

2020 Annual Report

Lucas Heights Community School



8271

Introduction

The Annual Report for 2020 is provided to the community of Lucas Heights Community 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

LHCS values community cohesion in creating a safe and caring environment. Our focus on learning, wellbeing and leadership aims to produce resilient global citizens. We instil in students the skills and enthusiasm for lifelong learning and living sustainably. LHCS is a lighthouse school achieving educational excellence in an inspirational and innovative environment.

School context

LHCS is situated on the Sutherland Shire's western plateau bounded by the Woronora and Georges Rivers. We provide a unique educational setting with 815 students from Kindergarten to Year 12, including students enrolled in the support unit. Students are drawn from a wide radius and have access to spacious grounds, state of the art technology, sporting facilities and innovative learning commons. LHCS is a member of the Community of Schools Between the Rivers, applying joint strategies for student success in achieving the school's priorities. The school nurtures the wellbeing of students through extensive leadership and learning opportunities. We challenge our students to excel and we provide diverse opportunities for them to develop and display their gifts and talents. LHCS has a highly regarded teaching staff who promote a strong partnership with the community. Parents share our high expectations and are encouraged to be active participants within the P&C. LHCS has been recognised by ACARA for demonstrating substantially above average gain in Reading and/or Numeracy achievement, as measured by NAPLAN.

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

Strategic Direction 1

Student-centred Learning

Purpose

The school culture is strongly focused on student-centred learning that nurtures, challenges and inspires all students to become successful, motivated and empowered learners.

Improvement Measures

Literacy and Numeracy:

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities (Bump It Up).
- An increased percentage of students will achieve their year appropriate expected growth in Literacy and Numeracy.

HSC :

- Value added data for HSC which demonstrates an increasing percentage of students meet or exceed expected growth.

Student Wellbeing:

- Improved support of Wellbeing of all students as evidenced by Sentral data.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning:

Deliver quality student centred learning experiences which enable students to understand how they learn and to set and achieve their learning intentions.

Evaluation	Funds Expended (Resources)
<p>Online learning was a major focus at LHCS in 2020. Bring Your Own Device (BYOD) was formally implemented for students in Years 7, 11 & 12, however, due to COVID-19 students and teachers commenced online learning for all students K-12. Purchasing of additional resources for students was supported by DoE and professional learning for staff ensured that continuity of learning continued throughout the pandemic.</p> <p>Survey data in 7-12 indicates 80% of students, staff and parents support BYOD. 60% increase in students submitting work via Google Classroom. Large increase in staff confidence in using technology due to remote learning.</p> <p>The Project-Based Learning (PBL) focus continued in the 2020 school year with Year 7 students participating the a 3 week transition to high school program led by the Head Teacher Teaching and Learning. Student Leaders K-12 also participated in a project about the use of technology in school which resulted in a student-led initiative called "Tech-Free Tuesday".</p> <p>Students were provided multiple opportunities across the 2020 school year to participate in whole school curriculum activities such as Harmony Week, Reconciliation Week and NAIDOC Week.</p> <p>A significant focus on timetabling processes and systems across the school has seen significant improvements to the curriculum offerings for all students at LHCS. Year5/6 students completed RFF in the high school and support unit students were offered the opportunity to integrate into mainstream lessons wherever possible. Student satisfaction has increased dramatically as a result.</p>	<p>Employment of HT T&L</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$33937.00)

Process 2: Personalised Learning:

Ensure that learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and

Progress towards achieving improvement measures

Process 2: students access tailored support or extension to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>Diagnostic assessments were used in Years 2-6 to create ability based Mathematics groups. Unfortunately this program ceased due to COVID-19 but will be re-implemented in 2021.</p> <p>Student in K-6 received explicit reading instruction based on ongoing formative and summative assessment data and a whole school writing program was developed to meet the needs of individual learners.</p> <p>Students identified with disabilities enrolled in regular classes (Integration funding support), support unit students and students identified using the National Consistent Collection of Data tool (NCCD) were all provided with Individualised Learning Plans (ILP). In addition, Personalised Learning Pathways (PLP) for Aboriginal and Torrens Strait Islander students were developed. ILP's were developed in collaboration with families/students. Individualised profiles were created for classroom teachers addressing differentiated curriculum and teaching and learning across all key learning areas.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Integration funding support (\$396798.00)

