

2020 Annual Report

Gorokan High School



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Introduction

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

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

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Message from the principal

Gorokan High School partnered with the broader community during 2020 to successfully meet one of the most significant challenges that has faced us, the impact of COVID-19.

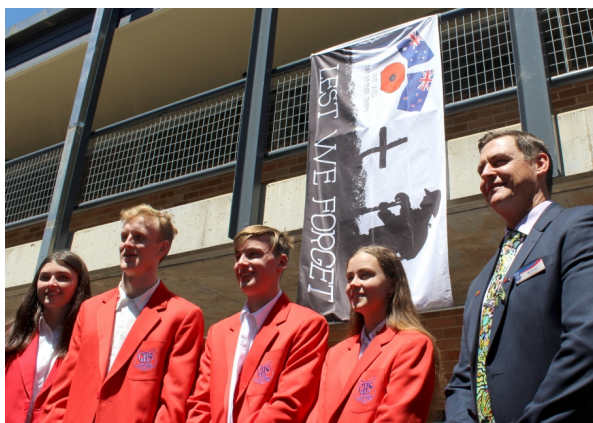
The transition to and from home-based learning was accomplished within flexible and often very short time-frames which school staff and community overwhelmingly responded to from the perspective of the best interests of students. This responsiveness saw successful HSC completion for the Year 12 2020 cohort and the highest average student results in recent years. Transition processes were delayed, however still met the needs of incoming students and community through a range of alternative experiences. Education also remained at the forefront for school innovation, with learning experiences and parent-teacher interviews all occurring in a virtual environment during the course of the year.

2020 accelerated the rate that educators adapt to, and harness emerging technologies to improve learning outcomes for students. It also strengthened the commitment that schools and communities share in their partnership to support all students to reach their potential. How we develop this further beyond 2020 remains an exciting legacy of a year that presented many challenges.

I commend Mrs Singleton and her team for the outstanding leadership of Gorokan High School during this time and offer a sincere 'Thank You' to the students, staff and community who have been so welcoming since my appointment in July. I also acknowledge the resilience of our students who displayed great strength of character at a time when the world that was shaping their identity changed forever.

Yours in Education,

Matt Boake



School vision

Gorokan High School's vision is to embody the core values of respect, cooperation and personal best to enable our students to be successful learners, equipped with the skills to be active and informed participants in society.

Our mission is to strive to ensure that our students will be confident and creative individuals who have an optimistic view of themselves, their lives and their futures. They will be agile thinkers, who show initiative and enterprise, who are resilient and capable of managing their emotional and physical wellbeing.

Our school community is committed to ensuring the best possible educational and personal outcomes for all students, free from discrimination and inequality.

School context

Gorokan High School is a coeducational comprehensive high school, with an academically selective class in each year group. In 2020, the student population consisted of approximately 1000 students, including; 47 students in our Special Education Support classes, 140 GAT students in the Selective classes and 195 Aboriginal and Torres Strait Islander students.

The school focuses on the needs of individual students by providing a broad-based curriculum of vocational, creative and academic courses, gifted and talented student programs and personal, social, welfare and ethical development programs. The school has high expectations of students, consistent with each student's ability and the belief that all students can achieve their personal best. Our experienced staff supports the needs of our students. A significant feature of the school is that it is a caring, diversified community, committed to a holistic approach to our student's education. The development of technology is ongoing with continued access to applications that enhance teaching and learning.

Gorokan High School embraces the 'Stronger Smarter' philosophy, emphasising the strengths of Aboriginal identity, culture and positive academic achievement. It enjoys a strong regional reputation for its cultural leadership and partnerships with its local Aboriginal community and AECG, Muru Bulbi. Our school is a member of the Wallarah Learning Community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Learning for an enriched future

Purpose

To foster a school environment, which supports the provision of engaging, high quality, challenging and relevant learning opportunities with the purpose of increasing the learning pathways of our students.

Improvement Measures

In line with the **Premier's Priority**, Increase the proportion of students in the top 2 NAPLAN bands in Reading and Numeracy by 10% by 2020. Our target data; Year 9 Reading 23%, writing 17.6%, spelling 27.8%, grammar 28% and Numeracy 27%

In line with the **State Priority**, Increase the proportion of Aboriginal students in the top two NAPLAN bands for Reading and Numeracy by 35% by 2020.

