

# 2020 Annual Report

## Albion Park High School



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# Introduction

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

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

## School contact details

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## Message from the principal

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2020 was a year of significant disruption and change for Albion Park High School. We started the year with the onset of the COVID-19 global pandemic and followed on mid-year with the retirement of our previous Principal of 8 years Ms Suzi Clapham. Despite all the challenges faced as a school and as a society APHS continues to grow and provide a quality education for all students enrolled in our school.

## School vision

### CHALLENGE THE FUTURE

Albion Park High's motto is ***Challenge the Future***. We aim to teach and encourage students to be

- \* excellent independent thinkers
- \* concerned for themselves, others and the world in which they live and
- \* ready for a workforce which will expect creativity, complex problem solving, and communication skills.

## School context

Albion Park High School has an enrolment of 890 students with approximately 60 Aboriginal students and over 50 support students. Enrolments have recently grown with one of the largest cohorts of Year 7 in 2019. APHS has an ICSEA index of 965 (average is 1,000) and a FOEI (Family Occupation & Education Index) of 116 (State average is 100). Both of these major points of data make our school slightly below average of advantage. The school employs 65 staff who are all fully trained in their teaching areas. The staff work in structured Leadership Teams which link directly to the school plan. We have a high performing Learning Support Team and a high quality Support Unit with two IM classes, an IO class and three autism classes. We have three ED classes (Parkside) and a suspension centre which are regional resources. Only space inhibits us from taking another class. These two Support units attract two Head Teachers to the school. The school has a wide curriculum with a strong focus on VET, a Head Teacher VET who is also the careers adviser. The school retains a good balance of academic and non ATAR courses in the senior years. HSC results reflect strength and growth with our school sporting some of the best results of the region. Staff-student relationships are excellent and a hall-mark of the school. Anecdotal evidence and the growing number of out of area enrolment requests suggests that the reputation of the school has improved dramatically.

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

## Strategic Direction 1

### Teaching Excellence

#### Purpose

The purpose of Strategic Direction One is to ensure staff are able to develop students who are INDEPENDENT AND CREATIVE THINKERS, with the appropriate skills to meet the 21ST CENTURY. This direction concentrates on high quality teaching delivery and excellent pedagogy UNDERPINNED by THE *HOW2Learn* model & quality *PDPs*. This includes ongoing teacher self-evaluation, two-way feedback, formative assessment, and targeted professional development IN *HOW2L* for staff. This includes all staff actively working towards the Australian Teaching Standards.

#### Improvement Measures

An increase of 50% of structured professional teacher conversations related to professional learning goals (mapped via the PDP process).

Teaching programs show evidence, through registration and adjustment, of learning habit implementation.

Teaching programs show evidence, through registration and adjustment, of formative assessment.

#### Progress towards achieving improvement measures

**Process 1: Formative assessment** will be embedded into everyday practice. This will be scoped and monitored in a layered way through the leadership team, the *HOW2Learn* team, the program/assessment evaluation team, the 'futures' team and the senior executive.

Evaluation	Funds Expended (Resources)
Formative assessment has been successfully embedded into all teaching and learning programs at APHS. Teachers regularly and systematically evaluate programs to ensure ongoing improvement in teaching and learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$15046.00)</li></ul>

**Process 2: Learning Habits (*HOW2Learn*)** will continue to be 'rolled out' progressively by the team to the whole school in professional development sessions which have been mapped over 2019.

Evaluation	Funds Expended (Resources)
Covid, social distancing and Department protocols regarding the physicality of professional learning has meant that the delivery of Phase 1 <i>HOW2Learn</i> could not be completed this year. The design of school specific suite of modules around <i>HOW2Learn</i> has been delayed whilst waiting for the new PD requirements to be made available. With the continuation of the the importance of learning habits, the High Potential and Gifted Education policy as well as a continued focus on HUB learning and PBL, and new staff <i>HOW2Learn</i> specific professional development will continue.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1000.00)</li></ul>

**Process 3: Professional Growth** will be overseen by the leadership team for Direction 1. The HT Science will continue to monitor new scheme teachers, the PDP process, including observations, will continue to be enhanced through the senior executive.

Evaluation	Funds Expended (Resources)
All beginning teachers have had appropriate and timely support. All teachers seeking/maintaining accreditation have successfully done so.  Due to Covid restrictions there was minimal PL in 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$3646.00)</li></ul>

## Strategic Direction 2

### Programming Excellence

#### Purpose

Strategic Direction Two concentrates on excellent and innovative teaching programs ensuring Albion Park High students are prepared for the future. Programs need to be high quality and relevant to targeted students, they need to include gold standard *project-based programs*. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy, numeracy and IT skills. Programs need to be challenging, ensuring that all students are interested and enriched by the content. HSC success is a priority for Albion Park High so that students have access to tertiary education.

