

2020 Annual Report

Toormina High School



8527

Introduction

The Annual Report for 2020 is provided to the community of Toormina 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

I am extremely proud of the work that our students, teachers and staff achieved in 2020. Our 40th anniversary year was an extremely challenging year for everyone, as we moved to a completely different delivery model for 8 weeks in term 1 and 2 due to COVID19. The steep learning curve that we went through moving from face-to-face delivery to students to a mix of online and paper delivery was a remarkable achievement. Despite the challenges of supporting 800 students learning from home, we were able to establish some systems that will remain post the pandemic. These include increased parent/teacher conferences using telephone or via video conference; additional wellbeing supports for all students; and additional online learning platforms for students. We were as a school well placed to be able to provide over 160 laptops to students to complete work from home. We had in 2019 and early 2020 taken delivery of over 400 new laptops and chromebooks. All staff including teachers and support staff were provided with laptops to ensure continuity to their work from home. Our staff commenced working with students online using Google Classrooms for the majority of our students with over 140 separate classrooms established. Our special education teachers and support staff developed individual learning packages with support for parents and these were picked up or delivered as required. Despite the challenges of COVID19, our year 12 cohort achieved 3 band 6 (2%), 21 band 5 (15%) and 37 band 4 (27%) results in the HSC from 136 examinations. Our highest ATAR result was 93 and was achieved by Ryan Gilchrist.

One of our achievements in 2020 that I am incredibly proud of is the construction of our Aboriginal Gunya for NAIDOC Week. Combined with the celebrations, dance and other cultural activities, our students were provided with an opportunity to listen to an Aboriginal elder, Uncle Jeremy, as he paralleled Aboriginal and traditional schooling learning. One class, Legal Studies, was provided with a comparison between Australian law and Gumbaynggirr law that provided students with a contextually reach learning opportunity. The Gunya project will continue in 2021 as we complete landscaping work to the area, providing bush tucker and medicine plants for students to cultivate and use in various learning activities.

As 2020 was our 40th anniversary year, with the impact on gatherings caused by COVID19, we increased our social media presence, providing our community a continuous flow of old photographs and memorabilia on our facebook page. Many community members provided great positive feedback that was shared with the community about our school. In 2020 we also saw the retirement of Ms Bronte Kedraika (English/HSIE) and Mr Phillip Ward (Industrial Arts). We also completed our External Validation in Term 3 with the Education Department panel representatives agreeing with our evaluations of evidence collected as compared to the School Excellence Framework document. We were assessed by the panel as Sustaining and Growing for 10 of the 14 elements and Delivering for the other 4 elements. This was a big improvement over the 2019 analysis where we felt we were Sustaining and Growing in 4 elements, Delivering in 9 elements and Working Towards Delivering in 1 element. We look forward to continuing our growth in 2021 and beyond.



Our completed Gunya project, the focus of our 2020 NAIDOC week celebrations.

School vision

At Toormina High School, we strive for excellence in everything we do. We provide a vibrant and innovative, proudly comprehensive high school that values strong community partnerships delivered in a safe and supportive learning environment allowing every student to thrive as an individual. Excellent performance is not an exception but an expectation at Toormina High School. Our theme "Creating Our Future" is driven by excellence in teaching and learning delivered by world class educators.

Our Learning Support Unit is the largest unit on the Mid North Coast, catering for students with identified disabilities in a supportive and engaging environment. We strive to provide high quality learning outcomes for students engaging them in a variety of programs designed to develop quality post-school options.

School context

Toormina High School is situated on the mid-north coast of New South Wales, eight kilometres south of Coffs Harbour. It is a comprehensive co-educational high school with a Learning Support faculty. Our school enjoys a beautiful environment and excellent facilities and has a fine reputation within the local and wider community.

Our school serves a diverse community with an ICSEA (Index of Community Socio-Economic Advantage) of 936 in comparison to the national average of 1000. Of our students, 17% are Aboriginal or Torres Strait Islander and 6% are from a language background other than English.

There has been a significant increase in student enrolments for 2018, whereby we currently have 780 students enrolled. The school has an average student attendance rate of 90%.

Student leadership is strong, with students actively encouraged to have a voice and be engaged within the school. Our Student Representative Council (SRC) is representative of all year groups and are led by a team of senior students who meet regularly with the Principal. Several after school programs exist to support students and their learning beyond the classroom.

