

# 2020 Annual Report

## The Rivers Secondary College, Kadina High Campus



8520

## Introduction

The Annual Report for 2020 is provided to the community of The Rivers Secondary College, Kadina High Campus 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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## School vision

The Rivers Secondary College, Kadina High Campus, is committed to improving the educational outcomes and wellbeing of all students to excel and achieve in every aspect of their education and allow students to develop their directions for the future. As a school built on the land of the Bundjalung Nation, Kadina High Campus is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. To achieve this vision the school will work collaboratively within The Rivers Secondary College in partnership with The Rivers P-12 Learning Community of Schools. This plan provides a framework to ensure that student learning, engagement and wellbeing is at the heart of the Kadina High Campus vision. This will be achieved through the strengthening of teaching and learning practices, staff collaboration, improved school systems and effective community connections. We want our school community to have confidence in Kadina High Campus. We will foster greater confidence and communication through open communication. We will welcome and use feedback and will encourage people to speak up and voice their ideas as a tool to continually monitor our performance.

## School context

The Rivers Secondary College, Kadina High Campus has an exceptional geographical location in the Northern Rivers/Rainbow region of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential. The school, has approximately 500 students and 40 staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world by becoming more fluid, more flexible, more focused on reality, and radically more innovative. Kadina High Campus is a part of The Rivers Secondary College. The Rivers Secondary College is an organisational structure that grew from a grassroots desire to support a significantly closer collaboration of the Lismore and environs public schools. The three campuses share a Trade Training Centre to allow flexibility in the delivery of S-VET subjects across all three campuses.

## 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>

## Strategic Direction 1

### Excellence in Learning

#### Purpose

To increase participation of the school community through positive learning experiences, improved attendance and community engagement.

#### Improvement Measures

Increased proportion of students in the top 2 bands in NAPLAN data.

HSC data demonstrates student growth across subjects.

Increased number of students reporting increased wellbeing and belonging as well as increased sense of academic success in the Tell Them From Me survey.

Year 7 enrolments demonstrate a steady improvement from both Feeder primary schools and non zoned candidates.

8-12 student enrolments show a steady increase.

Student attendance data shows an improvement.

Truancy rates significantly decrease.

#### Progress towards achieving improvement measures

##### Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
The School Support Officer (SSO) was appointed in 2020 and a room established as a Hub base. Her role is to focus on supporting students and their families.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$64446.00)</li></ul>

##### Process 2: Staff professional learning is developed and classroom engagement enhanced through the implementation of Quicksmart and Supersix strategies.

Evaluation	Funds Expended (Resources)
Prior to COVID staff meetings had a focus on Supersix and Building teacher capacity. Led by the HT English and the English faculty all KLA's had been able to employ these strategies in their teaching and learning. Due to staff meetings unable to occur due to COVID guidelines staff implementation has been limited. With the new SIP Supersix will continue to be a focus and now led by the DPIL.	Allocated staff meetings HT English 2021 employment of a DPIL

##### Process 3: Staff will develop the skills to give effective, ongoing feedback.

Evaluation	Funds Expended (Resources)
Prior to COVID staff meetings had a focus on feedback and formative assessment and building teacher capacity. Led by the HT English and HT Science, all KLA's had been able to employ these strategies in their teaching and learning. Due to staff meetings unable to occur due to COVID guidelines staff implementation has been limited. With the new SIP feedback and formative assessment will continue to be a focus and now led by the DPIL.	CESE pilot project release days <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 4: School wide approach to developing literacy and numeracy skills of students in years 7-12.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Prior to COVID staff meetings had a focus on Supersix and Building teacher capacity. Led by the HT English and the English faculty all KLA's had been able to employ these strategies in their teaching and learning. Due to staff meetings unable to occur due to COVID guidelines staff implementation has been limited. With the new SIP Supersix will continue to be a focus and now led by the DPIL.	DPIL- working with staff to implement foundation courses for T1, 2021 with year 7.

