

# 2020 Annual Report

## Kirrawee High School



KIRRAWEE HIGH



8437

## Introduction

The Annual Report for 2020 is provided to the community of Kirrawee 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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## Message from the principal

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2020 was a giant year of trials and tribulations for Kirrawee High and all humanity. Not just the pandemic but also fires and floods impacted many of our students and their families.

The much anticipated creative and performing arts trip to New York and the social justice trip to Cambodia was cancelled early in the year at a time none of those involved at school could anticipate how things were to unfold. We continue to hold in our minds the safety and welfare of those we were going to meet and work with.

School life changed in March with children needing to be kept home due to COVID-19 and using online material and resources to continue their learning. Great communication from families, students, and staff during rapid change and adjustment during online learning was evident and underpinned our journey's success. I am greatly appreciative and proud of the staff's effort to convert their face-to-face learning online at short notice and the continual improvement that enhanced learning through the positive feedback. Recognition must go to the staff who rearrange space to facilitate working from home and to all the families that allowed them into yours. The introduction of Zoom to our teaching method and framing our learning resources for students to access via Google Classrooms has forever changed our pedagogy.

Our student leadership teams with our incredible welfare team accomplished many things online to support our wellbeing. Of particular note was the Prefects who lead Yr 12 with care packages, online social activities, and constant checking in to make sure everyone was managing the additional stress created during their HSC preparations.

Thank you to the staff who supported students who found the independence of online learning difficult and ensured that students were not left behind. Gratitude to our parent front line workers who kept us safe during the initial outbreak of the pandemic and the staff who worked from school to ensure that those unable to work from home had a safe and supportive place to learn.

During 2020 we refurbished the D Block student toilets and replaced the Year 7 and 8 toilets and PE change rooms with a new amenity block. The number one area of complaint by students over the last decades. A new COLA was finished over the basketball courts to provide shade and meeting space for year assemblies. The administration block underwent a makeover and refit. The better use of the space and the improved look positively impacts students, staff and visitors to the school. The new Head Teacher Administrations and Careers offices in A Block have provided students with better and easier access to services.

We continue to focus on student growth and attainment and fostering good student wellbeing. These feature prominently in our new School Strategic Improvement Plan for 2021 to 2024. I am proud of what we achieved in 2020, and I am very excited for what 2021 and beyond holds for our school.

I thank the community for its support and look forward to continuing a fruitful and productive partnership for our children.

Greg Munsie

## Message from the school community

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Dear fellow parents & carers,

As the P&C President, I would like to take this opportunity to thank the P&C executive and members for their efforts throughout the year and also to those who donated to the building fund. We have put the money to good use with upgrades to drinking fountains, providing picnic tables and are thrilled to be installing the much-anticipated solar-powered air conditioning into the maths classrooms later in 2021. If you get a chance, please take the time to thank our uniform shop volunteers and the ever-trusty Susan Gale for looking after the school's uniform needs and in so providing funds for the P&C.

I have been President for the maximum two-year term and am looking forward to assisting someone new in the role for 2021. It has been a pleasure to work with such great people like David Roffe our Vice President, Treasurer Michael Mannion, Secretary Tracy Hayes and Fiona Blom our Year 7 representative. Thank you for your efforts and support during my presidency. Unfortunately, our other committees have been very quiet in 2020 due to COVID-19 and will hopefully be flourishing again soon.

Please join us at the P&C meetings twice each term in the library to contribute and support our children and teachers during these formative years. If you have any comments or ideas, we would love to hear them make 2021 one to remember.

Kind regards - Scott Murray.



## Message from the students

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Physically distant, always united" -

This is the quote that the Class of 2020 found fit to describe the spirit of Kirrawee High School in the year that was 2020. The unpredictability of COVID-19 challenged both staff and students in ways like no other, yet these challenges only strengthened what was an already compelling foundation of resilience, respect and responsibility.

The ability of Kirrawee High School's dedicated students to adapt to the ever-changing environment in 2020 was an exceptional effort on behalf of every individual in our school. It was inspiring to observe our Year 7 students demonstrate commendable responsibility by rising to the challenge of not only starting high-school, but managing it online. Equivalent to this was the extraordinary resilience of the graduating class of 2020 as they strove to maintain their studies amongst chaos and change, only to provide admirable results in their HSC. Of course, It is without a doubt that the teachers of Kirrawee High School were the glue that held us students together. They stopped at nothing to provide their students with both academic and emotional support whilst having to adapt to the change themselves.

Of most importance, however, was the way that Kirrawee High came together as a community to demonstrate leadership in ways that have been distinct to the past. While Kirrawee High has a range of well-respected leadership teams (SRC, SEC, White Ribbon, SJC and He for She) that maintained their responsibilities to the best of their abilities throughout social distancing restrictions, it was evident that every single individual in our school community demonstrated leadership in their own way. Students developed empathy, camaraderie and teamwork as they came together amongst different year groups to overcome the challenges of online school. Students often met up over "Zoom" to provide each other with not only homework help, but also to demonstrate the qualities of friendship & shy;- this is what it means to be a student at Kirrawee High School.

2020 was a challenging year to say the least, but it was a year that ironically brought our school closer than ever.

Satine Goss, Kirrawee High School Prefect.



## School vision

*To develop young men and women within an inclusive world community who are self-reliant, compassionate, engaged and measure their achievement by academic excellence and high ethical standards.*

## School context

From a proud and ongoing tradition, Kirrawee High School represents conspicuous excellence in a wide range of academic, service, arts, sporting, language and community endeavours. As a public, comprehensive and languages high school of excellence, Kirrawee develops students to think critically and independently about their world and the ways in which they can contribute to humanity's future wellbeing and prosperity. The school actively works to develop ethical, resilient and emotionally intelligent young people who define personal accomplishment and continual improvement as the measure of their character and achievement. It is acknowledged that a very strong work ethic is essential to leading a meaningful life.

A large school population (approximately 1180) reflects an engaged and supportive community that holds high expectations for educational opportunities, outcomes, and the post-school lives their children will lead. In the same way teachers and support staff nurture, high expectations for the learning and personal responsibility students demonstrate to meet and exceed the promise afforded by a safe, warm, aspirational school and family environment. The school achieves these goals with an emphasis on high-quality programs, which are supported by experienced and enthusiastic staff.