The Parents and Citizens Association (P&C) works closely with the Principal to determine the strategic directions of the school and support the school in many ways, including purchasing resources, providing advice on school programs and structures, initiating community activities to increase parental involvement and actively participating in the selection of staff.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

A relentless focus on the achievement of high quality outcomes through high expectations from all stakeholders is essential for student success.

Our purpose is to cultivate a whole school culture focused on high expectations and achievement for our students. Our students will be resilient, respectful lifelong learners who make a significant contribution to our community.

Improvement Measures

- Between 18.8% and 23.8% of students achieve in the top 2 bands for NAPLAN Reading
- Between 18.4% and 23.4% of students achieve in the top 2 bands for NAPLAN Numeracy
- Three year average data (2018-2020) indicates a 600% increase in HSC Band 6 results (target 15 Band 6) results and a 200% increase in HSC Band 5 (target 42 Band 5) results as measured against 2015-2017 baseline
- Average student attendance targets set:
 - Lower Bound: 66%
 - Upper Bound: 71%

Overall summary of progress

This strategic direction was impacted on significantly due to COVID19 as we did not complete NAPLAN in 2020. Our students did however complete the check-in assessments which demonstrated better than expected results in both Literacy and Numeracy. Our HSC results were consistent in comparison to previous years despite a significantly reduced cohort.

Progress towards achieving improvement measures

Process 1: Improving student outcomes in Literacy:

- Improved teaching of reading with a focus on students in the top two bands.
- Interventions and support for students in reading and numeracy to achieve improvement in the top two bands.
- Develop improvements in curriculum provision, teaching and learning programs, differentiation, Formative and Summative Assessment and reporting.

Evaluation	Funds Expended (Resources)
Due to the impact of COVID19, NAPLAN for 2020 was cancelled. Despite this, data obtained from Check-in assessments indicated growth in Literacy and Numeracy with Literacy 6.6% above State. Our HSC results remained strong with 47% of students achieving a band 4, 5 or 6 result.	<ul style="list-style-type: none">• Literacy Team• Additional support for Stages 4 & 5

Process 2: Students explicitly learn expectations and celebrate achievement:

- Implement Classroom Interventions PBL Module
- Continue implementation and evaluation of Positive Behaviour for Learning (PBL), including processes for whole school recognition of achievement.

Evaluation	Funds Expended (Resources)
We implemented and monitored Classrooms Interventions which saw a more robust response to managing negative behaviours for 80% of students.	<ul style="list-style-type: none">• Reviewed at Executive Meeting• Analysis of Sentral data• Analysis of suspension data• Analysis of Vivo data• Student, staff and parent survey

Progress towards achieving improvement measures

Process 3: Attendance:

- Improve systems and procedures for accurate reporting of student attendance
- Develop and implement school attendance policy
- Targeted monitoring and implementation and monitoring of interventions for students with 85% or less attendance
- Ensure flags on Sentral for DE and Life Skills students
- Develop Attendance Officer role statement

Evaluation	Funds Expended (Resources)
Activities set in the plan were achieved. The Attendance Policy was reviewed in consultation with staff and the community.. Toormina High School identified as a pilot school for Attendance due to impact of COVID19. SEF and improvement 2021 targets and milestones developed. School Attendance targets raised from 85% to 95%.	<ul style="list-style-type: none">• Attendance Team• Sentral Data

Process 4: Improving student outcomes in Numeracy:

- Improved teaching of numeracy with a focus on students in the top two bands.
- Interventions and support for students in reading and numeracy to achieve improvement in the top two bands.
- Develop improvements in curriculum provision, teaching and learning programs, differentiation, Formative and Summative Assessment and reporting.

Evaluation	Funds Expended (Resources)
Due to COVID19, NAPLAN for 2020 was cancelled, however, our Check-in assessment data demonstrated positive growth compared to State data. Our HSC results for Mathematics were above expected growth for 2020.	<ul style="list-style-type: none">• Numeracy Team

Next Steps

This focus on student performance is a significant part of our 2021 - 2024 Strategic Improvement Plan and remains a focus for our school. With system negotiated targets in place for 2021, staff clearly know what we need to do to achieve success.

Strategic Direction 2

TEACHING

Purpose

Excellent teaching engages all staff to take personal responsibility for improving teaching practice in order to improve student learning.

Our purpose is to implement the most effective explicit teaching methods, resulting in high quality outcomes for all students. All teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, ensuring every student is challenged, engaged and learning successfully.