**Process 5:** Curriculum team develop a collaborative learning model with a focus on creative entrepreneurial, critical thinking and problem skills, empowering students to become resilient lifelong learners.

Evaluation	Funds Expended (Resources)
RASE has had a significant impact on the access to STEM across the college and into feeder schools. Students have been able to participate in workshops which have been recorded favourably in local media.	TRSC committed to funding a STEM Coordinator for secondary campus from T3 2020 and will continue to fund in 2021. this supplemented the RASE funding.

**Process 6:** A review of wellbeing practices will be conducted using Restorative Practice as a model for 2020.

Evaluation	Funds Expended (Resources)
There has been some benefits to employing restorative practice principles. There are better relationships between staff and students. A reduction in suspensions has been achieved through restorative mediation practices. With the appointment of a substantive HT wellbeing there is now consistency of implementation. Day 1 2021 will also see a relaunch of the Positive behaviour policy for Kadina.	Kerry Sellen HT Wellbeing staff meetings



## Strategic Direction 2

### Excellence in Teaching

#### Purpose

To establish an effective cycle of improvement in teaching and learning through the use of feedback and explicit teaching.

#### Improvement Measures

Recognisable improvements in the quality of teaching and learning activities implemented that target individual student learning needs as evidenced by improvement in staff and student surveys.

Increase in the percentage of staff reporting a sense of engagement in their classrooms through the Tell Them From Me survey (18-20)

Increase in the percentage of students showing progression in their education through improvements in external data.

Increased teacher confidence and capability to deliver integrated cross-curriculum programs.

#### Progress towards achieving improvement measures

##### Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
Due to the impact of COVID 19 during 2020 the school pivoted to a focus on attendance and wellbeing. However post Pandemic the school will refocus on improvement of teaching and learning within the classroom.	

##### Process 2: Using Data to inform practice and differentiate learning.

Evaluation	Funds Expended (Resources)
COVID had significant impact on the collection of data in 2020. On returning to face to face teaching and learning a new data focus became attendance and wellbeing.	

##### Process 3: All teachers make use of LaS Team for assistance on how to differentiate their teaching and learning programs to meet the specific learning needs across the full range of learning abilities.

Evaluation	Funds Expended (Resources)
The appointment of a Head Teacher Support/ Learning Support starting T4 2020 will review practices and procedures to better support staff in accessing LaS resources to differentiate for their students.	

##### Process 4: A school wide approach to giving individualized student feedback is developed and implemented.

Evaluation	Funds Expended (Resources)
Given the disruption of COVID 19 the campus focus shifted to student attendance and wellbeing. The decision was to develop a foundation program in 2021 that focussed on individualised student feedback in year 7 to meet students at their point of need.	

##### Process 5: Students use feedback to implement practices to progress their learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

As a school we continue to focus on meeting students at their point of need. Students will progress with their learning as they build confidence and take risks with their learning through the use of individualised student feedback.

**Process 6:** Development of a flexible learning space in the library that is equipped with a range of personal computers and portable devices.

Evaluation	Funds Expended (Resources)
The library continues to evolve as a learning space equipped to meet the changing learning needs of our students. Project Based Learning utilises this space for all lessons. Our Deputy Principal Instructional Leader (established T4, 2020) and targeted Literacy and Numeracy team now work out of the Library.	Quicksmart numeracy program Literacy and Numeracy SLSO DPIL

**Process 7:** Collaborative practice and feedback to facilitate professional dialogue, modelling of effective practice and specific and timely feedback.

Evaluation	Funds Expended (Resources)
Despite the impact of COVID 19 the school continues to focus on building teacher capacity through collaborative practice and feedback.	

**Process 8:** Implementation of a BYOD policy.

Evaluation	Funds Expended (Resources)
BYOD policy was developed and published on school website, social media and book packs. The number of students bringing their own device is limited.	

**Process 9:** Incorporate explicit technology activities into teaching programs

Evaluation	Funds Expended (Resources)
COVID 19 saw a shift to online learning. Teachers upskilled quickly in a range of online resources to deliver engaging teaching and learning activities for their students. With the return to face to face teaching staff continued to utilised online activities in their classrooms.	

