

# 2020 Annual Report

## Swansea High School



8389

# Introduction

The Annual Report for 2020 is provided to the community of Swansea High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Swansea High School

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## School vision

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

## School context

Swansea High School is a comprehensive, co-educational school with an enrolment of 675 students including a proud Aboriginal component of 11%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to exceed personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. We are incorporating a variety of literacy and numeracy strategies across all KLAs to improve pedagogical practice and student outcomes. Our 52 teaching staff range from very experienced to early career, including 8 Head Teachers. To support our students we have eight administrative staff and four student learning support officers. The staff at Swansea High are innovative, focused on continual improvement and support curriculum aimed at meeting the needs of all students.

We are a Positive Behaviour for Learning School which is student led with expectations developed by students for students.

Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive learning 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Creating stimulating learning environments

### Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive. These environments are where students and staff gain skills to support their progress and there is evidence to show expected growth in all areas.

### Improvement Measures

- All teachers are involved in Learning Teams where practices are refined through feedforward processes
- All projected technology programs are implemented, evaluated and refined.
- At least 90% of students in Yr 9 2020 will have improved understanding of identified ICT skills from baseline data
- Students indicate improved engagement above state average through the TTFM and 1% improvement in attendance..

### Progress towards achieving improvement measures

**Process 1:** • Evidence based high impact Visible Learning strategies are implemented in all classes.

Evaluation	Funds Expended (Resources)
In 2020 Swansea High School continued to engage in targeted professional learning to develop skills and expertise in visible learning strategies with an emphasis on student centred learning, differentiation and formative assessment. Staff have refined programs and assessments to differentiate and include reasonable adjustments to personalise learning.	All teaching staff, LaSTs, SLSOs  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$45000.00)</li></ul>

**Process 2:** • Technology enhanced learning opportunities are available for all.

Evaluation	Funds Expended (Resources)
In 2020 Swansea High School continued to promote the development of ICT skills in students with a particular focus on the use of collaborative tools in the classroom. The school's BYOD program had mixed success with students bringing their own device to school. The COVID-19 pandemic meant that the school had no choice but to adapt and further develop their ICT capacities and ensure students were continuing with their learning in an online format. While this presented many challenges for both students and staff, it highlighted a key strength of the school; our resilience and ability to come together as a community and work through adversity to achieve common goals. As a result, we accelerated our ICT capabilities and teachers are now able to design quality online teaching and learning programs that enable students to not only continue and progress with their learning, but also improve their ICT skills and capabilities.	All teaching staff, LaSTs, SLSOs, Technical Support Officer, School Administrative Support Staff  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>

**Process 3:** • Formative assessment strategies explicitly embedded in all teaching practice.

Evaluation	Funds Expended (Resources)
Throughout 2020 Swansea High School has continued to focus on the development and implementation of quality formative assessment in all classes. All staff have undertaken targeted professional learning to respond to the expressed needs of students and continued the implementation of specific strategies to support students who require both extension and support. This was successful with Year 12 students being able to clearly articulate during their individualised Year 12 interviews that they were	All teaching staff  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$15497.00)</li><li>• Socio-economic background (\$38000.00)</li></ul>

## Progress towards achieving improvement measures

provided with explicit formative assessment tasks throughout units of work in all subjects. This was a contributing factor in the school achieving outstanding HSC results which were recognised as our best results in close to 10 years.

## Strategic Direction 2

Developing positive partnerships and relationships

### Purpose

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

### Improvement Measures

PBL data will improve by 5% in the yellow and have less than 1% in the red by 2019 and be maintained through 2020

Students indicate a 8% improvement in connection with the school from baseline data

20% increase in partnerships and student involvement with external agencies that support learning & well being.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school process that refines the implementation of PBL and wellbeing programs

Evaluation	Funds Expended (Resources)
In 2020 Swansea High School continued to focus on the effective implementation and delivery of PBL (Positive Behaviour for Learning). With the first half of the year being heavily impacted by COVID-19, there was a greater need than ever before to have strong wellbeing programs in place to enhance positive connections between students and school. The school employed a Chaplain for two days per week to establish wellbeing programs that were delivered across Years 7-10. Student survey data harvested from the Year 12 interviews provided strong evidence that students were extremely happy at the school, were highly engaged in their learning, and had positive relationships with their teachers.	All teaching staff, LaSTs, SLSOs, Chaplain, School Counsellors  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$25000.00)</li></ul>

**Process 2:** Create connections and partnerships that enhance attendance and the learning opportunities for staff and students

