

# 2020 Annual Report

## Muirfield High School



8498

# Introduction

The Annual Report for 2020 is provided to the community of Muirfield 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 particularly challenging year. Our students showed great resilience during remote learning. This was in a large part due to the hard work and extraordinary dedication of staff. I thank staff, students, parents and the broader community for their amazing support of the school and our staff. Our focus is always on student wellbeing and learning. During COVID this focus did not falter. However, many of our priorities, projects and processes changed, as will be evident in this report.

COVID brought with it costs to the school, including increased hygiene and cleaning costs. The Department also implemented a mandatory staff program whereby the school had to employ casual teachers for several terms. Total cost of COVID expenditure = \$47,282. These costs are included here as they were not part of School Plan and thus not captured anywhere else in the Annual School Report.

Jennifer Reeves

Principal

## School vision

At Muirfield our goal is that all students feel they are known, cared for and valued. Through our student wellbeing and extra-curricular programs and daily interactions, we work to enhance each student's sense of belonging to the community. We are committed to ensuring students succeed at their studies and feel a sense of achievement. Working together to achieve excellence in teaching will challenge all students to learn.

## School context

Muirfield High School is noted for the positive and respectful relationships between all members of the school community. The majority of students come from an English-speaking background, with most parents having post-school qualifications. Parents have strong aspirations for their children in achieving personal best. The dedicated and committed staff are strongly focused on working collaboratively as part of a learning community. The school actively promotes a sense of wellbeing with staged and strategic welfare programs.

The school is a PBL (Positive Behaviour for Learning) school with our key focus for all students to participate, show respect and learn. Offering a broad curriculum including traditional academic subjects and a wide range of vocational and creative subjects, the school's strong academic success is underpinned by the productive learning environment. Outstanding extracurricular programs provide tremendous opportunities for student growth.

Our core values are embedded in our daily practice.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

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

In 2020, Muirfield undertook the mandatory External Validation. This process provides an opportunity for schools to discuss their judgements about their practice - and the evidence that underpins them - with a panel of peers. The external panel agreed with our self-assessment, in all but one element, that of Educational Leadership. In that element, the panel assessed us to operating at Excelling. Undertaking the self-evaluation and the external validation involved the leadership team throughout 2020. Cost = \$7.500 from professional learning funds.

## Strategic Direction 1

Rigorous and responsive curriculum

### Purpose

To ensure the provision of flexible, relevant and engaging curriculum that meets individual student needs and will deepen their understanding and develop creative and critical thinking skills within an authentic context. To support students to achieve their best with consistent quality teaching programs and rigorous assessment practices.

### Improvement Measures

Implementation of Recommendations 1 & 2 from Curriculum Review: BYOD & Year 7 STEM course.

Successful VET Audit by Regional VET Team.

### Overall summary of progress

Teachers and leaders at Muirfield continue to work together to identify areas that might be considered for school improvement. Teachers rose to the changes demanded by COVID and remote learning, through online delivery of teaching and assessing. As priorities shifted quickly due to COVID, some of our processes were, understandably, changed. The focus always remained on students, who are at the centre of every decision.

### Progress towards achieving improvement measures

#### Process 1: Assessment for Learning Team:

Whole-school team to support best practice in assessment and feedback. Executive Team will develop a common approach to programming and to junior assessment. Faculties and subject teachers to action implementation.

Evaluation	Funds Expended (Resources)
Teachers revised the scope and requirements of assessments so that assessments could fully describe what students could demonstrate based on the syllabus outcomes and common grades. Teachers ensured assessments were accessible to all students and made allowances for the disruption or changed circumstances due to COVID.	Faculty and staff meeting, flexible staffing arrangements for working from home, access to statewide staffrooms and DoE and school-developed remote learning resources. Cost = Nil

#### Process 2: Curriculum Review:

A review and evaluation of curriculum offerings and future directions.