**Process 10:** Increased student STEM ability, engagement, participation and aspiration.

Evaluation	Funds Expended (Resources)
In 2020 stage 5 introduced a STEM elective. The school also supported the introduction of Rivers Academy of Stem Excellence (RASE). This initiative saw specialised STEM staff employed and work with staff across the college and a number of feeder primary schools to upskill staff in STEM engagement in the classroom.	

**Process 11:** Provide STEM Education opportunities within school systems.

Evaluation	Funds Expended (Resources)
In 2020 stage 5 introduced a STEM elective. The school also supported the introduction of Rivers Academy of Stem Excellence (RASE). This initiative saw specialised STEM staff employed and work with staff across the college and a number of feeder primary schools to upskill staff in STEM engagement in the classroom.	



## Progress towards achieving improvement measures

**Process 12:** Programs and resources illustrate differentiation for students in lesson planning.

Evaluation	Funds Expended (Resources)
The appointment of a Head Teacher Support/ Learning Support starting T4 2020 will review practices and procedures to better support staff in accessing LaS resources to differentiate for their students.	

## Strategic Direction 3

### Excellence in Leading

#### Purpose

To develop a culture of instructional leadership focused on continual improvement.

#### Improvement Measures

Staff wellbeing data shows they feel an improved sense of being known and valued for their expertise.

SD3 Improvement Progress

Increase in staff willing to take on leadership roles within the school.

Increased leadership opportunities for students.

#### Progress towards achieving improvement measures

##### Process 1: How will we do it?

Evaluation	Funds Expended (Resources)
The SRC has taken a strong role in leadership in the school. This includes running school assemblies. The school captains and vice captains attended VIP functions where possible to raise the profile of the campus. The college reinforces opportunities for staff to apply for relieving leadership roles within the campus, across the college and within the DoE.	

##### Process 2: Utilise a range of strategies to increase transparency in decision making processes.

Evaluation	Funds Expended (Resources)
The campus will continue to have a focus on transparent communication and decision making. Executive meetings will be used to discuss decisions with head teachers taking information back to their faculties for discussion and feedback.	

##### Process 3: Staff are made aware of leadership training that is available such as the leadership credentials.

Evaluation	Funds Expended (Resources)
All staff have access to TPL linked to their PDP and the school plan.	

##### Process 4: Encourage greater student input in decision making processes using student forums and SRC meetings.

Evaluation	Funds Expended (Resources)
The campus continues to support the college initiative of building student leadership. 2021 will see the first student leadership camp with representative from the SRC on each campus. Widjabal Wiyabal Dreaming leadership initiative continues to support and strengthen our Aboriginal Students.	

##### Process 5: Training in this process of generative dialogue is available for all interested staff.

Evaluation	Funds Expended (Resources)
COVID 19 means this will not proceed in 2020	n/a

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$140 539.00)</li> </ul>	<p>The campus employs a full-time Aboriginal Education Officer who works with students from across all years.</p> <p>Students from the leadership group worked alongside a teacher to compile an Aboriginal student year book. These students gained increased computer skills and knowledge of creating a magazine</p> <p>Year Seven and Eight indigenous students are able to be provided with support to assist and develop skills in Literacy and Numeracy to develop skills that enable them to independently participate in class activities. This support is provided by the employment of an Aboriginal School Learning Officer. Female Aboriginal students were able to access support through the Beyond the Bronco's program. This program also supported an after school homework centre for all students.</p> <p>2020 saw the employment of a second Aboriginal SLSO to continue to support the needs of our students.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$71 857.00)</li> </ul>	<p>Students who have disabilities but do not receive funding support have individual learning and support plans and receive individual support from Learning and Support teachers. Case meetings are conducted with parents to ascertain goals of the students for the year and what adjustments are needed for the student to fulfill their potential. Information on these adjustments are then issued to teachers who make the necessary adjustments within the classroom. A Learning and Support Educational Resource room ensures students receive individual tuition or support when it is required. This room is staffed by the Learning and Support staff and the system operates on both self and teacher referral. QuickSmart, a Literacy and Numeracy program, runs out of this room where targeted Year 7 students are individually supported on a rotational basis. This has led to improvement in student engagement and students feel greatly supported in this environment.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$3 125.00)</li> </ul>	<p>New teachers are orientated to the campus, its key leadership personnel, its policies and procedures. The school has focused on supporting graduate teachers through their transition into the school and towards achieving proficiency. All staff have been in-serviced and guided through the process of being NESA accreditation and maintaining of accreditation.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	228	211	199	197
Girls	250	230	209	206