Evaluation	Funds Expended (Resources)
<p>In 2020 Swansea High School was successful in fostering positive relationships within and beyond the school to create a peaceful, respectful and productive learning environment. Partnerships established with Links 2 Learning and Youth Assist for the Jumpstart Program and Skill Build Programs continued with great feedback from students involved. These partnerships will remain in place in 2021. Our relationship with the Galgabba Community of Schools (our Partner Primary Schools) continued to add value with opportunities for students to build learning and leadership skills and capabilities. Due to COVID-19 restrictions we were unable to engage with the primary schools in the same ways as we previously had. Initiatives such as NAIDOC week celebrations, Premiers Sporting Challenge and the STEM Expo were unable to proceed. In lieu of these events, the school engaged in different ways, establishing a Stage 3 Mathematics Program taught by high school mathematics teachers. An enhanced transition Program was developed to ensure students made a strong start to high school in Year 7 this year. These initiatives created tremendous exposure for the school in the broader community.</p> <p>The continuation of the LAW (Learning, Attendance &amp; Wellbeing) Mentoring Program was undertaken in 2020. The LAW program provides an additional support person for our students and significant progress toward improved connection with the school. The LAW Program was evaluated in 2020 with changes and enhancements being implemented for the start of 2021.</p>	<p>PBL Coordinator, PBL Team, Head Teacher Teaching and Learning, all teaching staff</p> <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$66000.00)</li></ul>

## Progress towards achieving improvement measures

**Process 3:** Implement cultural and learning programs to support closing the gap for Aboriginal students

Evaluation	Funds Expended (Resources)
<p>Aboriginal student engagement at Swansea high School has remained on an upward trajectory with the continued employment of two Aboriginal Education Officers who provided cultural and learning support for our students. The numbers of students participating in cultural programs on a regular basis increased and students within the school identifying as Aboriginal has also increased. While COVID-19 restrictions prevented our usual cultural activities from taking place, students still performed traditional dances, developed understanding of the Awabakal language, developed cultural understandings and participated in some local excursions to significant cultural sites. An Aboriginal student Tutor was employed to work explicitly with students to improve literacy and numeracy skills. This has resulted in an increase in learning outcomes on internal assessment measures.</p>	<p>Aboriginal Education Officers, Aboriginal Education Coordinator, School appointed ARCO, Teacher employed as an Aboriginal Student Tutor</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$71372.00)</li></ul>

### Strategic Direction 3

Promoting individual personal best

#### Purpose

Opportunity for success is the right of all students and staff. Tailored learning including literacy and numeracy and personal reflection supports the achievement of personal best and develops confident learners.

#### Improvement Measures

At least a 10% increase in students who achieve above state growth in all aspects of Literacy and Numeracy

At least 80% of a randomly selected student group of 100 students can engage in self-reflective conversations using the language of growth mindset.

At least 60% of students have above expected growth in all aspects of NAPLAN

At least 10% decrease in Aboriginal students below minimum standards and at least 50% of Aboriginal students achieve expected growth

Value added data for HSC is improved.

#### Progress towards achieving improvement measures

**Process 1:** Teachers engage in differentiated PL to implement literacy and numeracy strategies that support students to achieve personal best

Evaluation	Funds Expended (Resources)
<p>In 2020 Swansea High School Staff engaged in professional learning targeted at improving specific literacy and numeracy strategies. The focus of professional learning shifted during the onset of Remote Learning due to the COVID-19 pandemic. The school had to adapt swiftly to changes in the educational landscape and shift our focus towards preparing and delivering learning via online platforms. When school resumed face-to-face, there were limited professional learning opportunities available due to courses not being available.</p> <p>A professional Learning Team was established in Term 2 to review the professional learning focus areas at the school and map out the specific professional learning opportunities that were required throughout the remainder of the year.</p> <p>The school made a decision to shift focus towards specific HSC professional learning and providing ongoing support for students in preparation for their HSC. This resulted in our strongest HSC results in close to 10 years.</p> <p>The school conducted a Curriculum Review which involved a substantial amount of professional learning for staff in ensuring our teaching and learning programs were compliant with NESA, Department of Education, and Swansea High School programming requirements.</p>	<p>All teaching staff and School Administrative Support staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$13000.00)</li></ul>

**Process 2:** Growth Mindset Tracking Process implemented to focus on continual improvement and goal setting

Evaluation	Funds Expended (Resources)
<p>Growth Mindset was reinforced throughout 2020 and was embedded in the common PBL language throughout the school. The LAW program had growth mindset learning incorporated to continue to develop the understanding to a deeper level. Year 10 participated in self-reflective interviews at the end of the year as they were at a key stage transition point in their education. The language of growth mindset was included in the interviews and will continue</p>	<p>All teaching staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$27728.00)</li></ul>

## Progress towards achieving improvement measures

to feature in 2021.