Evaluation	Funds Expended (Resources)
The turn around in practice was nothing short of amazing. The manner in which teachers embraced learning in the use of online technology and supported their students was recognised and appreciated by both students and parents. The successful teaching of two years of Year 7 STEM was evident in the selection of STEM as an elective in Year 9 by students who had undertaken the first year of STEM in Year 7 2019. The interactive screens require more professional learning to be used effectively, but that notwithstanding, the screens have greater functionality than data projectors and will be rolled out as data projectors become beyond economical repair.	Provision of laptops to all staff and extra laptops for students for remote learning. Cost = \$88,500  STEM teacher release for Professional learning, planning and resourcing. Cost = \$10,000  Interactive screens installed in classroom. Cost = \$13,167

#### Process 3: Faculty reviews:

Annual reviews of individual faculties, focusing on teaching and learning, as well as programs and systems. (Mathematics, Science & CAPA)

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Annual reflection and review of programs is critical to ensure programs maintain currency and relevance, and adhere to NESA and Departmental requirements, as well as to share successful strategies and build capacity of staff. Funding for Innovative Teaching Projects led to the development and delivery of new approaches across multiple KLA'S. For example, in Science, the focus was on engaging students with increased practical learning. Practical Handbooks were developed to support teachers in using more experiments in the classroom. A Science Week Project saw senior students mentor and teach Year 7 students across different science disciplines, resulting in students developing deeper knowledge and understanding of Science concepts through real world connections.	Release time for program review and development, and collegial sharing of pedagogical approaches. Cost = \$10,000  Innovative teaching projects. Cost = \$3608

### Process 4: VET: Ongoing training and development of VET teachers.

Evaluation	Funds Expended (Resources)
The audit by Macquarie Park RTO noted Muirfield's innovative approaches to student learning and reported positively on management process, client services, training and assessment and workplace learning. In the VET exit survey, 100% of students reported that the VET course provided them with an awareness of industry practices, that the training methods were effective and that assessments were fair. Muirfield's VET Team successfully	Teacher release for placement visits, training and VET Audit  \$23,837

## Next Steps

Muirfield is leveraging off the rapid growth in skills in use of technology to continue to provide student access to learning material online. STEM will commence in Stage 5 in 2021. The school will undertake situational analysis and use the new planning format to continue the process of continual improvement.

## Strategic Direction 2

Learning for personal best

### Purpose

To improve student achievement through quality teaching practices underpinned by high expectations for success so that students achieve higher results.

### Improvement Measures

Percentage in the top 3 bands in Year 9 writing in NAPLAN to be equal to or above similar school groups with percentage in the top band to be 4 percentage points above state.

Numeracy: average scaled school growth in Year 9 Numeracy in NAPLAN to be above state and similar school average.

Increase the percentage of ATAR Bands 3 & 4 (76 to 100) by 5% from 2016-2018 average.

### Overall summary of progress

Due to COVID, NAPLAN in 2020 was cancelled. Thus, there is no data to report on the first two improvement measures. While ATAR bands remained largely steady, we did not meet the target to increase the percentage in top two ATAR bands.

### Progress towards achieving improvement measures

#### Process 1: Instructional leadership

Through Instructional Leadership and targeted, in-class professional learning, we will build the pedagogical practices of teachers, including to explicitly and effectively teach writing/numeracy.

Evaluation	Funds Expended (Resources)
The tailored approach of the Instructional Leader led to changes in teaching practice and improved student outcomes. For example, the close work on data analysis and pedagogy in Agriculture saw significant increase in student results in 2020 HSC, with 3 Band 6s.	Release for Instructional Leader = \$40,000

#### Process 2: Instructional teaching team:

Responsible for the implementation of Educator Impact across the school; facilitating classroom observation and feedback; and supporting teachers as they prepare for maintenance.

Evaluation	Funds Expended (Resources)
As teachers became more confident in the provision of feedback about classroom practice to their colleagues and the team became more skilled in identifying what works, the team developed an in-house model rather than purchasing a proprietary package. Feedback from observation and students forms a key component of the PDP conversations to support teacher growth.	Teacher release for professional learning = \$2,000

#### Process 3: Evidence-based Learning Team:

This team will analyse key sources of data to identify student need, which will be used to inform the work of instructional leaders and the School Improvement Team.