Baseline data (2017); Year 9 Reading 11.5%, writing 3.5%, spelling 20.6%, grammar 17.2% and Numeracy 13%

School Priority Increase the proportion of students completing the HSC, Certificate II Trade Qualifications, exiting to an approved educational pathway or the workforce by 10% by 2020. Target; 74%

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to student wellbeing, with a focus on academic, personal and social development.

Evaluation	Funds Expended (Resources)
Gorokan High School has commenced the implementation of Positive Behaviour for Learning to provide a consistent and clearly communicated structure to guide student and staff engagement in expectations and learning. This will remain a key feature of forward planning, with evaluation indicating that a hybrid of interventions and classroom practice being the most effective model.	\$20,000 (Administrative Systems) \$15,000 (Program initiatives) \$30,000 (Establishing PBL signage and branding)

Process 2: Implement a collaborative approach to learning pathways, where staff, parents, community, business and interagenicies broaden student learning opportunities

Evaluation	Funds Expended (Resources)
COVID-19 significantly impacted the scale to which this process could be implemented. A key strength through the life of this plan was the enhanced data capture processes that allow for earlier and more precise interventions. While the school did not meet the student retention target, the process provided the early framework for Strategic Direction 3: 'personalised connections and pathways' in the 2021-24 Strategic improvement Plan.	\$6,000 (Attendance improvement program) \$10,000 (Transition to work pathways) \$50,000 (Community engagement initiatives)

Strategic Direction 2

Teaching for an enriched future

Purpose

To enhance collaboration and collegiality with the aim of encouraging high expectations in an environment committed to identifying, understanding and implementing highly effective teaching methods. Our practice embraces continuous improvement, reflective practice and an observable modelling of our school values.

Improvement Measures

School Priority Increased proportion of students indicating: Engagement at School, a Sense of belonging to the school and experiencing success at school to exceed State Government Norms by 2020

Tell Them From Me Target

67% (State = 66%)

Increase the proportion of year 9 students achieving above expected growth in NAPLAN by 10% in Literacy and Numeracy by 2020.

Baseline (2017) Data; Reading 44%, writing 46%, spelling 48%, grammar 58% and Numeracy 61%

Progress towards achieving improvement measures

Process 1: Implement systems and practices where student accommodations and adjustments are embedded in differentiated teaching and learning.

Evaluation	Funds Expended (Resources)
Tell Them From Me data indicates that GHS met the target of increasing student belonging and expectations of success to 67%. Evaluation shows that staff development in the process of NCCD and differentiation models for gifted and talented students played a key role in providing staff with the skills to impact learning for all students. Factors such as student and staff mobility will mean that a consistent model of learning for the Gorokan High School community will remain as a focus of forward planning.	\$20,000 (Staff support/meetings coordination)

Process 2: Review and further develop a whole school approach to capacity building where every teacher and leader improves every year to create sustainability.

Evaluation	Funds Expended (Resources)
While this process was successful, it was not in the way that was envisaged when the planning process was undertaken. The whole school approach to staff capacity building and improvement was through the lens of COVID-19. This required the mobilisation of all staff to find alternative and meaningful ways for students to remotely engage in their education for a period of time. The transition process on either side of the home-based learning period required staff to be agile in meeting a complex range of student and community needs. While NAPLAN was not undertaken, impacting the target, the improvement all staff made professionally was recognised by NESA in the provision of 5 hours of accredited professional learning experience.	\$15,000 (Professional Learning onsite)

Strategic Direction 3

Expectations for an enriched future

Purpose

To ensure processes, structures and resources are evidence based, transparent, sustainable and evaluative to strategically improve teaching and learning outcomes and support a culture of high expectations.

Improvement Measures

Increase the number of students recognising the positive impact education has on their to exceed the NSW Government norm in the Tell Them From Me survey.

Target - 75%

2017 Baseline - 66% (school) and 75% (State)

Increase the number of staff applying for 2IC positions across the school by 2020.

Target - 22%

Progress towards achieving improvement measures

Process 1: A leadership initiative that supports the opportunity for staff to research, explore and develop skills in the implementation of future focused teaching and learning, concentrating on learning modes, dispositions and learning space.

Evaluation	Funds Expended (Resources)
Evidence of successful implementation of this process was limited to individual faculties rather than whole school application. As a result, the forward Strategic Improvement Plan should cater for adjustments required to physical learning spaces and the level of professional learning required to support teachers in a more successful implementation of this process. A strategic plan for the integration of emerging technologies at Gorokan High School will further support this.	\$90,000 (Beginning teacher support)

Process 2: Implement and embed high quality, research based, future focused literacy teaching practices.

