2020 Annual Report

Hunter River High School

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Introduction

The Annual Report for 2020 is provided to the community of Hunter River 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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School vision

At Hunter River High School we are committed to fostering academic excellence through the provision of a caring and supportive learning environment. Quality relationships are developed between staff, students and the community through our values of Harmony, Respect, Honesty and Success. Every student is encouraged to become confident, creative and resilient life long learners.

School context

Hunter River High School is a comprehensive, co-educational secondary school with an enrolment of approximately 900 students, 20% of whom identify as Aboriginal and/or Torres Strait Islander. Our school is located on Worimi land, close to the Hunter River at Heatherbrae, south of Raymond Terrace.

'Quality Relationships - Quality Learning' is the motto that underpins our community's belief that quality educational outcomes are achieved when all partners in the educational process work collaboratively in a supportive, harmonious environment. Through high expectations and embedded Positive Behaviour for Learning (PBL) values of Harmony, Respect, Honesty and Success, the school provides a learning environment that aims to give each student the opportunity to reach their highest potential.

Hunter River High School offers an innovative curriculum that includes a full academic load plus locally significant programs, including a wide range of nationally accredited Vocational Education and Training opportunities. Hunter River High School is a P-TECH (Pathways in Technology) Pilot school and provides extensive programs enhancing Aboriginal education, Literacy and Numeracy outcomes.

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

Strategic Direction 1

Excellence in Learning

Purpose

To create a responsive and robust learning culture, underpinned by consistent support structures and quality assessment practice to ensure students thrive and succeed.

Improvement Measures

Year 9 NAPLAN data indicates improved performance in:
• Writing 20% students achieve band 8 (from 14.9% in 2017).
• Numeracy 30% or more students achieve band 8 or greater (from 24.1% in 2017).
• Numeracy 3% or more students achieve band 10 (from 1.5% in 2017).
• Aboriginal student data - 30% of Aboriginal students achieve band 8 or greater in reading (from 25%) 20% writing (from 14%) and 25% numeracy (from 19%) in 2017.

• HSC Value add data progressively indicates upward improvement trends.
• Internal survey data indicates there is growth in the number of students who feel supported to improve academically.

Attendance data improves by 1% per year to culminate at 88% or higher.

Progress towards achieving improvement measures

Process 1:   Assessment

Learning is data driven, based on formative assessment practice with timely, targeted intervention and feedback.

Evaluation	Funds Expended (Resources)
• In 2020, Hunter River High School had 65 students complete their Higher School Certificate. Overall growth was identified, with the 'Average of School Score' rising from 54.00 in 2019, to 59.13 in 2020, in comparison to the State score average, which rose by just .02 from 2019. HSC data indicated that 39.7% of students achieving in the top three bands, the highest % over the last 5 years. The top performing subjects achieving growth (above that of SSSG) included Aboriginal Studies; Ancient History; Food Technology; Geography; Legal Studies; Math Standard 2; Metal and Engineering; Modern History and Visual Arts. • Extensive professional learning on data analysis continued throughout the year and was led by all executive staff. Due to NAPLAN not running this year, data sources were optimised within KLAs where Head teachers led a comprehensive data evaluation through a formative assessment focus. • Head teachers are increasingly developing their confidence as instructional leaders of formative assessment practices, using evidence to develop differentiated learning strategies across all programs of work. • All staff engaged in professional learning to support them in providing high-quality content and assessment practices while students were *learning from home*. Google Classrooms were implemented for all classes across the school that resulted in all students accessing their learning. Further, assessment practices focused on formative assessment via a variety of digital feedback methods to ensure that students met learning outcomes. • Over 20 staff members, including all executive staff were involved in a detailed situational analysis of current assessment practices across the school. The findings led to targeted writing workshops where these staff mapped specific targets, initiatives and activities to inform our Strategic Improvement Plan. • Cultural support, including specialised tutoring was offered to all ATSI students to provide extensive academic and wellbeing mentoring. Students were supported daily through the Cultural Room and the Birriwal-Wakulda and Milbadjunga programs. • An attendance team developed processes to monitor and support positive	**Funding Sources:** • Socio-economic background ($274177.00) • Aboriginal background loading ($123997.00) • Professional learning ($35000.00)

Progress towards achieving improvement measures	
attendance for all students. Social media and the school newsletter were used to support the impacts of non attendance and to promote positive attendance and the benefits to student learning and wellbeing.	