Improvement Measures

- 100% of teaching staff engaged in instructional rounds and all indicate improvements to their practice through self-reflection and classroom observation data
- All teachers involved in the leadership coaching indicate significant improvements in their capacity to lead for improved teaching practice and student outcomes
- 50% of teachers choose a performance and development goal from the Highly Accomplished or Lead levels from the Australian Professional Standards for Teachers

Overall summary of progress

With the impact of COVID19, many of the strategies to improve were not able to be engaged, however, reviews of faculty programs and a focus on improving classroom performance through What Works Best 2020 has seen some staff improve practice.

Progress towards achieving improvement measures

Process 1: Assessment for Learning:

- Provide quality professional learning in assessment strategies, including a focus on expert use of work samples to guide student performance, and supported by clear processes that are understood and implemented by all staff.

Evaluation	Funds Expended (Resources)
Staff engaged in face to face as well as online professional learning with a significant focus on What Works Best 2020. A comprehensive review of faculty programs was also undertaken. This resulted in the development of high quality assessment tasks across all faculties.	<ul style="list-style-type: none">• HSC assessment data• HSC Assessment Tasks and Rubrics

Process 2: Providing High Quality Professional Learning:

- Bongil Bongil Community of School implementation of targeted professional learning across schools implemented.

Evaluation	Funds Expended (Resources)
Due to COVID19, this milestone suffered significant impact. Only one activity was achieved.	<ul style="list-style-type: none">• Survey staff• BBCoS Principal meeting(s)• High School Principal meetings

Process 3: Improving teaching and learning:

- Review of Mobile Technology Policy
- Implementation of Yondr

Evaluation	Funds Expended (Resources)
A comprehensive student, parent and staff survey was undertaken with data	<ul style="list-style-type: none">• Student survey

Progress towards achieving improvement measures

being used to determine the 2021. - 2024 Strategic Improvement Plan. YONDR continues into 2021. Staff utilised What Works Best 2020 to improve teaching.

- Teacher survey
- Parent survey
- Sentral data
- Suspension data

Next Steps

in our Strategic Improvement Plan, we have identified that staff need additional support in managing inappropriate classroom behaviour of students. This will continue to be a significant focus of professional learning for all staff.

Strategic Direction 3

LEADING

Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence.

Our purpose is to build and lead a school-wide culture of high expectations for all stakeholders, developing our student and staff as leaders of today and the future.

Improvement Measures

- 85% of partner primary school students select Toormina High School as secondary school of choice
- Increase in the number of students choosing Toormina High School to complete their HSC
- Measureable improvements in the number of students taking up extra-curricula opportunities and in school engagement data obtained through student surveys
- Staff actively seek out leadership opportunities

Overall summary of progress

our programs to support transitions for 6 into 7 continue to be effective with few students from partner schools seeking enrolment elsewhere. COVID19 had a significant impact on our HSC cohort with many students not returning to school after the working from home phase.

Progress towards achieving improvement measures

Process 1: Increased leadership opportunities for students:

- Implement initiatives across the school to support building strong and effective student leadership

Evaluation	Funds Expended (Resources)
We established a Junior AECG and elected the first Aboriginal leaders. We engaged an increasing number of students in Aboriginal Dance and held a wonderful NAIDOC week celebration with our newly built Gunya as the backdrop. Other leadership programs were impacted in 2020 due to COVID19.	<ul style="list-style-type: none">• Survey of students• Survey of Teachers• Survey of Parents• Review of Sentral data

Process 2: Increased leadership opportunities for staff:

- Implement initiatives to support building a distributed instructional leadership for staff which reflect the idea that leadership is everybody's responsibility

Evaluation	Funds Expended (Resources)
COVID19 saw an increased level of leadership for all staff as they lead learning via online environments. This saw many staff also leading learning at school.	Staff survey

Process 3:

Evaluation	Funds Expended (Resources)
Student, staff and parent surveys were conducted which provided data for inclusion in the Strategic Improvement Plan. Our External Validation data was also used in determining or future directions.	Staff professional learning time. \$10,000 for access to all TTA online PL for staff.