Staff value their professionalism and honour their practice, generously supporting colleagues and continually developing their skills. Equally, they understand that it is the positive influence on young people that defines their profession as a compassionate and inspired calling. For all these reasons, there is an unshakeable pride as students, parents and teachers in belonging to the Kirrawee High School community. There is a trust that people are working for something greater than themselves and that a thriving school community will continue to bring benefits for all.



## 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

Students excel in high personal and academic standards that nurture a connected and inclusive humanity.

### Purpose

To develop our students for the future as active global citizens by equipping them with the skills to be confident, resilient and creative individuals who strive for excellence. Students will learn to work in teams and communicate ideas within the principles of social justice.

### Improvement Measures

#### Literacy-Numeracy Measures

Learn from strategies that strengthen students' literacy outcomes.

- Increased integration of L/N in T&L practice.
- Increase in classroom strategies shared across staff.
- More frequent feedback and sharing of effective L-N classroom strategies.
- Strengthened L/N value-added growth as indicated in Year 9 NAPLAN.
- Pre/post testing of specialised programs indicate improved L/N outcomes.
- Increased personal growth of students.
- Measured application of selected strategies (e.g. Bump It Up)

#### Differentiation Measures

Apply strategies that strengthen learning outcomes from classroom differentiation.

- Increased application of integrated classroom differentiation and flipped learning strategies in T&L practice.
- Visible and sustained evidence of differentiation in all T&L programs.
- Increased application of critical thinking, real world problem solving, AC general capabilities through classroom and PBL initiatives.
- Pre/post measures indicate rise in the fluid application of cross curriculum skills.
- Increased emphasis on Hattie's top teacher effects (>0.7).

#### Positive Education Measures

Apply strategies that strengthen resilience and strengthen classroom engagement.

- Positive Education initiatives expanded to build resilience, work ethic and grit.
- Increased use of language, techniques and processes aligned with Positive Education and building resilience.
- A decrease in the frequency and severity of student case management in relation to mental health.
- Positive Education is seen as a seamless complement to classroom practice and generating the best personal learning outcomes.

### Progress towards achieving improvement measures

**Process 1:** **Process:** A Literacy and Numeracy initiative will explore and implement strategies that reflect a whole-school approach, the foundational value of these skills to all KLAs, and the means by which students will personally maximise their skill levels.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• <b>Year 7 Literacy:</b> two years ago, aim was to increase teacher and student engagement with explicit teaching of literacy skills. This is the second year of the program and it has been refined and adapted. The content has been modified for the cohort needs as highlighted in the pre-testing. Students were engaged and students that had access to support classes prior to the presentation gained confidence in their literacy skills. Teachers actively engaged in the program, developing resources that linked to the literacy program. Year 7 were engaged and challenged on a regular basis via these literacy lessons. The program was strongly guided by the literacy teacher, who provided consistent and thorough support for teachers involved via team teaching. Flipped lessons and content developed made its accessible to all students.</li><li>• <b>Report - Year 7 iCan Read Program 2020 :</b> A comprehensive report was provided by the literacy teacher- Wilhemena White - on 1 July 2020: <b>Year 7</b></li></ul>	<ul style="list-style-type: none"><li>• <b>WordFlyers:</b> PowerPoints provided for each module and forwarded to teachers and students to work through. PowerPoints developed to accompany, explain and reinforce the units.</li><li>• <b>Year 7 Literacy:</b> Full-time literacy teacher, <b>iCan</b> programs developed, teacher created resources.</li><li>• <b>iCan:</b> all KLAs addressed; the program used foundational lessons to develop stage-appropriate skills in foundational literacy: reading, writing and comprehension. Term 3-4 was</li></ul>

## Progress towards achieving improvement measures

**iCan Read Program 2020.** Detailed data, a summary, survey, practices/strategies employed, and an evaluation was provided to the school, to reinforce and support the success of the year 7 Literacy Program, highlighting the achievement of the students and staff involved.

- **WordFlyers:** data indicated students were stronger overall in the reading component of the Naplan competencies. Their understanding of language conventions was the weakest skill. Therefore, the future focus is on developing and improving this aspect of students' literacy. Some students were selected to participate in reading specific lessons with the Learning Support teacher based on their need in this area.

- **English Years 9 -10:** online learning allowed teachers to incorporate explicit aspects of literacy in English units, which were further developed through blended learning.

- **Hour of Power:** A steady numbers of students attended each week. There was a noted increase in attendance during and before assessment periods. Students benefited from this program by reinforcing their learning, completing work and having the opportunity to seek assistance.

- **IMSLE:** Evaluation of the programs occurred at the end of Term 4, implementation will begin with the testing of identified students with dyslexia in Years 7, 8 and 9.

- **Check-in** data showed that the Year 9 2020 cohort reading skills were above both the state and like schools. This could be attributed to the iCan read programs and the request that teachers incorporate reading compression activities into their lessons once a cycle.

### Years 7 and 8 Mathematics

: conducted tasks online, allowed for quick turnaround of results and teacher feedback. This process enabled teachers to easily identify common weaknesses within groups of students. There was some discrepancy of results when a follow-up assessment was completed "offline". More frequent online informal tasks will be conducted by various teachers to assess the best form of delivery.

allocated to writing.

- **Year 8 Numeracy:** full-time teacher focused on the integration of 4Cs with numeracy in stage 4, teacher created resources.

- **Year 9 English:** units of work developed for online work which has now moved to a blended learning approach.

- **Science Literacy:** Students developed their own scientific study to enter the BRAGG Competition. All resources on the UNSW website.

Students developed their own resources as part of the competition.

- **IMSLE:** testing conducted and teacher resources developed: Emma Farmer, Melissa Kenehan, Jodie Widdicombe and Jaclyn Rosenberger.

**Process 2:** **Process:** A differentiation (including flipped classroom) initiative will further embed classroom strategies and a whole school approach to maximising students' personal achievement across the learning continuum, highlighting those requiring learning support to gifted and talented provision.