#### Improvement Measures

Improved NAPLAN writing results (value adding and improvement in relation to SSG), particularly for Year 9 students in the middle bands.

Improved NAPLAN numeracy results (value adding and improvement in relation to SSG), particularly for Year 9 students in the top bands.

Improvement in all HSC results to be on par with LSG.

Every staff member teaches at least one project at the 'gold standard' (this is a world standard for project based learning).

#### Progress towards achieving improvement measures

**Process 1:** **Literacy** is taught explicitly by all staff, concentrating particularly on writing in 2019 & 2020. Staff are developed in using the 'progressions' to support student literacy.

Evaluation	Funds Expended (Resources)
This initiative was largely postponed until 2021 due to ongoing complexities involved in training staff. Reading strategies will feature heavily in the 2021-24 school plan.  Literacy Planet will be supported again in 2021.	

**Process 2:** **Numeracy** program in Year 8 is widened to include Year 7. Students are engaged in understanding their own strengths and weaknesses.

Evaluation	Funds Expended (Resources)
YEAR 7 : We only had 22% complete 2 full levels or above in 2020. This was based on the assumption that every student was in attendance for the whole year. Other factors that affected this were COVID disruptions, both in the way that Numeracy was placed on hold for the 8 weeks of working at home, and upon return to full time schooling, there was also cause to redirect some Numeracy lessons back to Mathematics lessons.  YEAR 8 : We only had 29% complete 2 full levels or above in 2020 - for the same reasons as stated above. [For reference, the same cohort in 2019 had a 42.1% value of completion of 2 or more levels]	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$23876.80)</li></ul>

**Process 3:** **Project Based Learning** continues to be professionally developed with staff to understand the gold standard; this includes sharing best practice, celebrating success and quality observations.

Evaluation	Funds Expended (Resources)
• PBL - repository is updated and reflects evaluation processes and standard of PBL across the school. Every student across stage 4 has participated in	• PBL - Budget made available for staff PL and programming and

## Progress towards achieving improvement measures

PBL across stage 4 and 5. However, due o Covid-19 the follow-up regarding evidence placed in the repository was not completed.

- Staff are aware of evaluation processes regarding Gold Standard PBL and have participated in this process, however, have not completed evaluation of PBL units following Covid-19 isolation period.
- All staff completed PL relevant to their previous depth of professional learning in regard to PBL. Each staff members PL progress recorded for planning future PL.
- REVS/Skills 21 students completed a number of projects across the school including; Library decking, upkeep and further development of Living Classroom, Completion of TAS 08 deck, Improvement of gardens surrounding the Library, improvement of breakout space adjacent to ComFLex among others
- HUB teachers engaged in PL regarding co-teaching practices and contemporary pedagogies in innovative learning environments. Staff were mentored in the implementation of this PL via Principal mentors Doug Hearne and Bruce Sander resulting in embedding of innovative pedagogies in their current programs.
- HUB Staff participated in ongoing, fortnightly meetings to continue reflection and development processes to ensure progress toward high quality gold standard PBL. The reflect and perfect protocol was applied to each project following completion, and improvements have been documented for future implementation
- Student reports for Humanities included reporting on Future skills pertinent to projects completed in each semester.

evaluation

### **Funding Sources:**

- Socio-economic background (\$15000.00)

## Strategic Direction 3

### Student Excellence

#### Purpose

The purpose of Strategic Direction three is to ensure that students exiting Albion Park High are able to access the world with confidence and pride, creating strong, well-rounded, CONFIDENT WORLD CITIZENS who care about others, who are highly literate, communicate well and VALUE ACHIEVEMENT & EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their dreams. *Positive Behaviour for Learning* and *Aboriginal Education* are the corner stones of this direction.

#### Improvement Measures

Comparative Performance of low SEs and Aboriginal students in year 7 and 9 shows improvement to match like schools (See SEF: Attainment of equity groups)

Evidence of differentiation for high performance students in programs and assessment as identified through program and assessment mapping. Ongoing increasing (from 2018-19) numbers of students who participate in student leadership and extra-curricula programs and volunteering opportunities

*Tell them from me* survey data continues to show improvement from 2017-2020, specifically in the area of student Intellectual engagement. This is judged on (a) Interest and Motivation (b) Effort and (c) Appropriately Challenged.