Next Steps

Increased number of staff involved in marking the HSC to develop greater understanding of quality and improved understanding of process that can enhance teaching remains a focus. Increasing staff capacity through acting and relieving roles.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40000	<p>Aboriginal" programs that were implemented in 2020 include:</p> <ul style="list-style-type: none"> • sistaspeak • brospeak • Aboriginal SLSO services • NAIDOC week celebrations • Gunya Project <p>These programs, although impacted by COVID19 resulted in improved relationships between students, staff and community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	374	380	382	376
Girls	335	356	396	406

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.7	92.8	94.1	90.9
8	90.9	88.5	93.9	87
9	87.7	84.8	92.4	86.1
10	89	83.2	92.2	84.9
11	93.6	81.1	90.6	78.1
12	91.4	86	92.9	81.4
All Years	90.9	86.6	92.9	85.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	5
Employment	4	15	30
TAFE entry	5	6	25
University Entry	0	0	25
Other	1	15	7
Unknown	1	5	8

Year 12 students undertaking vocational or trade training

27.14% of Year 12 students at Toormina High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Toormina 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)	9
Classroom Teacher(s)	45.8
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
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	323,654
Revenue	11,447,338
Appropriation	11,335,835
Sale of Goods and Services	15,184
Grants and contributions	91,521
Investment income	1,194
Other revenue	3,605
Expenses	-11,444,928
Employee related	-10,555,144
Operating expenses	-889,784
Surplus / deficit for the year	2,410
Closing Balance	326,064

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	358,581
Equity Total	1,195,469
Equity - Aboriginal	209,157
Equity - Socio-economic	646,466
Equity - Language	42,296
Equity - Disability	297,550
Base Total	8,895,527
Base - Per Capita	196,689
Base - Location	3,555
Base - Other	8,695,283
Other Total	433,456
Grand Total	10,883,033

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

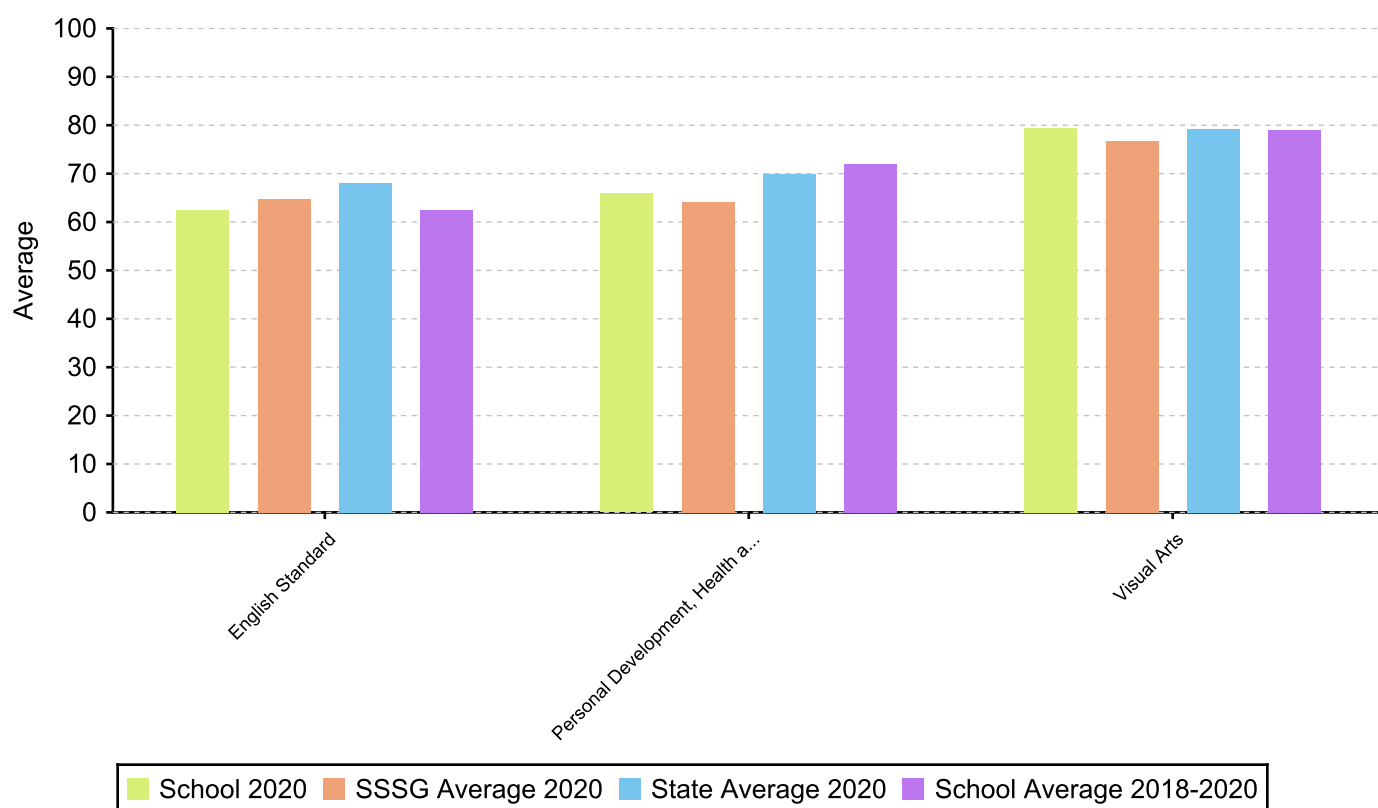
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
English Standard	62.5	64.8	68.1	62.5
Personal Development, Health and Physical Education	65.9	64.1	69.9	72.1
Visual Arts	79.5	76.7	79.2	79.0