## Evaluation

Despite the restrictions based on schools when the COVID-19 pandemic was at its peak, the school was able to involve staff on TPL through flexibility in delivery. The use of Zoom and Google Classroom was instrumental in ensuring staff were still able to be involved in meetings and other collegial discussions. Staff indicated that during the online learning period, they had to rely on their own skills, knowledge and initiative to learn new things, which was positive in building their ICT confidence.

The increase in faculty-based Twilights was indicated by staff as a positive, as the time spent together being able to collaborate on ideas, programs and resources is an invaluable use of time.

Once restrictions were lifted, some staff were attending outside TPL, however, in comparison to previous years, this had dropped significantly.

The implementation of the school Teams has been a positive experience for staff members. It has given classroom teachers the ability to lead a group they may have an interest in. It also allowed time for staff members to interact and have collegial conversations with those outside of their faculties. Some staff members indicated that their team meetings were some of the most useful time spent in TPL in a long time. It also allowed staff time to unpack what is already happening in their faculties and to learn more about what could happen in the future.

Increased analysis of school data such as Best Start, RAP and SCOUT has identified requirements of learning support and high performing students.

## Funds Expended (Resources)

- TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and resources.

- ICT resources - Zoom and Google Classroom.

- Screencast-o-matic license

- Twilight staff developments used to increase understanding of programming needs for differentiation
- New teaching resources developed to differentiate for a range of student abilities

- Professional allocation of PL funds and release time across the school for staff to participate in this highly beneficial process.

- Twilight afternoon and observations through Quality Teaching Rounds



## Progress towards achieving improvement measures

Around 5% of students were able to obtain maximum marks. Data has been useful to identify skill weaknesses, such as reading line graphs. An in-depth analysis has been completed relating to the data and results used to implement differentiated teaching programs and strategies to maximise student outcomes across all faculties.

Quality teaching rounds were highly beneficial with an increased number of staff across the school participating in this program. These promoted a collaborative culture between both experienced and beginning teachers.

SOLE allowed for a strengthening of teaching and learning programs and allowed for a greater level of student engagement across all stages. In particular, SOLE allowed staff with the following benefits. Active construction of understanding requires thought and talk, especially explanatory talk and choice greatly improved motivation, therefore promoting student engagement.

Evaluation of Year 7 class structure resulted in a change to meet the needs of HPaGE students, resulting in a single class with specialist teachers.

**Process 3:** **Process:** A Positive Education (Mind Matters) initiative for all students and staff will implement a comprehensive approach that supports the development of affective skills such as resilience and emotional intelligence, actively recognising the link between productivity, learning, and the skills of mental wellbeing.

Evaluation	Funds Expended (Resources)
Positive feedback from students who attended camp and became Peer Support leaders	Peer Support Student Training - Peer Support Camp - Staff to train students - I assume that there is a training program for peer support
Positive reaction to SRC lockdown video that posted online	
Positive student engagement with the Google Classroom	Video Cameras/phones to record the students / Video editing software
Positive feedback and engagement from Year 12 students that participated in Half Time	Google Classroom
Positive feedback from Year 12 students who used the library during this time	Motivational Speaker to speak with Year 12 students
Staff feedback positive for those that participated especially with the gratitude survey - this was very well received by staff, especially when feedback was printed and presented to staff	Staff to staff the library
Has there been an evaluation on Mindful Mondays?	Music for bells challenge, various puzzles and challenges sent via email to engage staff / collegial gratitude survey
Positive feedback is always received from the Mentor program - Mark Mitchell equating greater HSC success with students who participate in the mentor program.	Psychology resources
	Elevate study resources

## Strategic Direction 2

Staff are high performing, dynamic and collaborative, continually developing expertise.

### Purpose

To enable all staff to be innovative and expert, actively sharing, reflecting on and improving their own practice, to deliver and facilitate quality learning experiences and programs that, academically and personally, inspire students.

### Improvement Measures

#### Literacy-Numeracy Measures

Apply strategies that support the effective application of classroom literacy.

- Increased PL funding and time dedicated to the development of L-N initiatives and the development of associated skills.
- Visibly embedded and pervasive planning in all T&L programs.
- Increased observation and sharing of good practice in relation to L-N and other School Plan goals.
- Difference measures and staff self-reporting reflect an increase in the level, frequency and application of L-N classroom best practice.

#### Teaching Practice Measures

Apply strategies that support the effective application of classroom differentiation.

- Increased PL activity that fosters cross faculty exchange of ideas, mentoring, and induction in relation to effective classroom practice.
- Teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.
- Engage in collegial practice, including with academic partners, and across communities of schools in order to build and share best practice with colleagues.

#### Positive Education Measures

Apply strategies that support the effective application of Positive Education.

- Gradual increase in skill development and understanding to support improved personal mental health.
- Increased mental health strategies are applied on a daily basis to support a positive and constructive learning environment.
- An observable and measurable difference in the awareness of the community in relation to the factors that strengthen mental health and support proactive responses to personal and corporate challenges.

#### Communication & Outreach Measures

Apply strategies that support effective communication, outreach and community engagement.

- Strengthening in use of media platforms to connect with the community and beyond.
- Increased efficiencies of internal school communication.
- Expand the technologies and improve infrastructure that support the effective use of ICTs for learning.

### Progress towards achieving improvement measures

**Process 1:** **Process:** Targeted professional learning will support a literacy and numeracy initiative that recognises the role of all staff, specialised educators and dedicated programs in making a significant shift in the literacy-numeracy learning outcomes of all students.

Evaluation	Funds Expended (Resources)
<i>Report - Year 7 iCan Read Program 2020:</i> A comprehensive report was provided by the literacy teacher- Wilhemena White - on 1 July 2020: <i>Year 7 iCan Read Program 2020.</i> Detailed data, a summary, survey, practices/strategies employed, and an evaluation was provided to the school, to reinforce and support the success of the year 7 Literacy Program, highlighting the achievement of the students and staff involved.	Literacy Teacher  Teacher toolbox in the Google Classroom/Drive: All teachers have access to stage 4 literacy and numeracy strategies and resources.
Team teaching: this literacy initiative continued in 2020 to give more teachers the opportunity to develop their skills and knowledge of literacy so they can	Team teaching with full-time literacy teacher and allocated literacy period a

## Progress towards achieving improvement measures

best support all students. The feedback and surveys all confirm that teachers found this to be a very productive and informative program and are more confident in teaching literacy in their KLA.