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	85.7	87.2	85.9	83.6
8	88.8	83.9	81.5	84.3
9	83.1	78.3	82.7	79.5
10	77.9	86.2	84.5	79.5
11	75.8	53.7	78.1	71.7
12	78.6	56.6	77.8	79
All Years	81.6	72.8	81.6	79.4
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	9.0	6
Employment	1	8.2	74
TAFE entry	5.5	11.7	14
University Entry	0	0	56
Other	13.7	0	0
Unknown	0	5	3.9

A number of senior students are participating in part time University studies as well and employment. A number of Year 10 students enrolled in other schools for the 2021 school year.

## Year 12 students undertaking vocational or trade training

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63.49% of Year 12 students at The Rivers Secondary College, Kadina High Campus undertook vocational education and training in 2020.

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

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79.7% of all Year 12 students at The Rivers Secondary College, Kadina High Campus 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)	2
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	31
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.38
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>	1,267,749
<b>Revenue</b>	8,267,050
Appropriation	7,929,488
Sale of Goods and Services	1,585
Grants and contributions	315,460
Investment income	2,968
Other revenue	17,549
<b>Expenses</b>	-7,945,513
Employee related	-7,289,623
Operating expenses	-655,891
<b>Surplus / deficit for the year</b>	321,537
<b>Closing Balance</b>	1,589,285

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>	160,393
<b>Equity Total</b>	609,595
Equity - Aboriginal	125,626
Equity - Socio-economic	245,323
Equity - Language	24,589
Equity - Disability	214,056
<b>Base Total</b>	5,886,571
Base - Per Capita	99,256
Base - Location	4,740
Base - Other	5,782,575
<b>Other Total</b>	700,226
<b>Grand Total</b>	7,356,784