Process 2: Mentoring

Authentic and comprehensive mentoring programs drive individual goal achievement.

Evaluation	Funds Expended (Resources)
• A review of the current transition points for students led to a successful redesign and, subsequent implementation of a *Preparing for Senior School and Post-School Opportunities Program* for all year 10 students. Through high-level support all students engaged in this intensive program including a transition interview with head teachers, completing *All My Own Work,* accessing *Students Online*, creating a USI number, completing a student pathway survey, creating a resume and cover letter and reflecting on their learning, employability skills, and personal attributes through goal setting. • Wellbeing focused roll call groups continued with the introduction of a student pathways roll call program for year 11 and 12 students. This program allows contextualised support to all students through an academic, workskill and wellbeing lens. • Ignite to Write was highly successful and targeted intensive literacy support for stage 4 students through a skills-based writing platform. • Senior students were supported through the Senior Learning Area, accessing personalised support to prepare for the HSC and future pathways. The Atomi platform provided valuable learning support for students during the year, including when students were *learning from home*. In 2020, our senior students watched over 800 hours of videos aligned to syllabus content to support their understanding of content in HSC and Preliminary subjects. They completed 8,500 lessons and answered a total of 49,000 questions on the platform. There was a clear correlation between the top performers in the HSC and the top users of Atomi.	**Funding Sources:** • Socio-economic background ($193534.00)

Process 3: Positive Behaviour for Learning (PBL)

Evidence based, consistent, whole school processes drive improved learning outcomes.

Evaluation	Funds Expended (Resources)
• Sentral data is frequently harvested to gauge trends in student behaviour and engagement. Students have responded positively to the Positive Behaviour for Learning Program with a high number of students receiving '*gotchas*' and commendations throughout the year. • 100% staff engaged in professional learning on PBL and fostered consistent high expectations through systematic behaviour management across the school. • Individual matrices for all learning areas were reviewed and updated that led to a decrease in negative student behaviour through an increase in student knowledge of expected behaviours. • Community PBL was interrupted during the *learning from home* period. Our community sponsorship with Marketplace remains strong with the celebration of students displaying core community values.	**Funding Sources:** • Socio-economic background ($36459.00)

Strategic Direction 2

Excellence in Teaching

Purpose

To shift the paradigm to 'High Challenge, High Expectations, High Support' through explicit teaching, informed by quality data analysis and collaborative practice.

Improvement Measures

100% of Teaching and Learning programs evidence explicit, evidence based teaching pedagogy.

Quality Teaching Rounds are embedded in school culture.

Staff PDP's and eTAMs professional learning logs reference reflective teaching practice.

Several staff members accredited at Highly Accomplished and Lead.

Progress towards achieving improvement measures

Process 1:   Evidence Based Teaching

Professional Learning (PL) targets evidence based and data informed teaching pedagogy to optimise student outcomes.

Evaluation	Funds Expended (Resources)
• A comprehensive refinement of a contextualised Professional Engagement Matrix was formulated by staff's PDPs, School Plan initiatives, mandatory training and staff aspirations. Staff engagement in all tiers of professional learning is high with all staff continuously reflecting on their learning through the PDP cycle. A high percentage of staff attended additional masterclasses after school to support their personal learning goals. All staff were supported to gain regular access to their accreditation requirements register via the eTAMS platform to track, monitor, evaluate and reflect on their professional development. • Aspirational programs continue to grow with more staff engaging in the aspirants masterclasses. • Staff and executive meetings were redesigned to meet health regulations. Staff engaged in a variety of collaborative, online learning that was evidence-based to support teacher capacity and growth. • Evidence-based teaching strategies continued to support classroom instruction with a school-wide approach to collaborative practice through digital mediums. All staff utililsed WALTs (we are learning to) and WILFs (what I'm looking for) to inform classroom practice and student learning.	**Funding Sources:** • Professional learning ($47300.00) • Socio-economic background ($6000.00)

Process 2:   Quality Teaching Rounds

Quality Teaching Rounds support a culture of collaborative professional observation and learning.

Evaluation	Funds Expended (Resources)
• COVID-19 caused significant disruption to the learning and teaching environment in 2020. It was decided by the school's executive team to not undertake QTRs in 2020. Staff wanted to be in classes teaching their students as often as possible due to this disruption.	