**WordFlyers:** This program was presented by teachers and its success depended on teachers being committed to presenting and conducting the lesson to students in a timely and informative manner. This was not always the case and Covid made it very difficult to schedule and monitor the program. However, the 2019 Year 9 Naplan writing was above the state average and progress was positive contrary to our like schools and the state trend, which all showed a negative trend. This result shows that Wordflyers can help our teachers and students target areas that need attention and have positive results and significant shifts. However, 2020 was a difficult year to motivate students due to Covid and the disrupted learning and teaching opportunities.

**Institute for Multisensory Language Education (ISMLE):** Evaluation of the programs occurred at the end of Term 4, implementation will begin with the testing of identified students with dyslexia in Years 7, 8 and 9.

Check-in data showed that the Year 9 2020 cohort reading skills were above both the state and like schools which is an improvement on the 2019 Yr 9 reading comprehension results. This could be attributed to the iCan read programs as the 2019 students had not completed the Yr 7 i-can read and spell programs as the focus for that cohort were the i-can read program. The directive that teachers incorporate reading compression activities into their lessons once a cycle could also be a reason for the improved results in the reading area.

**cycle:** Full-time literacy teacher worked with all Yr 7 classes and classroom teachers to present literacy lessons in an allocated Literacy period and again in normal class time.

**iCan program:** this is a program that can easily be tailored by teachers for the needs of their students. All faculties have created resources/activities that apply specific techniques based on the i-can programs. This is for consistency and reinforcement.

**4C trained math teacher:** full-time teacher focused on the integration of 4Cs with numeracy in stage 4. The teacher not only created resources that are available to maths teachers, but he also trained other teachers in the faculty about the 4C methods.

**Institute for Multisensory Language Education (ISMLE):** testing conducted and teacher resources developed: Emma Farmer, Melissa Kenahan, Jodie Widdicombe and Jaclyn Rosenberger.

**Process 2: Process:** Targeted professional learning will support a differentiation (including flipped classroom) initiative that supports all staff in the development of teaching techniques, ICT understanding and the gradual development of teaching resources that help maximise individual student learning goals.

Evaluation	Funds Expended (Resources)
<p>Despite the restrictions based on schools when the COVID-19 pandemic was at its peak, the school could involve staff on TPL through flexibility in delivery. The use of Zoom and Google Classroom was instrumental in ensuring staff could still be involved in meetings and other collegial discussions. Staff indicated that during the online learning period, they had to rely on their own skills, knowledge and initiative to learn new things, which helped build their ICT confidence.</p> <p>The increase in faculty-based Twilights was indicated by staff as a positive, as the time spent together to collaborate on ideas, programs, and resources is an invaluable use of time.</p> <p>Once restrictions were lifted, some staff were attending outside TPL. However, in comparison to previous years, this had dropped significantly.</p> <p>The implementation of the school Teams has been a positive experience for staff members. It has given classroom teachers the ability to lead a group they may have an interest in. It also allowed staff members to interact and have collegial conversations with those outside of their faculties. Some staff members indicated that their team meetings were some of the most useful teacher professional learning in a long time. It also allowed staff time to unpack what is already happening in their faculties and learn more about what could happen in the future.</p>	<p>TPL funds allocated as required to support professional learning, planning, projects, analysis, evaluation, and resources.</p> <p>ICT resources - Zoom and Google Classroom.</p>

**Process 3: Process:** Targeted professional learning will support a Positive Education (Mind Matters) initiative, using an array of techniques to build the affective skills of resilience, emotional intelligence and mental wellbeing.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>In the context of COVID there necessitated a need for staff and students to engage with and implement an increased self-awareness of the social and emotional skills needed to build resilience and enhance mental wellbeing.</p> <p>Throughout the year a number of programs and initiatives were created and implemented to build the capacity of staff to respond to the wellbeing needs of students, specifically in domain of positive psychology. Staff undertook professional learning and successfully employed skills associated with the identification and support of student wellbeing needs in a practical context. Staff surveys indicated that following these development sessions they felt more confident and better equipped to meet the wellbeing needs of a diverse range of students.</p> <p>These skills were translated into a practical context upon the return of students from remote learning as staff targeted student wellbeing through a resilience program. This program was implemented at a classroom level and yielded positive returns for supporting student mental health with daily check-ins and the provision of coping strategies which were consolidated in Year Meetings.</p> <p>Targeted professional learning was also undertaken by Year Advisors to ensure a consistent and proactive approach to wellbeing across the whole school. Year Advisors participated in collaborative future planning to ensure that student engagement in Year Meetings and welfare initiatives was structured and consistent. This was successful in that it allowed Year Advisors to reflect on student wellbeing needs and plan for the consolidation of social and emotional learning in curricular and co-curricular activities.</p> <p>Students successfully engaged in a range of wellbeing activities across the school to foster a sense of belonging and enhance positive relationships within the KHS community. A range of SRC, SJC, White Ribbon and school leadership activities were undertaken at school and were successful in raising awareness of mental health supports and encouraging a positive mindset through connectedness.</p>	<ul style="list-style-type: none"> <li>• Well-being resources</li> <li>• Be You Professional Learning Workshop</li> <li>• Resilience program resources</li> <li>• Resources and information from a range of sources including school psychologist, positive Psychology, Reachout and Headspace.</li> <li>• Relief time Year Advisors x2 days for 12 teachers</li> <li>• Professional learning x1</li> </ul>

**Process 4:** **Process:** Targeted professional learning will support the ongoing communications initiative (including outreach) that supports productivity, effective communication, an inclusive community, and the engagement of experts who help maximise students' personal learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Professional learning was planned for 2020, focusing on upskilling staff in areas identified by the executive through whole staff consultation. This plan was impacted due to COVID restrictions with plans altered and many collegial activities cancelled or postponed.</p> <p>Through evaluation, the PL team identified a need have a threefold approach to 2021. This includes systematic learning, embedding, and sharing of professional learning initiatives focused on developing the 2021-2024 School Improvement Plan. This includes a narrower focus of while school Professional Learning activities with an increased timeline of regular feedback on the impact and analysis of future needs relating to each activity.</p>	<p>Professional Learning funds \$71,039</p>



### Strategic Direction 3

An engaged school community with shared leadership pursues opportunities and shared goals, enriching student learning and success.