Process 3: Student Wellbeing:

Enhance the whole school integrated approach to student Wellbeing to ensure that students connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Throughout 2020, students K-12 participated in many targeted wellbeing initiatives including: K-6 Mind Body; Crazy Accessory Day; Peer Mediation training; You Can Do It; Peer Support; Buddies Program; student-led mental health seminars; Brainstrom Productions program; LGBTQI mural painting; R U OK Day; and K-12 Wellbeing Day.</p> <p>The LHCS Wellbeing policies and procedures were reviewed and evaluated with significant changes made to the merit system, updates made to the attendance procedures and a complete review of the school values system. This has seen improvement in student behaviour as well as strengthened wellbeing systems across the school K-12.</p>	<p>Wellbeing Team budget allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$5622.00)

Strategic Direction 2

Quality teaching practices

Purpose

Our purpose is to refine our community of passionate teachers who work collaboratively. All teachers are committed to identifying and understanding the most effective and explicit teaching strategies, driven by evidence based learning, and utilise these in daily classroom practice.

Improvement Measures

Improved scores in TTFM for collaboration and learning culture to above average for similar schools.

Increased use of evidence informed pedagogy by all teachers.

All teachers maintaining current Accreditation standards with increased numbers interested in working towards higher accreditation (HA or Lead).

Progress towards achieving improvement measures

Process 1: Collaborative Practice:

- Develop and implement collaborative processes enhancing consistency in teacher judgement in the Literacy and Numeracy progressions, Stage achievement, and formative and summative assessment culminating in HSC.

Evaluation	Funds Expended (Resources)
<p>Diagnostic assessments were completed for all students Years 3-6 to determine instructional reading levels and ability based Mathematics groups.</p> <p>Staff participated in professional learning on the writing progressions and additive strategies to build on consistent teacher judgement in literacy and numeracy.</p> <p>A guided reading projects was implemented for staff to 'tour' other classrooms to view best practice teaching of reading.</p>	<p>Employment of Instruction Leader - Primary School</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$4377.00)• Quality Teaching, Successful Students (QTSS) (\$56005.00)

Process 2: Research informed pedagogy:

- Using published educational research to select and implement high quality professional learning in literacy and numeracy teaching practices (L3, writing pedagogies , ALARM, Focus On Reading, Super 6).

Evaluation	Funds Expended (Resources)
<p>ALARM was a key strategy used to improve writing across the high school through the collegial sharing of HSC NESA judgement and writing for success. Professional learning for all staff in module 1 and 2 was implemented and evaluated.</p> <p>The Literacy Committee identified through data analysis that spelling was an area of focus for improvement and have investigated 'Sound Wave' as a possible program for implementation in 2021.</p> <p>The L3 Literacy program was implemented across K-2 to improve literacy skills in reading and writing.</p>	<p>Professional Learning funds used to support release of teachers for L3</p>

Process 3: Evaluative Practice

- Strengthen evaluative culture and practice by providing professional learning and opportunities to use student assessment data (formative and summative) to identify student achievement, reflect on teaching effectiveness and inform future school directions.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>K-6 whole school writing scope and sequence was developed and was accompanied by stage-based writing units of work. This has seen consistent teaching practices in writing implemented across the primary school.</p> <p>The Literacy Committee met regularly through the 2020 school year with staff representatives K-12. The committee conducted a mid-year reflection to determine their progress and identify future directions for learning in literacy.</p> <p>Formative assessment continued to be a whole school focus K-12 to ensure that student assessment data was used effectively to identify student achievement, reflect on teaching effectiveness and inform future school directions.</p>	<p>Nil cost</p>

Strategic Direction 3

Leadership connections

Purpose

Our purpose is to engender leadership across all areas of the school by providing students, staff and our community with leadership opportunities and leveraging those for school improvement.