Evaluation	Funds Expended (Resources)
Student performance data review and an evaluation of existing differentiation practices across the partially selective stream coincided with the release of the Department of Education High Potential and Gifted Education policy. This supported a narrowed pedagogical focus on the Williams and Maker models of gifted and talented education. While the impact of these practices will not be evident until during the next planning cycle, this process provided the necessary shift to consistent and research based teaching practices.	\$12,000 (Software programs)

Process 3: Implement and embed high quality, research based, future focused numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Students who were identified for intervention support by the Learning and Support team demonstrated improvement through Quicksmart engagement. The impact of COVID-19 prevented a coherent multi-faculty approach during 2020, however this will remain a feature of the 2021-24 Strategic Improvement Plan. Whole staff engagement in the CESE revised publication 'What Works Best' during 2020 is underpinning the implementation of high quality teaching practices.	\$8,000 (Software programs)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$195,000 (Staffing & Cultural Programs)	<p>All Aboriginal student at Gorokan High School have a personalised learning plan, linking students to Aboriginal culture and educational goals. Students have access to a designed community room, where educational and cultural programs are facilitated. Our Community room provides a welcoming space for local elders and community members to engage in meaningful conversation in relation to supporting our Aboriginal students. Gorokan High School provides significant student support through staffing of an Aboriginal Education Officer, Head Teacher Aboriginal Education Learning Pathways and Aboriginal Education Workers. Gorokan High School further supports targeted Aboriginal tutoring and mentoring for our students. These critical positions provide a strong link to our local 'Muru Bulbi' ACEG and Aboriginal Community.</p> <p>Through the Personalised Learning Pathways (PLP) process we can identify student goals and aspirations which allows us to cater for individual students. We work with students individually to ensure HSC attainment is at the forefront of our practice whilst also maintaining cultural identity and connection. This is done by providing individualised support to students to fulfil the requirements of school whilst also providing opportunities to engage in culture through various programs. These programs concentrate on Aboriginal identity, connection to culture, goal setting and achievement, as well as high expectations and linking to relevant and appropriate exit pathways.</p> <p>These programs include:</p> <p>STEM Camps, Ngura, Going Bush Narromine trip, Starstruck, Didge and Dance Groups for all year groups as well as:</p> <p>Year 7: iBelieve, Explore your DREAMS, Art and Didge, Quicksmart</p> <p>Year 8: Art and Didge, Explore your DREAMS, Dhinewan Mentoring with Jono Wright</p> <p>Year 9: BroSpeak, Sistaspeak, Matt Sonter, Explore your DREAMS</p> <p>Year 10: Pirru Thangkuray with Rob Waters, Chase your DREAMS</p> <p>Year 11: School2Work, Bara Barang Dreambuilders, Chase your DREAMS</p> <p>Year 12: Interviews, Timetabled Lessons, Bara Barang Dreambuilders, Chase your DREAMS</p> <p>The use of data driven decisions is allowing</p>

Aboriginal background loading	\$195,000 (Staffing & Cultural Programs)	us to target specific intervention strategies and programs to relevant students. Data is taken on attendance, engagement, connection to culture and behaviour on a consistent basis to ensure if things improve or regress, we will follow up appropriately.
Low level adjustment for disability	\$389,000 (additional LAST Role, SLSO support)	<p>Gorokan High School has a diverse student community with over 300 students recorded on the Nationally Consistent collection of data for 2020 as requiring classroom adjustments for disability. Those requiring adjustments at the quality teaching level are offered at the classroom teacher's discretion in consultation with the Learning Support Team and the Welfare Team. These adjustments include access to additional support, special provision for exams, small group intervention for literacy and numeracy, adjustments to learning and assessment tasks, School Learning Support Officer assistance and for Senior students a supported Senior study where they can access support for organisation, time management and assessment task support.</p> <p>In 2020 the Learning Support Team identified a significant increase in student need during the Year 6-7 transition process through literacy and numeracy testing and the collection of anecdotal information. Throughout 2020 the team has developed a plan of action to support students moving forward in 2021. The establishment of an additional school funded support class in Year 8 and a Critical Care Class to support students with complex mental health concerns and attendance concerns. Small group literacy and numeracy support for Stage 4 students remained a focus with 70 students targeted and completing the Quicksmart program and 35 students commencing an intensive reading program. Commencement of targeted intervention to support student writing through activity days and small group withdrawal programs.</p> <p>The HUB systems and access protocols were reviewed and planning for the LSC to transition from a time-out space to a learning space for all small group literacy, numeracy, welfare, assessment support and standardised test programs began trials Term 4, 2020.</p>
Socio-economic background	\$728,900 (Welfare Programs, Financial Assistance and Staffing)	Gorokan High School has a diverse community with additional needs to cater for students and families. To support our needs, we have employed an additional Deputy Principal, Head Teacher Teaching and Learning, Student Administrative Staff, and enhanced our LAST team to support students, families and our HSC students during COVID-19. These roles support in the administration of our attendance monitoring programs and community communication strategy (Facebook, letters and SMS communication).