Process 3:   Accreditation

Teaching staff are supported in all career stages, gaining and maintaining accreditation at Proficient, Highly Accomplished and Lead.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
• A highly successful design and delivery of a beginning teacher masterclass and mentorship program for TRAs (teachers requiring accreditation) inclusive of permanent, temporary, and casual teachers was embedded into teacher professional learning. This led to two staff members successfully attaining proficient accreditation in 2020. • A comprehensive PDP process was supported and adhered to and staff PDPs were evaluated by week 7 of term 4 to inform authentic and meaningful 2021 planning through a PL Matrix design. • One staff member successfully completed the Leadership Development Institute (LDI) extensive training.	**Funding Sources:** • Socio-economic background ($74000.00) • Support for beginning teachers ($6444.00)

• A highly successful design and delivery of a beginning teacher masterclass and mentorship program for TRAs (teachers requiring accreditation) inclusive of permanent, temporary, and casual teachers was embedded into teacher professional learning. This led to two staff members successfully attaining

Funding Sources:

Strategic Direction 3

Excellence in Leading

Purpose

To develop leadership capacity and a cohesive educational community across the school to facilitate continuous improvement.

Improvement Measures

Survey data evidences improved faculty practice and staff confidence in respective Head Teachers.
Survey data indicates parent and community confidence in school leadership team.
Survey data indicates an increase in productive relationships with parents/carers and external providers.

Progress towards achieving improvement measures

Process 1:   Executive staff and aspiring leaders

A distributed leadership model informs the identification, support and mentoring of aspiring leaders to drive a whole school culture of continuous improvement.

Evaluation	Funds Expended (Resources)
• All staff have access to new leadership opportunities. This is formalised through the continued growth of an aspirants and 2IC program. Each executive role has a shadowed position to allow for capacity building, stability, and sustainability across all leadership roles. This includes senior executive roles with all head teachers relieving in the deputy principal position throughout the year. • Executive meetings continue to be professional learning opportunities for executive staff. In order to maintain a professional learning focus during this time, an additional executive communication meeting was introduced to support school operations. This meeting is attended by all head teachers and their 2IC.	**Funding Sources:** • Socio-economic background ($85000.00)

Process 2:   Community

A cohesive educational community supports a culture of high expectations, parental engagement and student success.

Evaluation	Funds Expended (Resources)
• Community engagement remains positive with parents continuing as positive partners in education. A redesigned approach to communication was adopted during the *learning from home* period with phone calls, emails and social media (Facebook, Youtube video messages) updates being systemically scheduled to parents for academic and wellbeing needs. The TTFM survey shows a positive response from the community in how the school communicated with parents and upheld high expectations of students during this time. • The year 6 into 7 transition program was modified and subsequently well-received by the community in 2020. A transition evening was held early in term one with a high number of families attending and speaking with staff. Our Transition Coordinator worked alongside our partner primary schools to support a smooth transition for all students. Students enjoyed a transition day after COVID-19 restrictions were relaxed. • An enrichment class continued to operation across stages 4 and 5. All staff participated in further training on High Potential Gifted Education domains to support students. • Communication forums increased in traffic throughout the year through	**Funding Sources:** • Socio-economic background ($140586.00)

Progress towards achieving improvement measures	
enhanced community partnerships led by the Community Liaison Officer (CLO) to ensure a framework of improved and consistent messaging. • The P & C remained active supporters and contributors to key initiatives across the school. • P-Tech remained strong despite COVID-19 restrictions with students engaged in their learning and opportunities for industry visits. • The Learning Centre (TLC) continued to engage students needing additional academic and wellbeing support. A School Learning Support Officer (SLSO) staffed the centre and provided in conjunction with the Learning and Support Teacher (LAST) individualised support to vulnerable students. • A new Yarning Circle was designed by students and built to provide a culturally significant outdoor learning space. Bush Tucker plants were planted to provide a paddock to plate experience for Technology students in areas of Agriculture, Cafe and Hospitality.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($123 997.00)	• All Aboriginal students had an active Personalised Learning Pathway (PLP) which was updated collaboratively with all parties through the Cultural Room. Aboriginal students across all year groups engaged with a range of school and external programs: Aboriginal dance, the Clontarf Academy, iRespect Program, Birriwal-Wakulda and Milbadjunga Programs and Walk a Mile Koori Style. The school continued our recognition and celebration of NAIDOC with cultural activities across the school, including every teacher using *Our Ways* in their pedagogy. • Funds employed an Aboriginal Learning Support Officer, and Aboriginal Education Coordinator and Aunty Lyn as mentors to support students in cultural, social and academic achievement goals. The Cultural Room operated at capacity with more teachers bringing their classes to the room and team-teaching with the Cultural Room staff.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($149 646.00)	• All students requiring adjustments and specific supports with learning are supported within differentiated and personalised class programming. Students also access targeted and intensive support by School Learning Support Officers (SLSOs) and Learning and Support Teachers (LASTs). IEPs were established, monitored, and supported for each relevant student to ensure students had equitable access to their learning. • The Learning Centre (TLC) and Senior Learning Area (SLA) was staffed by a Learning and Support Teacher (LAST) and head teacher Secondary Studies to provide targeted support to all students. Senior students were provided with extensive academic and wellbeing support via the SLA, Elevate program, ATOMI and school-based booster sessions.
Socio-economic background	**Funding Sources:** • Socio-economic background ($1 090 954.00)	• Specific funding support for individual students and student groups in relation to school fees, canteen accounts, excursions, uniform and academic support. • Additions to wellbeing initiatives included additional programs in roll call and support through the Senior Learning Area, Head Teacher Wellbeing and a girls and boys advisor. • External programs supported the educational needs of students including ATOMI. Elevate Education and the provision of student Chromebooks. • The Learning Centre (TLC) was staffed by Learning and Support Teachers (LASTs) and School Learning Support Officers (SLSOs) to support students in assessments and foundation literacy and numeracy skills. • Transition to high school program and initiatives increased the positive relationships between HRHS and partner primary schools. • The Learning and Support Teachers