Improved HSC results in all subjects comparative to LSGs

Increased whole school attendance by 1% (SEF currently matches like schools)

#### Progress towards achieving improvement measures

**Process 1: Aboriginal Education:** High functioning Aboriginal Education Leadership Team with strong links to community and services. Ongoing monitoring and support of Aboriginal attendance.

Evaluation	Funds Expended (Resources)
All Data sets examined 3 Aboriginal students in Sports Committee 2 Aboriginal students in SRC 75% of HSC students have moved into post school options All year 10 students completed ROSA and all HSC students completed HSC. The only exception was Corey Mitchell who commenced a roofing apprenticeship.	All staff  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Aboriginal background loading (\$70787.00)</li></ul>

**Process 2: PBL:** Multifaceted whole school approach to Positive Behaviour for Learning that includes the embedded teaching of explicit social and communication skills.

Evaluation	Funds Expended (Resources)
Overall, we definitely had many more students who were acknowledged positively, both in our Sentral database and through rewards initiatives. There was an increase in the amount of negative entries that were recorded in Sentral, especially for Term 3. Covid-19 seemed to have quite a large impact on student behaviour, with an increase in major behaviour and suspensions after returning from learning from home.  Next year we will be looking at the new Student Behaviour Policy and seeing how we can improve our practices to align with this policy to improve student behaviour across the school.	RAM Funding- Check and connect program  PosBL Budget  Regional support  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Socio-economic background (\$21876.80)</li></ul>



## Progress towards achieving improvement measures

**Process 3: High Performance:** review and rewrite the school's philosophy of high performance at APHS with a clear understanding of responsibility.

Evaluation	Funds Expended (Resources)
Terms 3-4 were spent focussing on the New High Potential and Gifted Education Policy. A new focus has been developed for the new Strategic Improvement Plan 2021-24.	Advertising budget  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul>

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 (\$70 787.00)</li> </ul>	<p>Data from APHS continues to be amongst the best in the local area, despite the COVID-19 pandemic. Our comprehensive strategy for our Aboriginal students ensured that every student had to access a laptop and wifi dongle to ensure they were actively engaged in online learning. In addition dedicated support provided via regular phone calls to families to provide strategic support to ensure educational progress and access to welfare support.</p> <p>There were positive improvements in HSC retention for Aboriginal students; a highlight of which was the DUX of 2020 who is one of our Aboriginal cohort.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$22 840.00)</li> </ul>	<p>All students requiring extra support for English Language Proficiency have been well supported. The employment of our EALD teacher has ensured all EALD students feel support and capable of achieving their course outcomes.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$285 926.00)</li> </ul>	<p>This funding continues to be spread across a wide range of strategies to support low level adjustments for students with disabilities or additional learning needs. Significant funds have been successfully used to employ additional SLSO's to ensure all students identified as requiring additional support, receive that support. The SLSO support provided by APHS during 2020 played a crucial role in supporting our students through the Learning from Home period.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$495 732.00)</li> </ul>	<p>APHS continues to offer a wide range of supports to cater to the low-socio economic background of our students. APHS provided outstanding service to our students and families during the COVID Learning from Home period ensuring every student had access to a device with internet access and was actively engaged in online learning. APHS continues to experience pressure from out of area enrolments indicating that we are the local school of choice in the area.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	<p>All beginning teachers have had appropriate and timely support. Where relevant, all beginning teachers have successfully gained their teaching accreditation from NESA.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	385	350	397	433
Girls	387	397	426	473

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.3	91.3	90.2	93.9
8	90.8	89.1	88.5	91.2
9	85.2	89.7	86	91.8
10	83.6	86.2	85.3	90.4
11	85.2	86.3	84.8	93.4
12	89	87.3	89.5	92.8
All Years	87.7	88.5	87.5	92.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9
Employment	0.6	19	36
TAFE entry	0.6	10	2.5
University Entry	0	0	32
Other	7.2	14	15.5
Unknown	0	2	5

## Year 12 students undertaking vocational or trade training

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51.72% of Year 12 students at Albion Park High School undertook vocational education and training in 2020.

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

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96.3% of all Year 12 students at Albion Park High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.48
Other Positions	1.8

\*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>	1,514,208
<b>Revenue</b>	12,646,835
Appropriation	12,501,257
Sale of Goods and Services	13,034
Grants and contributions	130,999
Investment income	1,546
<b>Expenses</b>	-12,756,558
Employee related	-11,533,674
Operating expenses	-1,222,884
<b>Surplus / deficit for the year</b>	-109,722
<b>Closing Balance</b>	1,404,485

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>	69,083
<b>Equity Total</b>	875,286
Equity - Aboriginal	70,787
Equity - Socio-economic	495,732
Equity - Language	22,840
Equity - Disability	285,926
<b>Base Total</b>	9,995,775
Base - Per Capita	212,365
Base - Location	0
Base - Other	9,783,409
<b>Other Total</b>	713,167
<b>Grand Total</b>	11,653,310

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.