### Purpose

To recognise the invested relationship and proactive leadership required across parents, students and staff to maximise opportunities for students to personally and academically flourish in a global world.

### Improvement Measures

#### Leadership Measures

Apply strategies that support shared leadership, research practice and the implementation of the School Plan.

- PL audits indicate that staff have participated in the skill development, planning activities and collegial sharing that underpins improved practice.
- Increase in strategic thinking that seeks to more deeply understand the factors that drive improvement.
- Strong representation of staff willing to assume leadership roles and generate ideas that reflect high levels of professional practice.

#### Student Leadership Measures

Apply strategies that support student leadership and build personal growth and the values that inform ethical decisions.

- Evidence from student evaluations indicate a strengthening of student leadership structure, activity and differentiation of groups.
- Students and staff can articulate learning outcomes from an increasing range of co-curricular activities and relate these to their notion of regular learning.
- Observe the degree to which students participate, champion, and connect the issues that reflect an ethical and just society.

#### Communication & Outreach Measures

Apply strategies that support effective communication and the efficient use of professional and learning applications.

- Consolidate and further grow relationships such as business links, academic partnerships, mentoring, expert technicians/clinicians, institutional links, ambassadorial roles, inter-school initiatives, community input and volunteerism, which support wider and real-world staff/student/community learning opportunities.
- Increased parent satisfaction with communication and the exchange of information.
- Evidence of an attitudinal change in relation to notions of and learning, moving beyond conventional reporting, curricula and classroom culture.

### Progress towards achieving improvement measures

**Process 1:** **Process:** A leadership initiative will support opportunities for staff to research, explore, and develop skills in the strategic planning and implementation of activities that support a growth mindset (Spiral of Enquiry), School Plan goals of Literacy/Numeracy, Differentiation, Mind Matters and Communication.

Evaluation	Funds Expended (Resources)
<p>Covid-19 impacted the school's ability to fully implement and embed all strategies from the activities listed above. At the end of 2020, 25 staff members are trained to embed 4C's pedagogy with a critical mass of teachers from the feeder primary schools also up-skilled.</p> <p>Whole school staff workshops were evaluated to be effective in providing up to date policy around assessment that has led to the alteration of some assessment practices e.g. speeches. Best Start data has proved to be consistent with ACER testing results and students with specialised learning needs had been identified prior to receiving these results.</p> <p>Faculties were able to critically assess and reflect on their current teaching practices and programs and plan to fill any gaps in the current teaching and learning programs.</p>	<p>\$10,000 4 C's training</p> <p>\$1150 half-day relief for team leaders</p> <p>\$1000 best start training costs</p> <p>\$10,000 accidental counselling</p> <p>Total \$22,150</p> <p><i>Funding sources- Professional Learning</i></p> <p><i>Per Capita Allocation</i></p>

## Progress towards achieving improvement measures

Teams were effective in feeding back information for the situational analysis from the current school plan but will need to be modified in line with the new SIP. Individual PL continues to improve teacher practice but is most effective when shared with colleagues at a whole school level on return from the course.

*Other department funds (Department Backed professional learning)*

*Beginning Teacher funds*

**Process 2:** **Process:** A student leadership initiative will reinforce the restructuring and opportunities for students to develop leadership skills, personal qualities and the ethical understanding that supports democratic, civilly aware, and career- ready students for a post-school world.

Evaluation	Funds Expended (Resources)
<p>Student leadership teams and initiatives were significantly impacted by COVID-19 (and ensuing restrictions) but they made the best of it, and forced student leaders to think creatively about how to engage the school community in the restricted climate. The teams were highly active and continued a rich tradition for their teams of genuine engagement and promoting a positive learning and social culture at the school.</p> <p>The Prefects Wellbeing Study Packs was a highly successful initiative, with 200 study packs produced and distributed to their Year 12 peers and included resources from Coles, UNSW, Sutherland Shire Council, Headspace, TAFE NSW, and more. This initiative engaged the local community to assist the HSC Class of 2020 in their studies is arguably the most disrupted academic year ever.</p> <p>The White Ribbon Year 12 Legacy video produced a tangible positive feeling within the school, with the 25 white ribbon ambassadors expressing meaning and gratitude for their time as a KHS White Ribbon Ambassador and the intention to carry on acting as a White Ribbon Ambassador wherever they go in life. Video participants were enthusiastic about participating in one final project in their quest to improve the culture in their year group, their school and their world.</p> <p>Tuesday sport had to move to an integrated model due to the Covid 19 restrictions. As a result, Wayne Williamson (sports organiser) enlisted the help of students to officiate the competitions for the year groups throughout the day. This fostered their leadership skills and enhanced the success of the new sports structure. This initiative has led to the recommendation that a similar model is applied for Year 7 sport next year as students have demonstrated more success and engagement than the outside agency previously employed.</p>	<p>Online platforms (Google Classroom, Facebook Groups, etc)</p> <p>Video recording equipment and editing software</p> <p>Learning spaces (classrooms, hall, library, performance space, etc)</p> <p>Study Pack resources were donations from local businesses</p> <p>Sports equipment and sport rosters</p> <p>PE &amp; SPORT Faculty Budget</p> <p>Technology budget for equipment</p> <p>Local community businesses and organisations</p>

**Process 3:** **Process:** An ongoing Communications initiative (including outreach) will support productivity, effective communication, an inclusive community and the engagement of experts who help maximise students' personal learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Two very successfully nights were held in Term 1 2020. The first new addition to the school calendar was the Year 7 2020 Parent Welcome. Students, parents and staff enjoyed a sausage sizzle. Parents received excellent information on school functioning including the Learning Disposition Wheel School Website, Parent Portal, Moodle Assessment, Resilience, Cocurricular and Leadership</p> <p>Elevate Education spoke to parents about building student study habits which reinforced what students had learnt in their own Elevate session.</p> <p>Open Night for the 2021 Year 7, positive feedback was received from the audience and productive/constructive questions asked in the Q&amp;A session</p>	<p>Staff speakers and elevate guest speakers, year 12 leaders, BBQ, school performers</p> <p>Archived photos and videos</p> <p>SASS staff, teacher articles</p> <p>Sentral Reports and Activities Modules</p> <p>COVID test register</p>

## Progress towards achieving improvement measures

with Senior Executive after the formalities. Feedback from parents after the night, upon applying as a non-local enrolment, was the night was sharp, informative and showcased an overwhelmingly positive atmosphere/culture of the school.