Socio-economic background	\$728,900 (Welfare Programs, Financial Assistance and Staffing)	<p>All staff and students are supported through a Technology Support Office, who administers the technological needs of the school, purchases additional technology resources and providing in-class support to classroom teachers.</p> <p>We have further used our funding to create future-focused learning environments for students and additional staffing positions to support the flexible curriculum.</p>
Support for beginning teachers	\$89,000 (Professional Learning)	<p>Head Teacher Teaching & Learning provides additional support to beginning teachers through access to professional learning opportunities, release from face to face teaching time, accreditation support and the facilitation of a school based beginning teacher network. Beginning teachers are encouraged to align them selves with a faculty based mentor and access additional time to spend with their chosen mentor. School based professional learning is also specifically designed to provide insight for beginning teachers to school wide policies, processes and procedures.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	483	495	512	516
Girls	477	464	467	496

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90	87	88.9	91.1
8	86.9	85.3	84.6	88.6
9	85.3	84	84.1	86.3
10	84.2	82.9	82	86
11	85	86	84.9	86.7
12	88.3	88.3	84.3	89.8
All Years	86.5	85.5	85	88
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	28
Employment	1	4	23
TAFE entry	2	3	8
University Entry	0	0	37
Other	0	0	0
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

40.38% of Year 12 students at Gorokan High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.6% of all Year 12 students at Gorokan 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)	57.1
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	20.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,431,642
Revenue	14,072,365
Appropriation	13,800,372
Sale of Goods and Services	66,739
Grants and contributions	203,629
Investment income	1,624
Expenses	-13,822,043
Employee related	-12,666,913
Operating expenses	-1,155,130
Surplus / deficit for the year	250,322
Closing Balance	1,681,963

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	283,770
Equity Total	1,727,890
Equity - Aboriginal	205,237
Equity - Socio-economic	1,128,944
Equity - Language	4,656
Equity - Disability	389,053
Base Total	10,864,256
Base - Per Capita	244,968
Base - Location	0
Base - Other	10,619,288
Other Total	573,083
Grand Total	13,448,998

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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