Evaluation	Funds Expended (Resources)
Through sharing data analysis, and mentoring teachers to interrogate data, there has been growth in teachers' data literacy and ability to use data in	Professional Learning = \$5,000

### Progress towards achieving improvement measures

teaching. While at External Validation, our on-balance judgement was that we were Sustaining and Growing, data skills and use is identified as an area for future directions.

#### Process 4: PBL:

Implementation of PBL processes through the development and shared learning of the PBL Team and strategies to promote and recognise positive student behaviour.

Evaluation	Funds Expended (Resources)
2020 saw a continuation of Muirfield's strong positive relations between staff and students. With a strong focus on behaviour with the implementation of PBL and a more refined approach to wellbeing, the on-balance judgement in External Validation, which was agreed to by the external team, is that Muirfield is Excelling in Student Wellbeing.	Cost = Nil

### Next Steps

Fewer students are achieving expected growth in numeracy than reading, thus numeracy instruction has been identified as an area that needs to be addressed in the next school plan.



### Strategic Direction 3

Building a stronger learning community

#### Purpose

To improve communication with parents/carers and increase community connections so that we maximise student achievement and opportunities.

#### Improvement Measures

All staff complete mental health training, parents and community engaged in mentally healthy strategies and school has support plans for students identified with mental health concerns.

Parent satisfaction identified through survey.

#### Overall summary of progress

All staff did complete mental health training through BeYou. The DP Support worked with the LST to develop support plans for students with mental health concerns.

Due to the Department's requirements regarding a Situational Analysis, and the requirement to undertake the system's preferred survey (Tell Them From Me), Muirfield did not undertake the shorter survey on parental satisfaction. However, the number of positive emails from parents during 2020 was overwhelming. Additionally, the response to the survey on Digital Devices showed a deep engagement in their child's learning and a commitment to work with the school to support their child.

#### Progress towards achieving improvement measures

##### Process 1: Barclay Learning Team:

Dynamic, sustainable and meaningful partnerships with primary schools to enhance student learning and leadership; support student transition to high school; and to support the sharing of pedagogical approaches.

Evaluation	Funds Expended (Resources)
The move to online co-learning projects had some success in engaging students both at Muirfield and local primary schools. For example, Muirfield students developed dance choreography and training materials, deepening their knowledge and skills. In other subjects, such as English and HSIE, students developed material to be used by primary students in their classes. Transforming students into "teachers" moved beyond building a stronger learning community; it lifts student knowledge and skills.	Cost = Nil

##### Process 2: The Sentral/Connected Communities Team

Supporting staff in the use of communication technologies, including the Sentral suite of software, to help with informed decisions regarding students and teaching, and improve communication.

Evaluation	Funds Expended (Resources)
All staff moved to either Microsoft Teams or Google Classrooms to support student learning. This has significantly aided those students who have been unable to attend school due to ill health.	Professional learning = \$2,000

##### Process 3: Professional Development for Non-Teaching Staff

Building the capacity of non-teaching staff to navigate through change driven by SAP through targeting professional learning and job sharing.

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## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
There has been a significant improvement in the range and availability of professional learning material for SASS through the Department. At Muirfield, SASS completed a large number of online courses on school operations and customer service. SASS are now able to assist staff with online learning materials, eg developing Microsoft Forms.	Cost = \$2,000

### Process 4: Deputy Principal, Support

Senior Exec position to review and develop school practices and systems and build the capacity of all staff to support a mentally healthy community.

