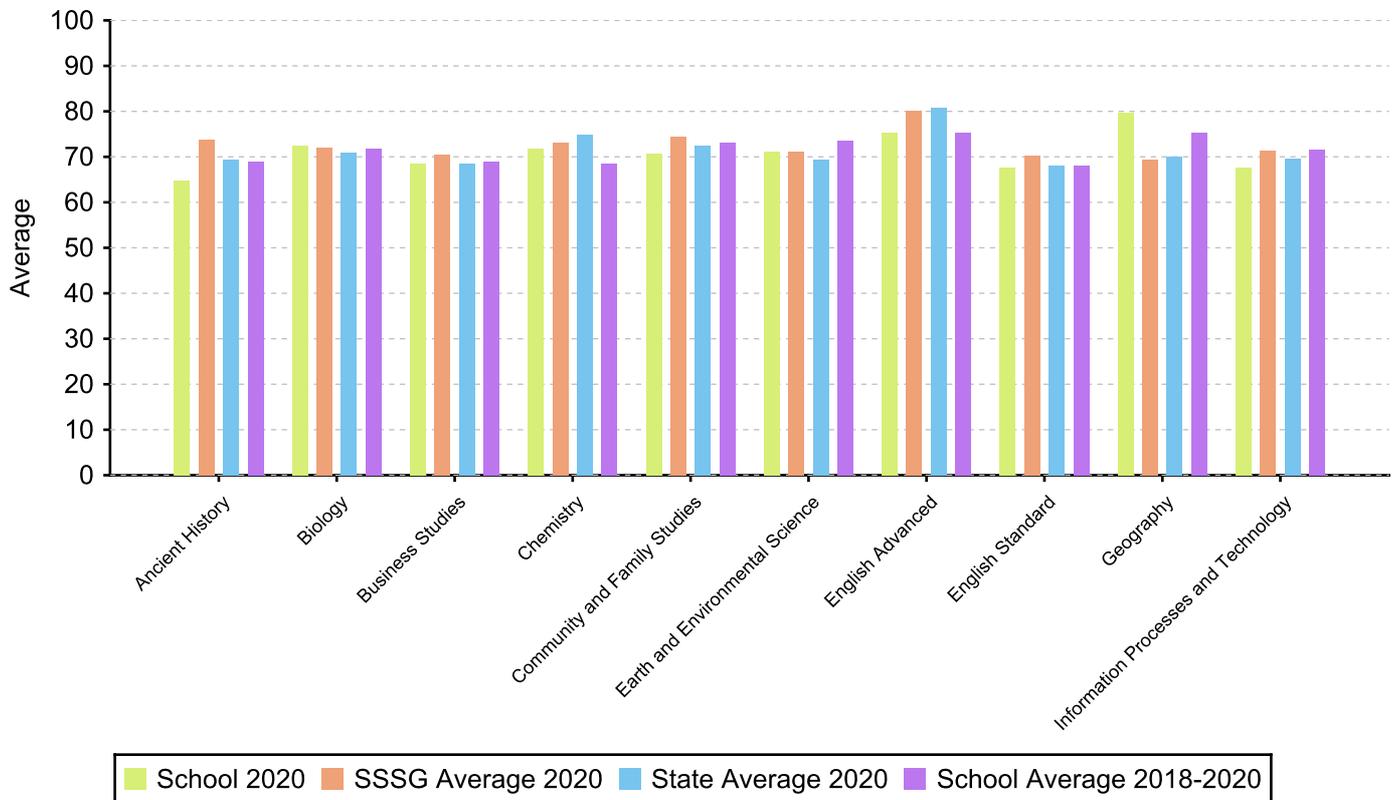
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	64.8	73.8	69.4	68.9
Biology	72.4	71.9	70.8	71.8
Business Studies	68.5	70.5	68.6	68.9
Chemistry	71.8	73.0	74.8	68.4
Community and Family Studies	70.7	74.5	72.4	73.0
Earth and Environmental Science	71.1	71.2	69.5	73.6
English Advanced	75.3	80.2	80.8	75.3
English Standard	67.6	70.2	68.1	68.1
Geography	79.8	69.4	70.1	75.4
Information Processes and Technology	67.7	71.4	69.6	71.6
Legal Studies	72.1	73.9	72.1	73.8
Mathematics Advanced	70.8	74.9	77.7	70.8
Mathematics Standard 2	67.4	67.3	64.9	67.7
Modern History	66.5	70.6	68.9	68.2
Music 1	78.6	82.0	79.8	80.7
Personal Development, Health and Physical Education	71.4	70.8	69.9	72.8
Society and Culture	74.0	76.9	76.2	74.4
Software Design and Development	63.9	69.9	71.8	64.8
Visual Arts	81.7	80.3	79.2	81.4

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought the opinion of parents, students and teachers about their school in a CAPA faculty evaluation in Term 1 and HSIE evaluation in Term 4. Recommendations from the evaluations are being included in faculty planning for 2020. The process of faculty evaluations have now been embedded in our practice and supported improved faculty operation. The school has an active Parents & Citizen's (P & C) group which is supported by the school. The school's senior executive team regularly attends meetings, which moved online from Term 1 due to Covid-19 restrictions. The principal provides a regular report to inform the P & C of current initiatives. Results of the 2020 Tell Them From Me (TTFM) survey indicated that Kiama High School provides a positive learning climate which has clear rules and expectations for classroom behaviour. Similarly students rated Teacher Expectation's for their academic success over the NSW Govt. norm. Students also feel they have someone who consistently provides advocacy for them and this is markedly higher than the state. There was improved teacher satisfaction from 2019. An area for development is the need to cultivate a sense of belonging for staff and students and this will be the focus for 2021.

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.