Socio-economic background	**Funding Sources:** • Socio-economic background ($1 090 954.00)	(LASTs) trained in Macqlit and delivered targeted learning to students across years 7-10 in a withdrawal style program.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($6 444.00)	• Beginning teacher were substantially supported through a comprehensive induction program and suite of targeted professional learning opportunities (including masterclasses) to access PDP identified professional development and mentoring. In addition they accessed release from face-to-face teaching to further develop teaching and learning practices an/or to work alongside experience teachers. • This framework allowed beginning teachers to engage in reflective practice to build upon and consolidate their teacher practice aligned to the Australian Professional Standards for Teachers at proficient career stage.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($1 793.00)	• Students were supported by a LOTE trained teacher who facilitated learning opportunities to meet curriculum outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	411	422	445	476
Girls	370	393	389	397

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	88.3	88.7	88.6	91
8	88.4	83.9	83.5	89.2
9	87.1	84.6	83	86.4
10	85.3	82.7	79.8	84.9
11	81.5	81	81.5	79.9
12	87.9	79.8	85.5	86.1
All Years	86.2	83.9	83.7	86.6
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	10.7	2
Employment	6.6	15.3	38.5
TAFE entry	0.7	3.8	5.2
University Entry	0	0	28.1
Other	8.8	16.1	6.2
Unknown	0.7	0	4.1

Year 12 students undertaking vocational or trade training

57.84% of Year 12 students at Hunter River High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

84.3% of all Year 12 students at Hunter River 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)	10
Classroom Teacher(s)	49.5
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.77
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	1,580,296
Revenue	12,918,121
Appropriation	12,548,261
Sale of Goods and Services	243,053
Grants and contributions	113,391
Investment income	2,438
Other revenue	10,978
Expenses	-13,097,022
Employee related	-11,541,675
Operating expenses	-1,555,347
Surplus / deficit for the year	-178,901
Closing Balance	1,401,395

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	161,415
Equity Total	1,725,527
Equity - Aboriginal	253,428
Equity - Socio-economic	1,090,954
Equity - Language	1,793
Equity - Disability	379,352
Base Total	9,583,459
Base - Per Capita	211,639
Base - Location	0
Base - Other	9,371,820
Other Total	616,825
Grand Total	12,087,226