Evaluation	Funds Expended (Resources)
Due to the time of additional stress due to COVID , this position allowed families to access additional support. Much work was spent on engaging students who had disengaged from learning, particularly as a result of the negative impact of COVID on mental health. As a result of this position, we did not see any student not return to learning following the end of remote learning.	DP Release = \$123,399

## Next Steps

Following survey of parents, we are moving to online permission notes for excursions and extra-curricular activities. We will also investigate ways to work more closely in partnership with parents. A significant change to the school structure is that the Emotional Disturbance Support Unit is moving to Stage 6. This will require substantial planning to ensure success for all involved. An additional Deputy Principal will be appointed to oversee the process of change.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,459.00	Funds supported development of Individual Learning Plans for all students who identify as Aboriginal. Funds were used to provide tutoring for one Year 12 Aboriginal student to assist her in gaining the HSC.
<b>English language proficiency</b>	\$125,306.00	Employed 1.0 EALD teachers and a part-time bilingual SLSO to support students' English language acquisition to enable students to access the curriculum.
<b>Low level adjustment for disability</b>	\$186,857.00	Employed 1.1 full-time equivalent Learning and Support teachers (LaST) to support students to access the curriculum. Employment of 1.2 full-time equivalent School Learning Support Officer (SLSO), to support students in the classroom. (Additional SLSO staffing is funded from Integration funding which is for specific students with disabilities.) There are a wide range of student supports in-place - eg disability provisions for assessment, in-class SLSO support, LaST and SLSO assignment support, planning and provision of high quality advice for class teachers by LST.
<b>Socio-economic background</b>	\$53,757.00:  \$43,753 for 0.4 Instructional Leader for HSC Success  \$10,000 for additional Deputy Principal Support	Additional Deputy Principal Support worked with families and teachers to support students with mental health and challenging behaviours. Additional release for Head Teacher who worked with faculties and individual teachers to build capacity to analyse HSC data and address teaching strategies that enhance HSC success.
<b>Support for beginning teachers</b>	\$144810.00	We received funding for 10 teacher in first year and no teachers in their second year. We supported four additional teachers who were not eligible for funding due to funding guidelines. Support provided release from face-to-face lessons to enable time for planning; professional learning and mentoring.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	436	428	440	431
Girls	385	377	399	416

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.1	94.9	93.5	95.5
8	91.9	93.7	91.1	93.3
9	91.3	89.6	91.5	92.7
10	90	90.7	85.1	92.5
11	92.8	91.2	88.5	91.7
12	91.3	92.2	88.6	92.4
All Years	92.1	92.2	90	93.2
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	5
Employment	0	3	13
TAFE entry	1	10	23
University Entry	0	0	44
Other	5	12	14
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

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44.17% of Year 12 students at Muirfield High School undertook vocational education and training in 2020.

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

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97.9% of all Year 12 students at Muirfield High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	14.48
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>	2,063,592
<b>Revenue</b>	10,503,301
Appropriation	9,946,339
Sale of Goods and Services	13,697
Grants and contributions	447,432
Investment income	5,354
Other revenue	90,479
<b>Expenses</b>	-10,597,012
Employee related	-9,278,549
Operating expenses	-1,318,463
<b>Surplus / deficit for the year</b>	-93,711
<b>Closing Balance</b>	1,969,881

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>	186,089
<b>Equity Total</b>	369,360
Equity - Aboriginal	3,459
Equity - Socio-economic	53,737
Equity - Language	125,306
Equity - Disability	186,857
<b>Base Total</b>	8,779,746
Base - Per Capita	205,251
Base - Location	0
Base - Other	8,574,495
<b>Other Total</b>	406,106
<b>Grand Total</b>	9,741,301