Highly successful, increased engagement on Facebook, increased following of the page and very positive comments left on social media posts by the wider community and alumni reminiscing of positive school memories from decades ago.

Facebook, website

Hall, administrative resources, trophies, live stream equipment, certificates, medals

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal background loading</p> <p>Behrendt scholarship &amp; student support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$20 997.00)</li> </ul>	<p>Mid 2020, an Aboriginal Education Officer was employed to assist with supporting our Aboriginal and Torres Strait Islander (ATSI) students. The Aboriginal Education Officer worked with ATSI students and their families in order to complete their Personalised Learning Pathways (PLP). ATSI students were also provided with cultural mentorship and individualised academics support.</p> <p>Through the Health Pilot, female students in the KHS Yarning Circle were involved in a discussion group, viewing resources with the potential to be used in all local schools.</p> <p>NRL S2W Program with 3 successful HSC candidates, all progressing to tertiary education 2021.</p> <p>NAIDOC. KHS successfully participated in a whole school zoom Q&amp;A with Professor Larissa Behrendt after watching the documentary, co-produced by her <i>In My Blood It Runs</i>. Ms Behrendt is a former KHS student and the first Aboriginal woman to attend Harvard Law School, USA. She has been a consistent, generous supporter of our Yarning Circle.</p> <p>First Yarning Circle zoom, hosted by the NRL S2W program in collaboration with over 10 different local high schools to participate in a Q&amp;A with Linda Burney, MP, the first Aboriginal woman to be elected to the Australian House of Representatives.</p>
<b>Low level adjustment for disability</b>	<p>Low level adjustment for disability</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$76 918.00)</li> </ul>	<p>In 2020 all student Personalised Learning and Support Plans (PLASP) were updated to a user-friendly format, for both teachers and parents to access. In 2020, Kirrawee High School had 117 students with identified learning needs that required the development of a PLASP. Students were offered support in a range of different ways, small group withdrawal, in-class support, excursion support and assessment support. Teachers are aware of the PLASPS and implement them successfully in their classroom, with the support of the Learning Support Team.</p> <p>Disability Exam Provisions are provided and adhered to by all staff with the highest amount of support provided to all students. KLA's modify tasks where necessary in line with the information on student PLASP and seek guidance from the LaST when required. Regular parent meetings, case meetings, out of home care meetings, PLASP meetings were held to develop or adjust plans to support students.</p> <p>During the time that schools were affected by COVID-19, these meetings were conducted via Zoom. A community access program was delivered to enable supervised and supported</p>



<p><b>Low level adjustment for disability</b></p>	<p>Low level adjustment for disability</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$76 918.00)</li> </ul>	<p>access to employment experiences for students who will need support transitioning from school to work, this was put on hold for some time during the pandemic to ensure student and staff safety.</p> <p>Occupational therapy sessions were organised and coordinated to provide therapeutic support to students. Learning Support Team meetings occurred fortnightly to discuss case management for students who have changes to their educational needs or require a period of increased support.</p> <p>Due to COVID the organisation and implementation of a transition program for Year 6 to high school were slightly altered. 20 students identified by their primary schools attended an early transition to familiarise themselves with the school before the testing day in the first week of December. A zoom meeting was held with the feeder primary schools to share information about students transitioning that would require support and ensure appropriate classing of Year 7 2021.</p> <p>Staff engaged in professional learning to upskill them around how to best support students with identified learning needs and the learning support team continued to engage in targeted courses to ensure they are using current evidence-based practice in the classroom.</p> <p>The final year of the targeted literacy course was successfully completed and evaluated, the course will continue in a different format from 2021 with teachers using the resources developed over the past three years in their KLA teaching and learning programs.</p>
<p><b>Socio-economic background</b></p>	<p>Learning and Support Teacher FTE0.2 funded through per capita funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$50 051.00)</li> </ul>	<p>Funds are provided on behalf of students from financially disadvantaged backgrounds, to access the same curriculum and learning experience as their peers. In 2020 an additional 0.2 LaST was funded from Socioeconomic background funding to provide support for assessments, social skills and organisational skills.</p> <p>The LaST worked with students recommended by Head Teacher Welfare, Teaching and Learning and the Senior Executive. Referrals were made through the Learning Support Meetings.</p> <p>The LaST conducted withdrawal groups for social and organisation skills, mathematics and literacy. A third SLSO was employed during 2020 to allow for a more integrated SLSO support system. This focused on supporting identified students in years 7, 8 and 9 with PLASP's that were not meeting educational outcomes as their same-aged peers.</p> <p>This position was 2 days per week in 2020 and will increase time and continue in 2021.</p>