Improvement Measures

Increase numbers of students involved in multiple leadership opportunities from 2017 baseline.

Increased number of teachers actively participating in teacher Accreditation partnerships and engaging with the APTS.

LHCS increasingly working collaboratively with partner and local schools to provide enriching opportunities for student, staff and community leadership.

Progress towards achieving improvement measures

Process 1: Leveraging opportunities:

- Enhance student access to leadership through integrating learning opportunities both within and outside the school.

Evaluation	Funds Expended (Resources)
<p>The Primary SRC project was implemented in 2020 with students participating in the Leadership by the River project and National Young Leaders Day.</p> <p>School values have become a focus for primary and high school assemblies with the leadership teams leading values talks for the student body. This has seen a greater understanding of the shared values at LHCS and thus improved behaviour in all settings across the school.</p> <p>Aboriginal students had the opportunity to participate in leadership projects including reading, art and public speaking projects. Four students applied for cultural scholarships and two students applied for school-based apprenticeships, one of whom was successful.</p> <p>Many other leadership programs/initiatives were placed on hold due to COVID-19 restrictions.</p>	<p>Wellbeing Team budget allocation \$10000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$25175.00)

- ##### Process 2:
- Teacher Accreditation and engagement with the Australian Professional Standards for Teachers (APST) will be formally supported through the School Plan, stage or faculty teams, and PDPs.

Evaluation	Funds Expended (Resources)
<p>100% of teaching staff developed, implemented and evaluated Professional Development Plans aligned to the Australian Professional Standards for Teachers and the strategic directions of the LHCS School Plan.</p> <p>Two staff members began the accreditation process at higher levels.</p> <p>A Head Teacher Mentor (0.2) was employed utilising Support For Beginning Teacher funding to support beginning teachers to successfully achieve proficient teachers accreditation. This funding was also used to support professional learning for beginning teachers aligned to the Australian Professional Standards for Teachers. Due to COVID-19 professional learning opportunities were limited and excess funds have been secured for use in the 2021 school year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$37372.00)

- ##### Process 3:
- Community links with our partner and local schools will be maintained and enhanced, furthering

Progress towards achieving improvement measures

Process 3: LHCS' reputation as a lighthouse school.

Evaluation	Funds Expended (Resources)
Due to COVID-19 restrictions, all cross-school events and networks were placed on hold. The continuation of these projects will be a key focus in 2021.	NIL cost

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$25 175.00)	Aboriginal background loading funds were used to support curriculum projects and the individual learning needs of Aboriginal students K-12. The funding supported the development of PLPs for all Aboriginal students and many extra-curricular activities such as walk on country, art, reading and health programs.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$131 261.00)	Low level adjustment for disabilities funding was used for the employment of Learning and Support Teachers (LaST) in the primary school and high school. These teachers provided additional support to students both in the classroom, small groups and one-on-one to assist students to improve their Literacy and Numeracy skills.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$56 005.00)	QTSS funds were utilised to support the employment of an Instructional Leader K-6. The Instructional Leader supported all classroom teachers in the primary school with data collection, explicit teaching, programming and assessment and online learning.
Socio-economic background	Funding Sources: • Socio-economic background (\$76 815.00)	Socio-economic background funding was used to employ the Head Teacher Teaching and Learning to implement curriculum projects across the school K-12. Additional casual SLSOs were also employed utilising this funding to support student learning needs in classrooms.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$37 372.00)	Support for beginning teachers funding was utilised to employ a Head Teacher Mentor (0.2) to support beginning teachers K-12 with successful completion of the accreditation process.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	423	396	413	459
Girls	313	311	329	346