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.
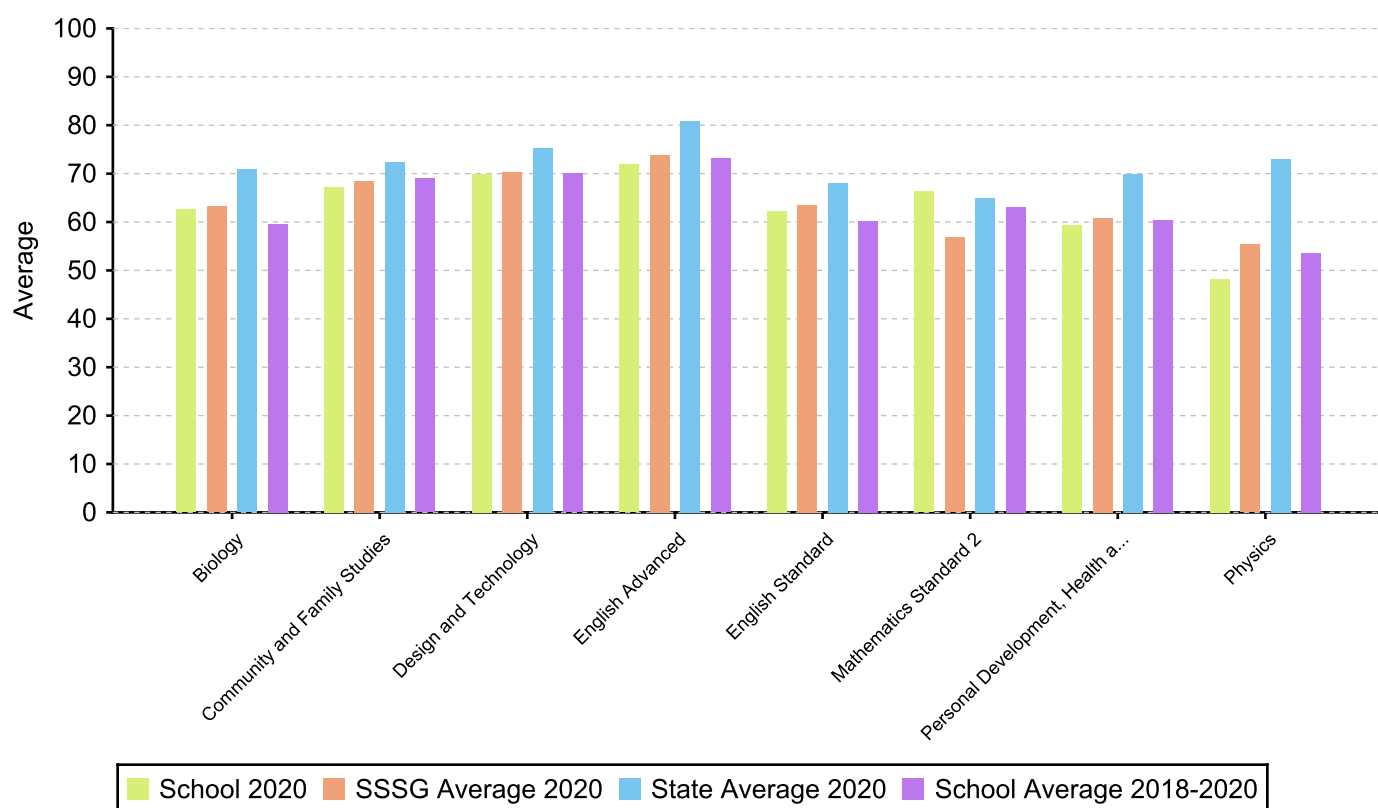
Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	62.6	63.2	70.8	59.6
Community and Family Studies	67.2	68.5	72.4	69.0
Design and Technology	70.0	70.3	75.4	70.0
English Advanced	71.9	73.9	80.8	73.1
English Standard	62.3	63.6	68.1	60.2
Mathematics Standard 2	66.3	56.8	64.9	63.1
Personal Development, Health and Physical Education	59.4	60.9	69.9	60.4
Physics	48.3	55.4	73.0	53.5

Parent/caregiver, student, teacher satisfaction

Our school took part in the Tell Them From Me Surveys in 2020.

Parent Survey Summary

- Parents feel welcome when visiting our school and find the administrative staff helpful
- Parents said that reports on their child's progress are written in terms they understand
- Parents said that if there were concerns with their child's behaviour at school that they trusted that the teachers would inform them immediately
- Parents said that teachers have high expectations for their child to succeed and that teachers show an interest in their child's learning
- 75% parent either agree or strongly agree that the school has a good reputation in the community

Student Survey Summary

- Our students participate in school sports at a similar level to the NSW Government norm
- Our students identify at a similar level to the NSW Government Norm for positive relationships at school
- Students feel that expectations for success and quality instruction is delivered
- 68% of Aboriginal students feel good about their culture

Teacher Survey Summary

- Teacher participation in a variety of professional learning was extremely high and was delivered by internal and external providers
- Teachers continue to utilise Positive Behaviour for Learning as a systematic approach across the school
- Data informed teacher practice is utilised by all teachers to improve practice

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.