**Process 3:** Targeted professional learning for all staff linked to PD Plans aligned with the school plan

Evaluation	Funds Expended (Resources)
<p>PDP meetings, lesson observations and individual policy compliance checks were systematically implemented. This proved to be a strong process and system that supported the school to have no HSC concerns or breaches and provided evidence of compliance with all NESA Syllabus documents.</p> <p>Beginning teachers were supported with specific professional that met their professional learning needs at their early career stage.</p>	<p>All teaching staff, Beginning teachers, School administrative Support staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$8000.00)</li><li>• Support for beginning teachers (\$6498.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Workers, Aboriginal Education Coordinator and Aboriginal Stage 6 student tutor</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$62 541.00)</li> </ul>	<p>Aboriginal student engagement at Swansea High School has remained on an upward trajectory with the continued employment of two Aboriginal Education Officers who provided cultural and learning support for our students. The numbers of students participating in cultural programs on a regular basis increased and students within the school identifying as Aboriginal has also increased. While COVID-19 restrictions prevented our usual cultural activities from taking place, students still performed traditional dances, developed understanding of the Awabakal language, developed cultural understandings and participated in some local excursions to significant cultural sites. An Aboriginal student Tutor was employed to work explicitly with students to improve literacy and numeracy skills. This has resulted in an increase in learning outcomes on internal assessment measures.</p>
<b>English language proficiency</b>	<p>LaSTs and SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$14 253.00)</li> </ul>	<p>Identified students participated in one-on-one tutoring where they developed literacy skills and gained support to complete assessment tasks.</p>
<b>Low level adjustment for disability</b>	<p>LASTs, SLSOs, Class Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$175 243.00)</li> </ul>	<p>This funding provided SLSO support to students and classes with additional learning needs including Tiriki, an in school supported class for students with learning challenges in Stage 4, and Jumpstart, vocationally oriented Stage 5 classes. Other students and classes that required support were identified through data analysis and submission and additional support was implemented.</p>
<b>Socio-economic background</b>	<p>All teaching staff, LaSTs, SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$278 217.00)</li> </ul>	<p>This funding was utilised to provide additional staffing to reduce class sizes, including middle stream classes, as well as a smaller stage 4 support class. Additional funding was also allocated to Professional Learning to ensure the strategies incorporated in our strategic directions were supported.</p>
<b>Support for beginning teachers</b>	<p>Beginning teachers and Teacher Mentors</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$6 498.00)</li> </ul>	<p>Swansea High School has a locally designed Beginning Teacher Induction Program designed to support the needs of beginning teachers who commence their career at the school. The Swansea High School Beginning Teacher Induction Program provides a faculty mentor for each beginning teacher and a professional learning and support plan. As part of this program beginning teachers and their mentors receive ongoing feedback and support that is embedded in the collaborative practices of the school, access to specific training, and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Professional learning focused on classroom and behaviour management strategies to build student engagement, collaborative professional practices within the school and</p>

<b>Support for beginning teachers</b>	<p>Beginning teachers and Teacher Mentors</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$6 498.00)</li> </ul>	productive relationships with parents and care givers.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	337	349	328	363
Girls	330	314	289	311

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	91.6	92.1	92.1
8	88.1	88.4	87.8	91
9	86.2	85.5	88.2	87.9
10	84.6	82.6	83.1	88
11	85.8	81.4	83.9	87.6
12	88.4	83.4	85.5	90.4
All Years	87.5	85.8	86.9	89.5
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

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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	2.5	4	3
Employment	7.5	19	20
TAFE entry	2.5	7	13
University Entry	0	0	52
Other	87.5	70	0
Unknown	0	0	12

## Year 12 students undertaking vocational or trade training

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17.19% of Year 12 students at Swansea High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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93.2% of all Year 12 students at Swansea 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)	1
Head Teacher(s)	9
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.28
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	778,791
<b>Revenue</b>	9,130,821
Appropriation	8,977,849
Sale of Goods and Services	50,099
Grants and contributions	101,621
Investment income	1,251
<b>Expenses</b>	-9,143,429
Employee related	-8,455,310
Operating expenses	-688,119
<b>Surplus / deficit for the year</b>	-12,608
<b>Closing Balance</b>	766,183

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	280,605
<b>Equity Total</b>	530,255
Equity - Aboriginal	62,541
Equity - Socio-economic	278,217
Equity - Language	14,253
Equity - Disability	175,243
<b>Base Total</b>	7,497,981
Base - Per Capita	149,839
Base - Location	0
Base - Other	7,348,142
<b>Other Total</b>	329,584
<b>Grand Total</b>	8,638,425