Some of the graduating class of 2020 after graduation.

Parent/caregiver, student, teacher satisfaction

Student, Parent and Staff Survey:

Data was obtained from Parents and Students through the Tell Them From Me Survey. A small number of parents responded to the survey.

Positive Parent survey data for 2020 included:

- 79% of respondents felt that the school's administrative staff are helpful when asked a question or solving a problem.
- 66% of respondents reported that written information from the school is in clear, plain language.
- 73% of parents felt that reports on their child's progress were written in terms they understood.
- 62% of parents reported that they take an interest in your child's school assignments.
- 79% of respondents reported that their child is clear about the rules for school behaviour.
- 77% of parents felt that teachers expect their child to pay attention in class.

531 students completed the survey in 2020. Positive Student survey data for 2020 included:

- 86% of students reported that do not get in trouble at school for disruptive or inappropriate behaviour.
- 64% reported important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 59% of students felt that teachers are responsive to their needs and encourage independence with a democratic approach.
- 68% of students reported that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 74% of Aboriginal students feel good about their culture when at school.

In 2020, staff were invited to complete the NSW Government Sector People Matters Survey. 79% of staff completed the survey. Positive Staff survey data included:

- 80% of staff indicated that their manager encourages staff to improve their work.
- 75% of staff reported that their manager communicates well with them and values their input.
- 85% of staff felt that our organisation respects individual differences.
- 74% of staff felt that they were motivated to give more than what was expected from them.

Leadership survey

- The Leadership Team have conducted surveys to identify teacher strengths and allow staff with aspirations of leadership to identify themselves. This information will be used for mentoring and providing leadership opportunities for these staff.

Attendance Program

- The DEL is leading and implementing a program to improve student attendance.

High Performance and Gifted

- Staff wide survey on knowledge of HPG students and policies. This is to gauge a baseline understanding of staff knowledge in this area and highlight possible areas for improvement.

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.

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.

Other School Programs (optional)

High Potential Gifted Education- HPGE

A school wide team has been established to implement the HPGE policy in 2021. This team has completed tier 1 policy into practice professional learning and evaluated school procedures, programs, practices to plan for the policy implementation. In 2020, the team implemented professional learning at a faculty level to raise awareness of the policy changes, in particular the gifted domains. Faculty meetings have an established agenda item for HPGE practices and programs to be planned and evaluated. The Stage 4 extension class has been reviewed by the HPGE team where a component to broaden the identification of HPG learners has been added. The current extension classes have a learning goals meeting with their Year Adviser and this will be used when reporting to parents. The team has been monitoring student learning progress and achievement levels for the extension class. The Math pathways formative assessment in Stage 4 has enabled identification of students in the academic domain. The HPGE team also share professional reading that enhances the understanding of the young learners across the different domains. The team provides the school with a central point to collaborate and plan for celebration of excellence in learning

Marine Studies

Our Science teachers continued our highly successful Marine Studies transition program for our 2021 year 7 cohort students despite COVID19. Operations ceased when we were directed by the Department, however as soon as we were able to continue this program it was recommenced. Students in year 6 are provided with a variety of practical based activities with a scientific basis to gain understanding of the unique environment that we live in. From rock platform walks to water quality and specimen analysis, students undertake these learning tasks with assistance from high school science teachers as part of their transition to high school program. This program has resulted in an sustained increase in student enrolments into year 7 and a renewed focus on our extension class model as part of the High Performance and Gifted Education policy. All students in year 6 are provided with this learning opportunity and are supported with in-class activities with their Primary School teachers so that the learning is seen as being cross stage and school.



2020 NAIDOC Week certificate recipients.