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	94.5	95.3	96.1
1	94.5	94.9	93.1	94.2
2	96	94.8	93.2	95.1
3	95.8	95.5	93.2	95.2
4	95.2	94.6	94.8	95.3
5	95.8	95.3	93	96
6	95.1	94.3	92.3	94.4
7	94	94.6	93.3	95.2
8	91.3	89.7	91.6	92.2
9	93.2	88.5	88.2	93.4
10	91.4	91.3	90.1	92.1
11	91.7	86.7	91	93.7
12	91.6	91.5	92.1	94.1
All Years	93.7	92.4	92.1	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
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	92.3	91.5	91	91.1

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	2	5
Employment	3	9	20
TAFE entry	2	6	9
University Entry	0	0	39
Other	3	2	8
Unknown	0	0	4

From a cohort of 66 Year 12 students, 26 received an offer to enter a university course in 2020, which is approx. 39 %

Overwhelmingly the most popular university of choice was the University of Wollongong with 23 students accepting a placement in a course for 2021. This represents 88% of university placements. Two students have each accepted places at UTS and Charles Sturt University and one student has accepted a place at Australian College of Physical Education.

Year 12 students undertaking vocational or trade training

35.71% of Year 12 students at Lucas Heights Community School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.5% of all Year 12 students at Lucas Heights Community School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2020, three Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC. Seven Year 11 students chose to do a vocational education course externally at TAFE.

Externally delivered vocational courses included Automotive, Animal Studies, Beauty Services, Business Services, Electro-technology and Human Services (Nursing)

In 2020, the school supported 1 year 12 School Based Trainee in Retail Services. The Retail Services Trainee was employed and trained by McDonald's.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	7
Classroom Teacher(s)	46.97
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	19.2
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	530,022
Revenue	11,623,825
Appropriation	11,144,709
Sale of Goods and Services	74,668
Grants and contributions	400,475
Investment income	2,193
Other revenue	1,780
Expenses	-11,151,371
Employee related	-10,254,985
Operating expenses	-896,385
Surplus / deficit for the year	472,454
Closing Balance	1,002,476

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	445,120
Equity Total	313,527
Equity - Aboriginal	25,175
Equity - Socio-economic	76,816
Equity - Language	6,491
Equity - Disability	205,045
Base Total	9,482,277
Base - Per Capita	184,245
Base - Location	0
Base - Other	9,298,031
Other Total	468,304
Grand Total	10,709,227