<b>Socio-economic background</b>	<p>Learning and Support Teacher FTE0.2 funded through per capita funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$50 051.00)</li> </ul>	<p>Students were provided with food from the school canteen, excursions and camps were funded and school expenses for uniform and practical subjects were funded for students.</p> <p>During COVID-19 more students than usual were negatively financially impacted. Information communication technologies (ICT) devices are loaned to students unable to provide their own. This became increasingly important when the school went online during the pandemic. This access has enabled staff to integrate the use of google classroom into lessons to ensure fair and equitable access for all students whether they are at home or at school.</p>
<b>Support for beginning teachers</b>	<p>Beginning Teacher Funds \$18 048</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$18 048.00)</li> </ul>	<p>Teacher development plans were heavily amended due to COVID restrictions. More resources were utilised for release time and learning from colleagues within the school. The resourcing was essential to beginning teacher development.</p> <p><i>The beginning teacher support has allowed for additional time for tasks such as marking, reports and assessment task creation. Relief from teaching has allowed a focus on teaching programs and reflection on teaching practice in their first year.</i></p> <p><i>The funding provided the opportunity to mark senior assessments with peers for a sustained period of time (ie, one-day blocks). This learning experience built confidence and helped refine marking skills.</i></p> <p><i>Beginning teachers were enabled to engage with professional learning to enhance content knowledge on KLA curriculum, resource and program development, and proficiency accreditation. They have been able to collaborate with staff schoolwide team teaching to improve pedagogical practices.</i></p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	603	583	587	563
Girls	635	627	617	620

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.7	94.6	94.4	95.7
8	92.5	92.8	91.6	94.5
9	92	92.1	92.5	93.8
10	92.1	89.3	91.4	93.7
11	92.4	92.7	91.9	94.3
12	94	92.6	92.2	95.6
All Years	93.2	92.3	92.4	94.6
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	0	8
Employment	8	5	11
TAFE entry	1	0	5
University Entry	0	0	70
Other	0	0	6
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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24.86% of Year 12 students at Kirrawee High School undertook vocational education and training in 2020.

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

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97.1% of all Year 12 students at Kirrawee 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)	12
Classroom Teacher(s)	58.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.37
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>	1,874,752
<b>Revenue</b>	12,661,358
Appropriation	12,002,564
Sale of Goods and Services	109,062
Grants and contributions	544,039
Investment income	5,693
<b>Expenses</b>	-12,380,489
Employee related	-11,094,819
Operating expenses	-1,285,670
<b>Surplus / deficit for the year</b>	280,869
<b>Closing Balance</b>	2,155,621

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 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	140,056
<b>Equity Total</b>	243,622
Equity - Aboriginal	20,997
Equity - Socio-economic	50,051
Equity - Language	8,087
Equity - Disability	164,488
<b>Base Total</b>	10,706,741
Base - Per Capita	289,567
Base - Location	0
Base - Other	10,417,174
<b>Other Total</b>	541,749
<b>Grand Total</b>	11,632,168

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.