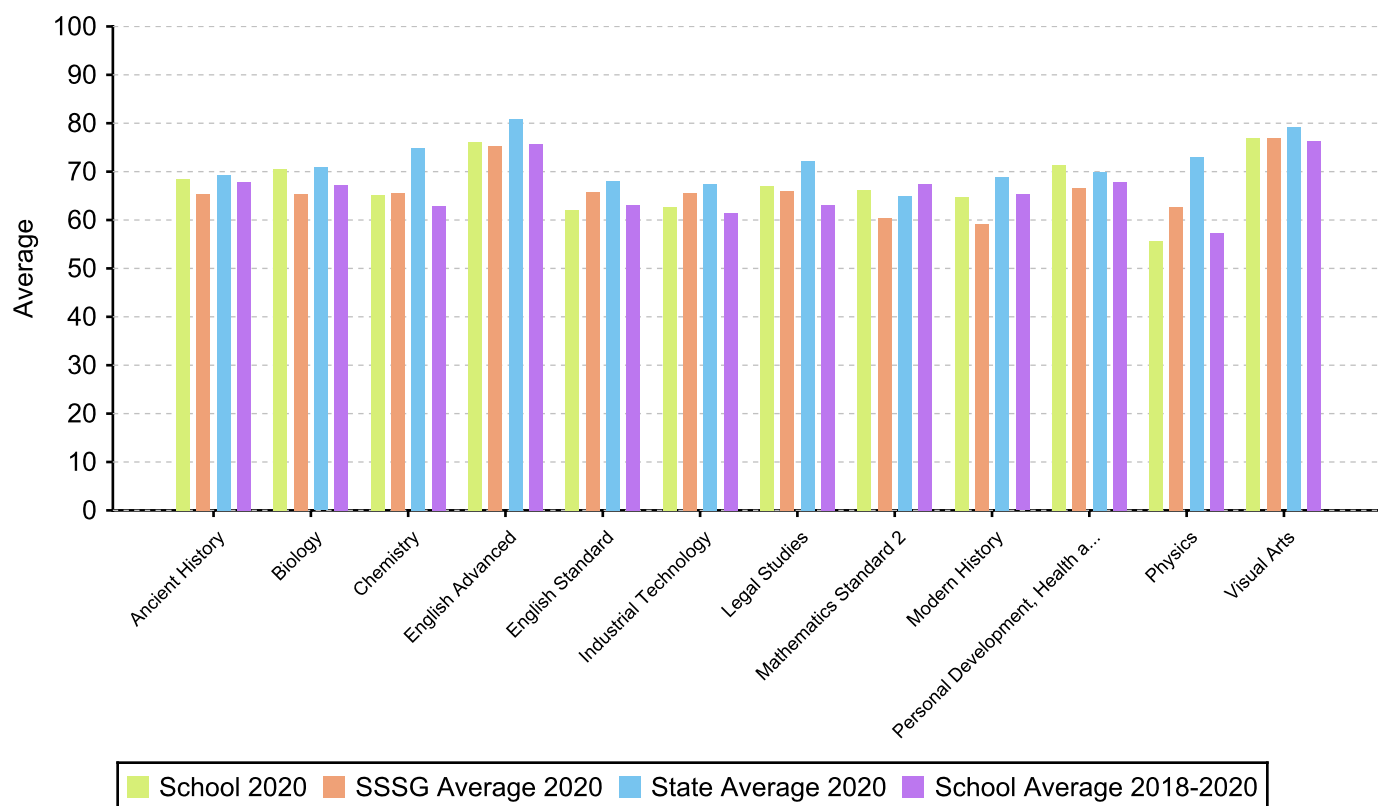
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	68.5	65.3	69.4	67.8
Biology	70.6	65.4	70.8	67.2
Chemistry	65.2	65.5	74.8	62.8
English Advanced	76.1	75.3	80.8	75.7
English Standard	62.0	65.8	68.1	63.1
Industrial Technology	62.7	65.6	67.5	61.4
Legal Studies	67.1	66.0	72.1	63.2
Mathematics Standard 2	66.2	60.5	64.9	67.4
Modern History	64.7	59.1	68.9	65.3
Personal Development, Health and Physical Education	71.3	66.7	69.9	67.8
Physics	55.6	62.8	73.0	57.4
Visual Arts	76.9	76.9	79.2	76.4

Parent/caregiver, student, teacher satisfaction

The extraordinary circumstances that impacted 2020 saw a dramatic increase in required parent/carer communication as we moved to remote learning. Anecdotal feedback via social media platforms and wellbeing check-ins from staff during the remote learning phase were overwhelming positive. As outlined in parent communication from one of our families in a letter to the Minister for Education our school has "a cohesive team that creates a sense of community and belonging".

Tell Them From Me staff survey data demonstrated that over 65% of staff indicated staff morale was positive and leadership was showing strategic vision for improvement and change. Student survey data reflected that Gorokan High School students were above the Government means in all areas for Student Engagement drivers; Quality instruction, positive teacher student relations, positive learning climate, expectations for success.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
 - Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
 - Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
 - Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.
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- Implementation of the Aboriginal Education Team throughout Gorokan High School to ensure all staff understand that Aboriginal Education is everybody's business.
 - Understanding the importance of embedding cultural perspectives authentically into all lessons throughout all KLAs.
 - Fulfilling processes to ensure that all stakeholders are kept informed. This includes ensuring the Aboriginal Education Unit is involved in all communication with parents/carers and the community.
 - Engaging with relevant external providers to ensure all students are culturally connected and sustain increased chance of self determination.
 - Providing numerous opportunities for student voice and leadership.
 - Engaging with initiatives to reinforce engagement, attendance, retention and attainment of HSC.
 - Ensuring all students are heard and cared for, whilst linking students with relevant mentors to strive for their personal best.
 - Identifying needs of students and understanding Aboriginal Culture and Kinship and how this can impact their life at school.
 - Providing a safe place in the Aboriginal Education Unit where students can communicate their concerns (either welfare or school related) and following up with relevant processes to ensure student safety, wellbeing and achievement.
 - Engaging with policy documents to support student achievement in school such as the Turning Policy into Action document, Alice Springs Declaration, Partnership Agreement and many more.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Exceptional circumstances due to COVID-19 saw staff modifying Harmony Day activities to included online, interactive lessons from the official Harmony Day Resource Centre.