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

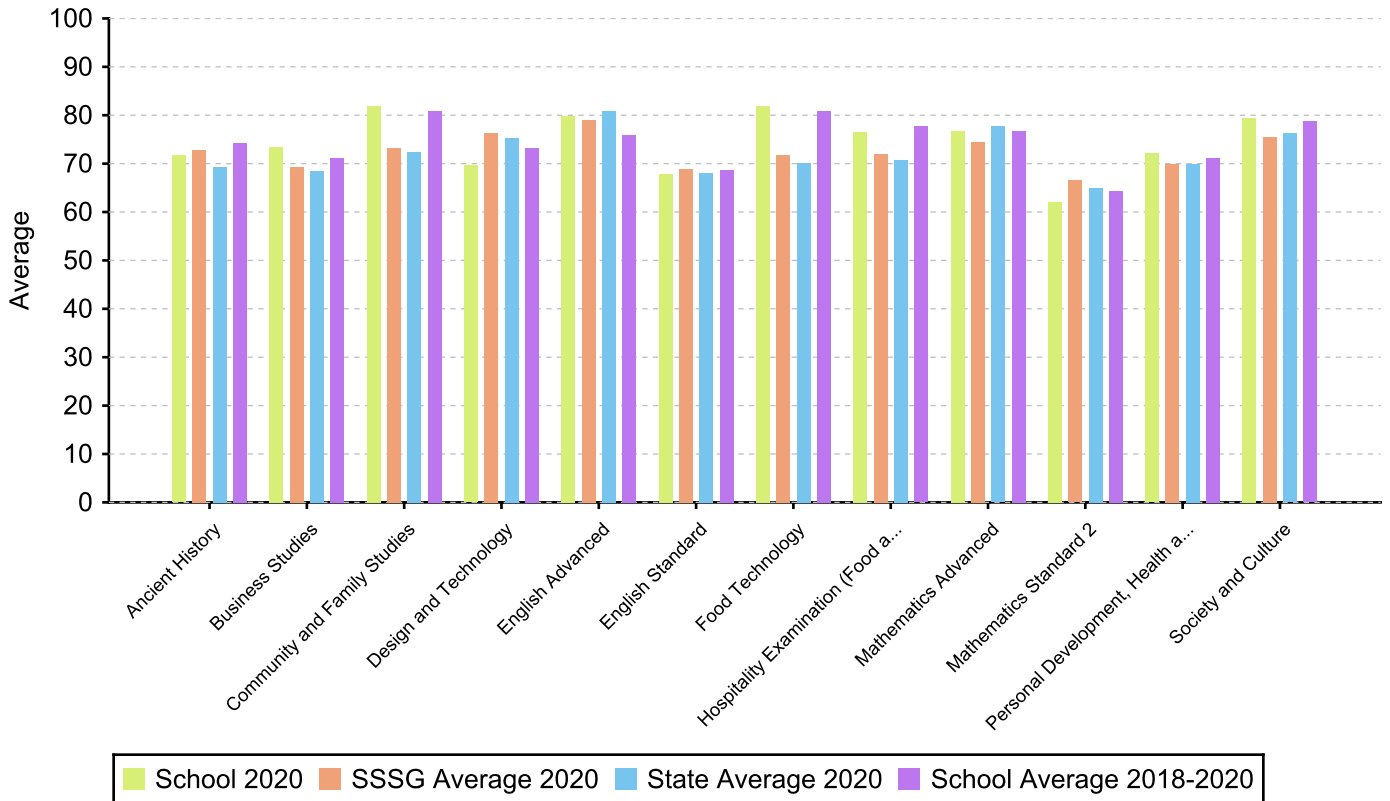
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	71.7	72.8	69.4	74.3
Business Studies	73.4	69.4	68.6	71.2
Community and Family Studies	81.9	73.2	72.4	80.8
Design and Technology	69.6	76.3	75.4	73.2
English Advanced	79.8	79.1	80.8	75.9
English Standard	67.8	68.9	68.1	68.7
Food Technology	81.9	71.8	70.2	80.9
Hospitality Examination (Food and Beverage)	76.6	72.0	70.8	77.7
Mathematics Advanced	76.8	74.5	77.7	76.8
Mathematics Standard 2	62.0	66.5	64.9	64.4
Personal Development, Health and Physical Education	72.1	70.0	69.9	71.1
Society and Culture	79.4	75.4	76.2	78.7

Parent/caregiver, student, teacher satisfaction

Tell Them From Me data indicates that parents within LHCS community feel that the school is a safe place and that behaviour expectations are clear for students. Parents feel welcome when they come to the school but would like to be more informed about their child's social/emotional development.

Teachers believe they are supported during stressful times and that the school has an environment of high expectations. Teachers also believe that they have good communication with parents. Staff have identified a need for greater collaboration and sharing of resources between staff and have identified a greater need to share students work samples with parents.

Students at LHCS believe they have a positive sense of belonging at the school and have positive relationships with their peers and teachers. Students do need to improve their attitude to homework and placing a priority on completing it in a timely manner. Students identified the following skills as being important for post school lives, communication, teamwork, problem solving and critical and creative thinking. Students in Yr 11 have lower self belief they will do well at school than those in Year 7-9. Students have identified the school toilets as an area of the school environment that needs improvement. Students have identified they are more likely to access services within school than outside of school.

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.