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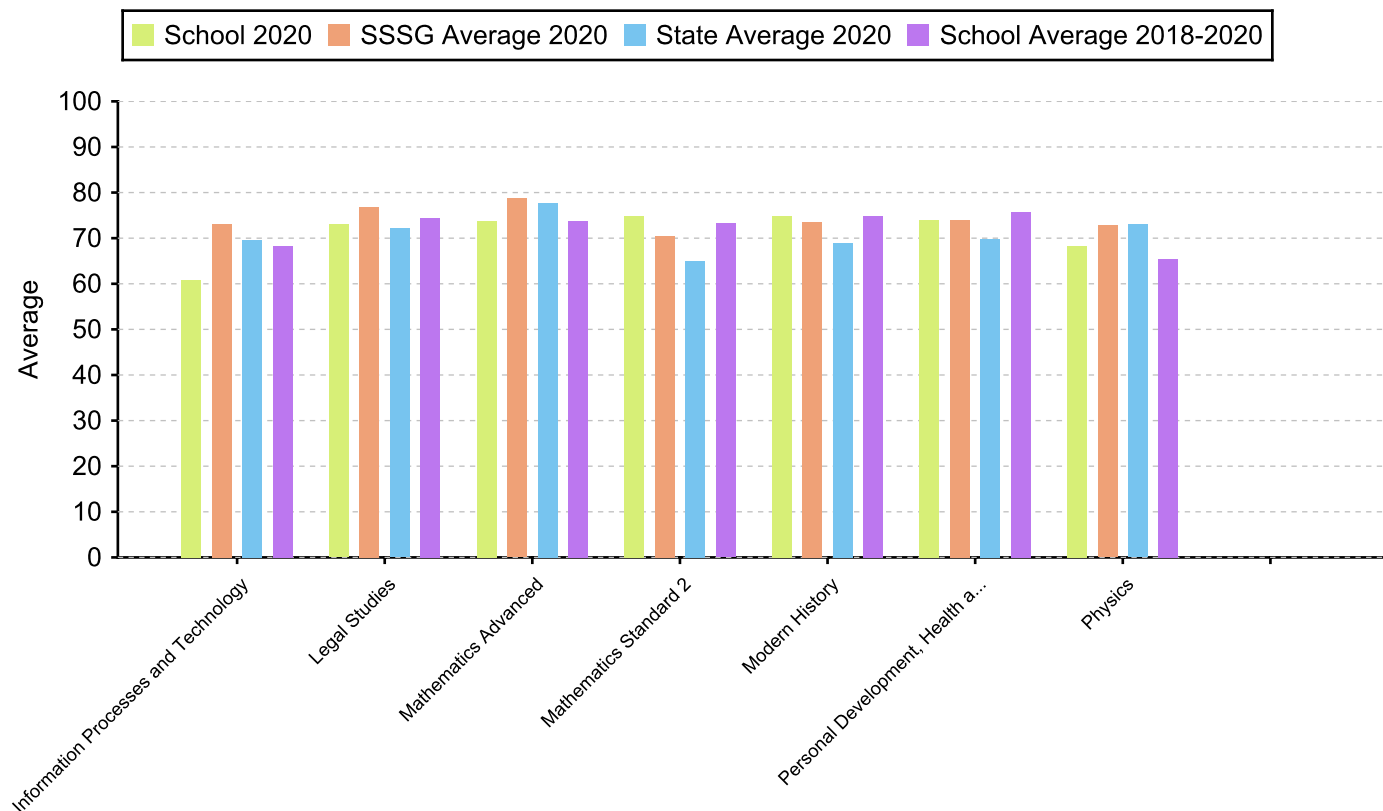
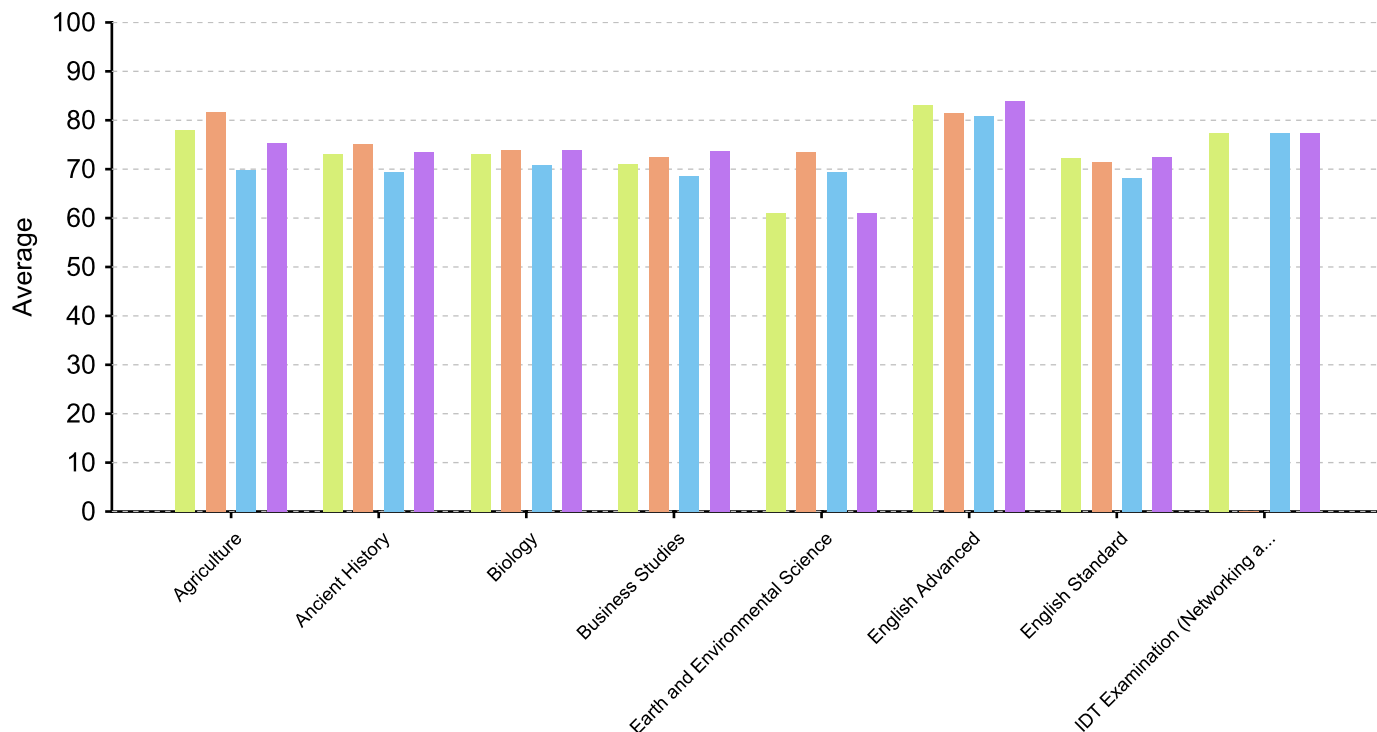
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Agriculture	78.1	81.8	69.7	75.3
Ancient History	73.2	75.1	69.4	73.5
Biology	73.0	73.9	70.8	74.0
Business Studies	71.1	72.4	68.6	73.8
Earth and Environmental Science	61.0	73.4	69.5	61.0
English Advanced	83.1	81.5	80.8	84.0
English Standard	72.3	71.5	68.1	72.6
IDT Examination (Networking and Hardware)	77.4	0.0	77.4	77.5
Information Processes and Technology	60.8	73.2	69.6	68.3
Legal Studies	73.0	76.9	72.1	74.5
Mathematics Advanced	73.7	78.7	77.7	73.7
Mathematics Standard 2	74.9	70.5	64.9	73.2
Modern History	74.9	73.6	68.9	74.8
Personal Development, Health and Physical Education	74.0	74.0	69.9	75.8
Physics	68.2	72.8	73.0	65.4

## Parent/caregiver, student, teacher satisfaction

In 2020, the school was overwhelmed with positive messages of support from our parent community. The emails and phone calls received demonstrated the high regard parents and carers had for the work of the school in supporting and educating their children. the strong response from parents to the survey on digital devices pointed to the close partnership with parents and carers. In 2020, 83% of Muirfield staff reported their job gives them a feeling of personal satisfaction in the People Matter survey, an increase by 13% over 2019 and 9% greater than the percentage in the education sector.

# 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.