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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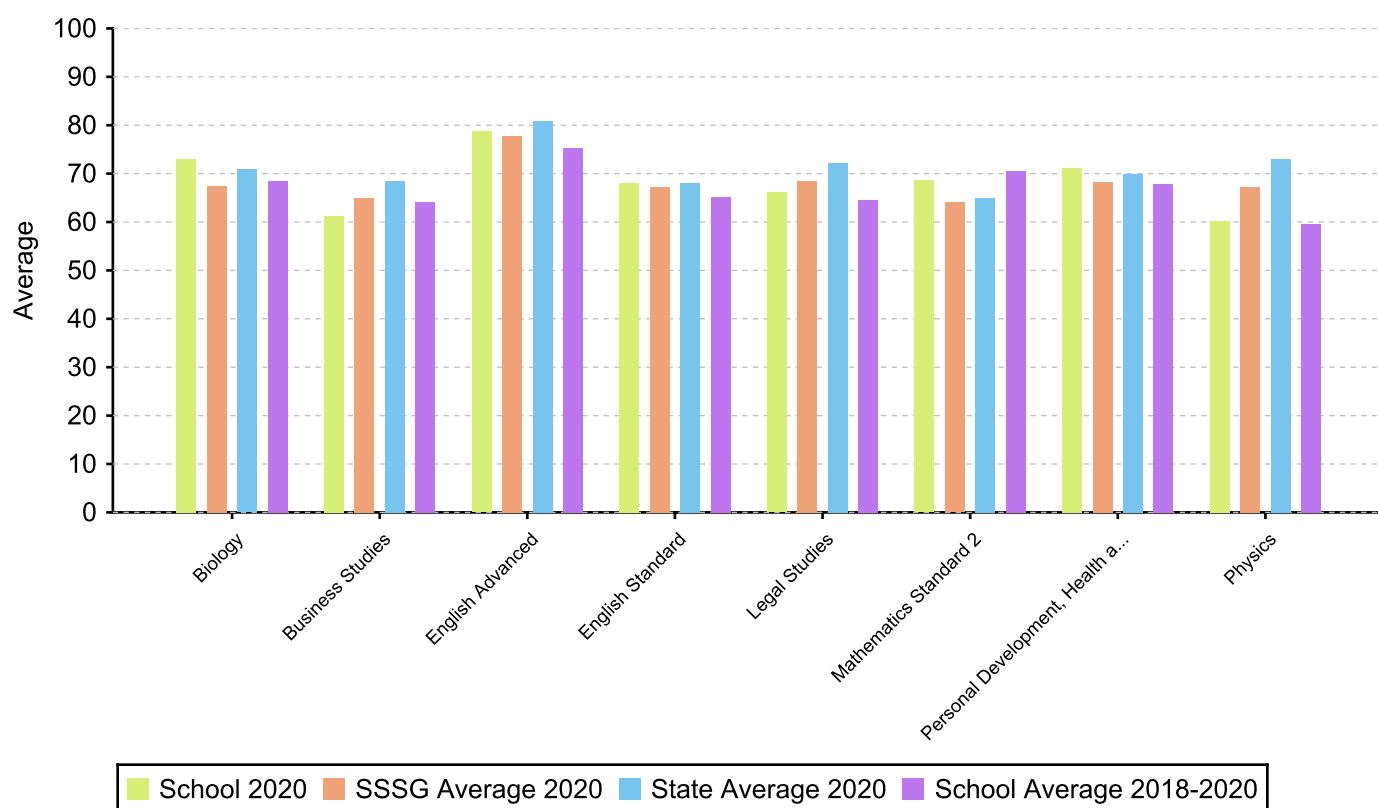
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	73.0	67.5	70.8	68.5
Business Studies	61.2	65.0	68.6	64.1
English Advanced	78.7	77.8	80.8	75.3
English Standard	68.0	67.3	68.1	65.2
Legal Studies	66.1	68.5	72.1	64.6
Mathematics Standard 2	68.6	64.0	64.9	70.5
Personal Development, Health and Physical Education	71.1	68.3	69.9	67.9
Physics	60.2	67.2	73.0	59.5

## Parent/caregiver, student, teacher satisfaction

In 2020 all staff (teaching and SASS) participated in a thorough process of identifying the positive and negative aspects of working at Swansea High School. Staff completed a survey of likes and dislikes about the school as individuals and then in pairs and larger groups to set about identifying the common themes that arose. Overwhelmingly, staff felt that quality, positive relationships with students is one of the most positive aspects of the school. This was further reinforced when every Year 12 student was interviewed in Term 2 in an attempt to identify areas of improvement that they recognise at the school. Year 12 students highlighted the quality teachers they have at the school and the quality, caring learning environment that has been established at the school as the most positive aspects. Almost all of the Year 12 cohort acknowledged the quality teaching they had been exposed to throughout their schooling at Swansea High School.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.