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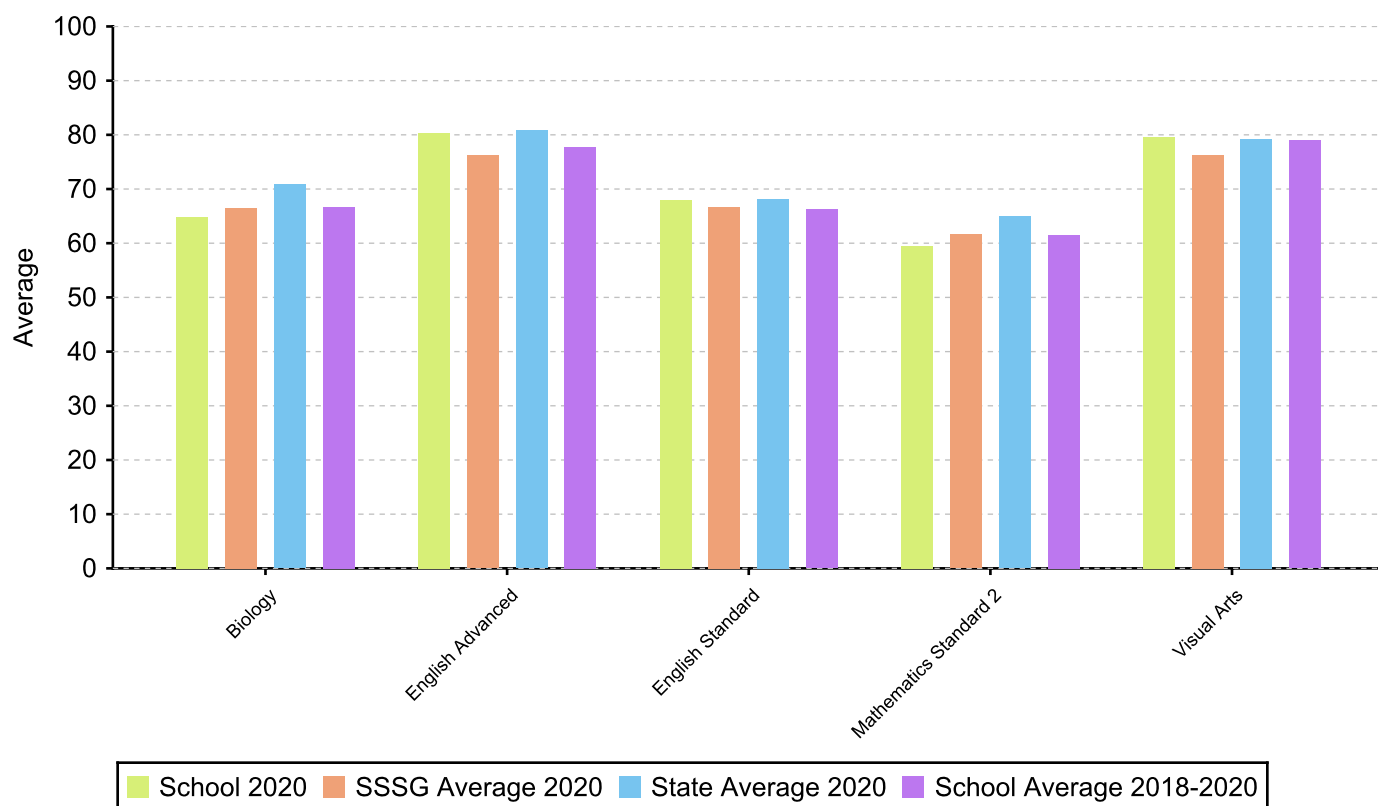
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	64.9	66.4	70.8	66.7
English Advanced	80.3	76.2	80.8	77.8
English Standard	68.0	66.7	68.1	66.2
Mathematics Standard 2	59.5	61.6	64.9	61.5
Visual Arts	79.6	76.3	79.2	78.9

## Parent/caregiver, student, teacher satisfaction

Students were surveyed through the Tell Them For Me survey.. Three areas were focal points. Advocacy at school, Expectations for success and Sense of belonging. In 2020 the campus received the following results.

Advocacy at School- This is the percentage of students who report positive outcomes on key measures about the school.

2020- 61%

Expectations for Success- This is the percentage of students who report they feel there is an expectation for success in the classroom.

2020- 68%

Sense of Belonging- This is the percentage of students who report they have a sense of belonging and connectiveness to the school.

2020-56%.

A telephone survey of parents was conducted asking questions regarding The Rivers Secondary College. The Kadina High parents results for our campus received the following results.

Do you believe your child is known and cared for at the college?

Yes - 92.2%

No - 7.8%

Our focus is on high expectations and excellence in learning and a commitment to delivering opportunities for all students across the college, to succeed in a safe and nurturing environment. Do you agree with this statement?

Agree - 88%

Disagree - 2%

Neutral - 10%

Staff are invited to participate in the People Matters Survey each year.

The highlights for 2020 include

- a significant percentage of staff feeling they are functioning well and experiencing satisfaction in the work place, up from 55% in 2019 to 69% in 2020.
- an increase in staff of feeling Kadina is an inclusive workplace where they feel valued, up from 59% in 2019 to 65% in 2020.
- an increase in Autonomy where staff felt they had a voice in decision making, up from 51 % in 2019 to 57% in 2020.
- an increase in the feeling staff contribution is acknowledged, up from 57% in 2019 to 71 % in 2020.

# 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.