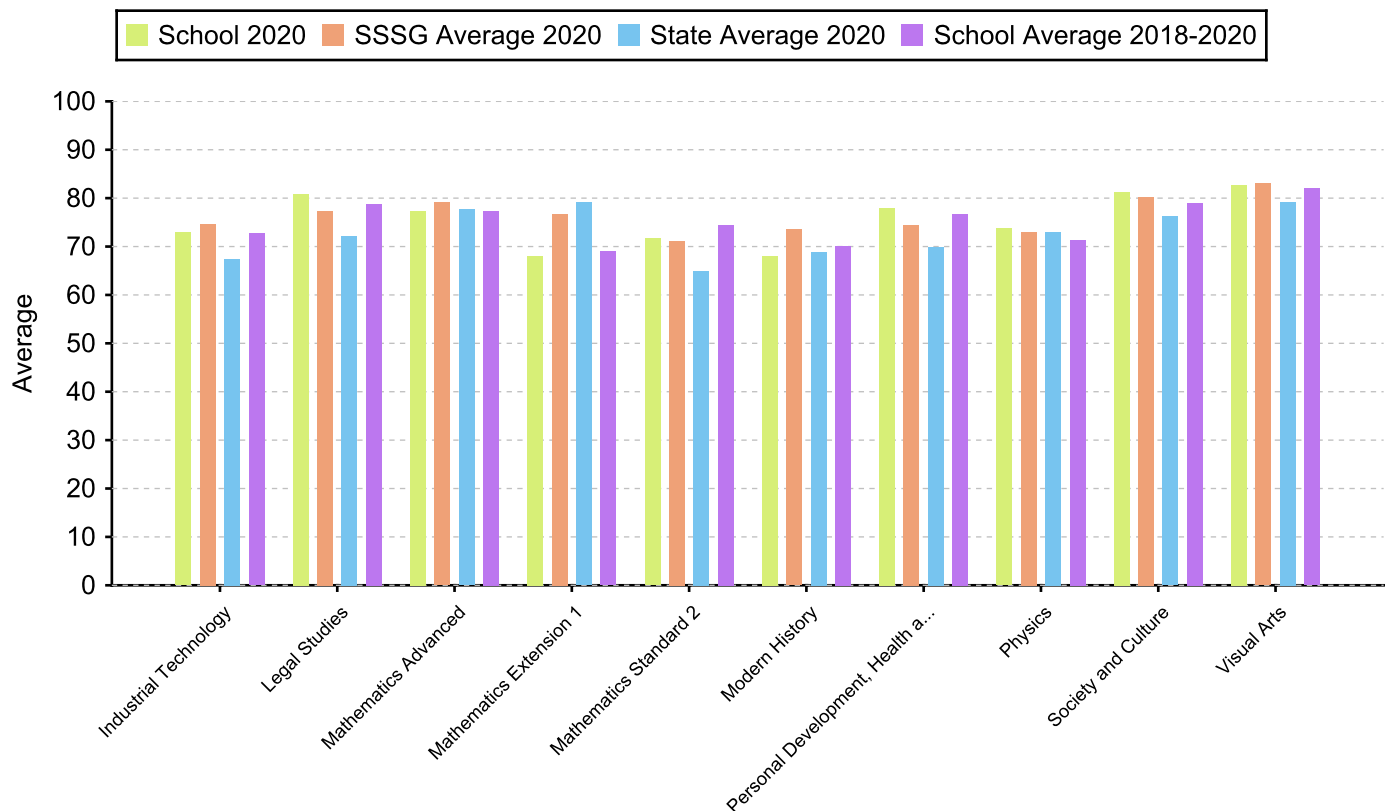
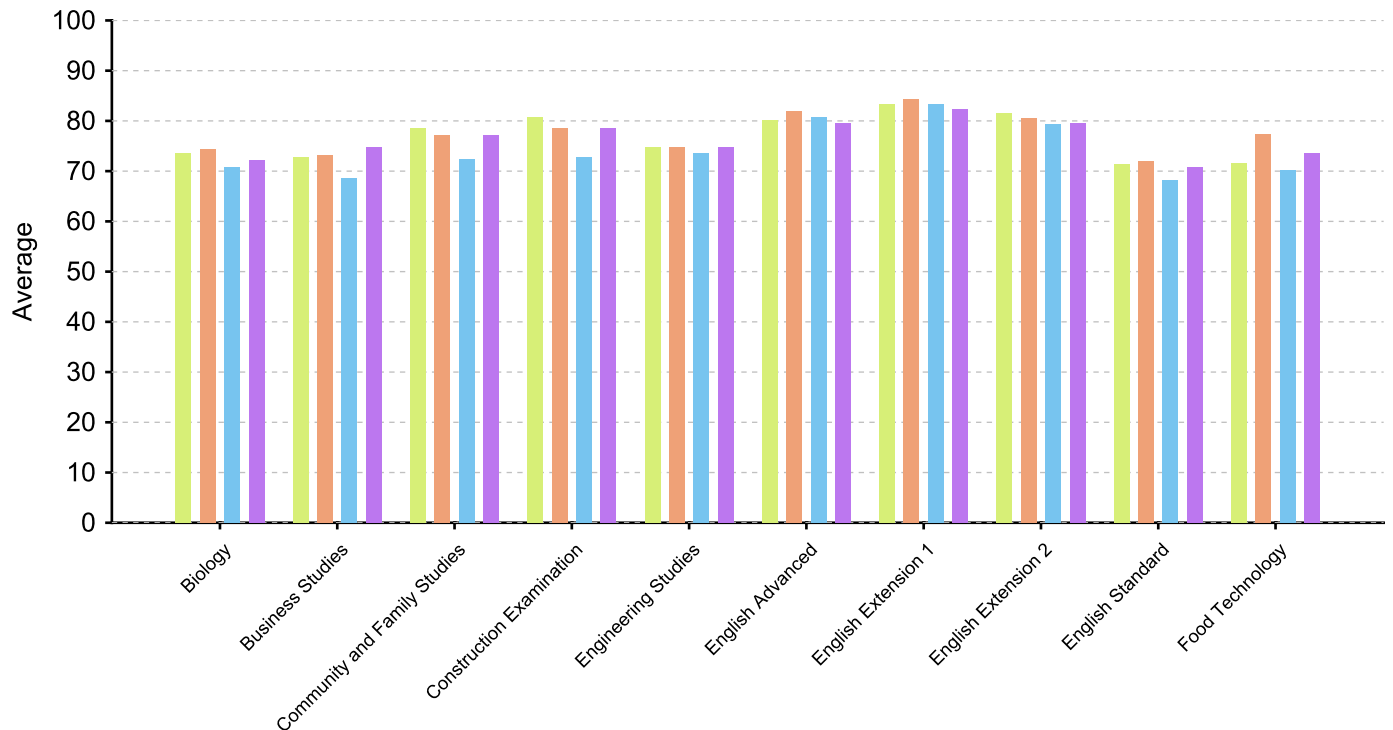
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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	73.6	74.4	70.8	72.1
Business Studies	72.8	73.2	68.6	74.8
Community and Family Studies	78.5	77.2	72.4	77.2
Construction Examination	80.8	78.6	72.8	78.6
Engineering Studies	74.8	74.8	73.6	74.8
English Advanced	80.2	82.0	80.8	79.6
English Extension 1	83.4	84.3	83.4	82.3
English Extension 2	81.5	80.6	79.3	79.5
English Standard	71.4	71.9	68.1	70.8
Food Technology	71.5	77.3	70.2	73.5
Industrial Technology	72.9	74.6	67.5	72.7
Legal Studies	80.9	77.4	72.1	78.8
Mathematics Advanced	77.4	79.1	77.7	77.3
Mathematics Extension 1	68.0	76.8	79.1	68.9
Mathematics Standard 2	71.7	71.1	64.9	74.4
Modern History	68.0	73.5	68.9	70.1
Personal Development, Health and Physical Education	78.0	74.5	69.9	76.8
Physics	73.7	73.0	73.0	71.4
Society and Culture	81.3	80.2	76.2	79.0
Visual Arts	82.7	83.0	79.2	82.0



## Parent/caregiver, student, teacher satisfaction

Parents of Kirrawee High School have shared their perceptions through the Tell Them From Me Survey between 09 Aug 2020 and 18 Sep 2020.

- 84% of parents acknowledge the School has a high reputation within the local community.
  - 77% of parents are satisfied with the general communication from the high school (e.g., newsletters, emails, school website, social media, etc.).
  - 97% of students have been enrolled by their parents as a school of first choice.
  - Parents were asked 'What are Kirrawee High School's biggest strengths?' Common responses included.
- Student support through student committees and support teachers
  - Offer a range of subjects and extracurricular experiences
  - The opportunity that prepares students for the outside world.
  - There is a high expectation for students to continually improve and the more you put in the more you get out.
  - Great teachers drive these opportunities.
  - The school offers an extensive range of programs in all Key Learning Areas.
  - Academic performance is consistently strong
  - Easy communication with the school on all levels
  - A supportive and nurturing environment

Students completed the Tell Them From Me Survey between 29 Apr 2020 and 22 May 2020

- 90% of students have friends at school they can trust and who encourage them to make positive choices.
- 75% of students feel accepted and valued by their peers and by others at their school.
- 73% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Perspectives of Teachers from the 2020 Tell Them From Me survey from between 13 Aug 2020 and 24 Sep 2020.

- 75% of teachers believe the school is an inclusive school.
- 69% of teachers collaborated with other teachers about teaching, student learning, planning and assessment.
- 75% of teachers believe there is a strong culture of learning and 74% believe data (from various sources) informs their practice.
- 70% of teachers believe they provide challenging and visible learning goals for students and 69% believe they provide quality feedback.



# 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.