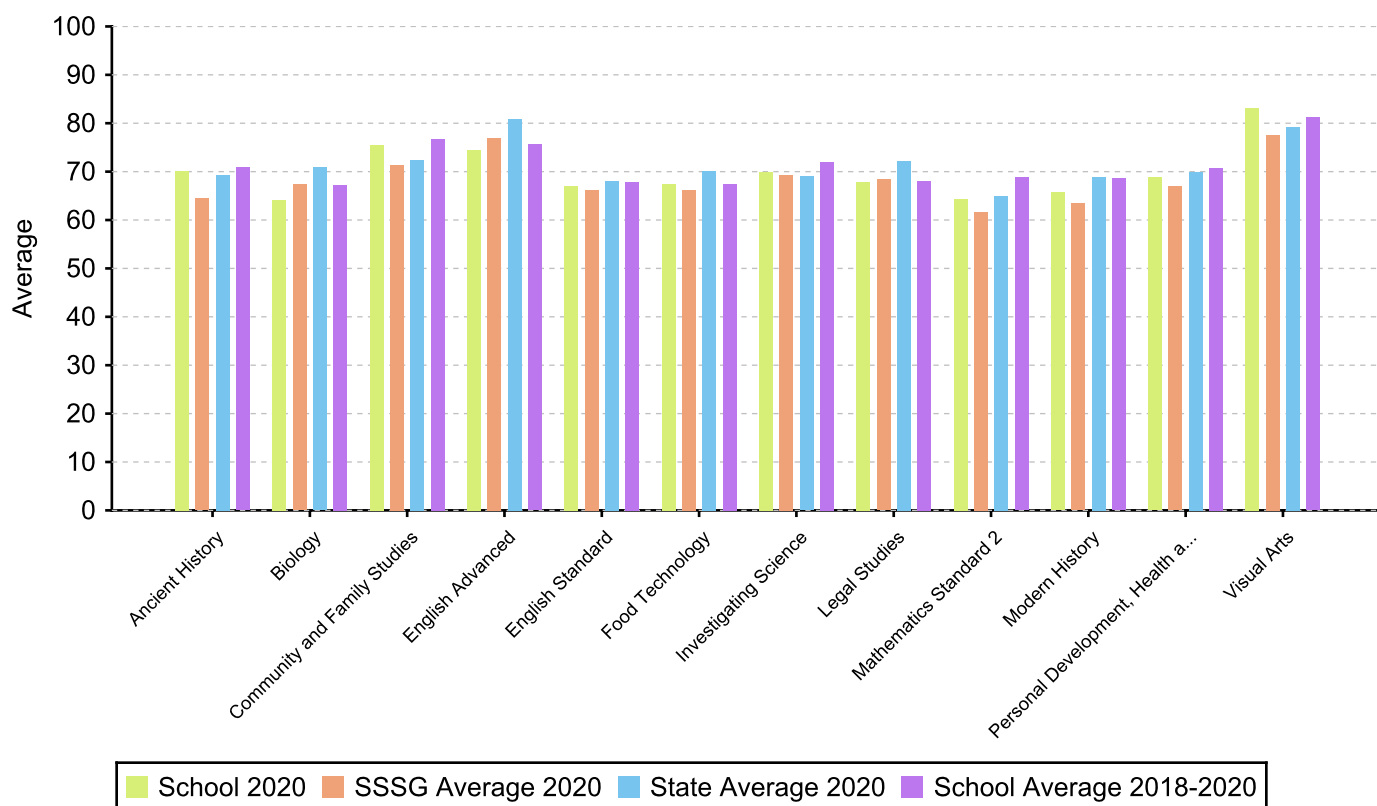
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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
Ancient History	70.1	64.4	69.4	70.9
Biology	64.2	67.3	70.8	67.2
Community and Family Studies	75.5	71.3	72.4	76.8
English Advanced	74.4	76.9	80.8	75.6
English Standard	67.0	66.2	68.1	67.8
Food Technology	67.5	66.2	70.2	67.4
Investigating Science	70.0	69.4	69.0	72.0
Legal Studies	67.8	68.4	72.1	68.0
Mathematics Standard 2	64.3	61.6	64.9	68.8
Modern History	65.7	63.4	68.9	68.6
Personal Development, Health and Physical Education	68.8	66.9	69.9	70.7
Visual Arts	83.1	77.6	79.2	81.2

COVID had a negative impact on our 2020 HSC results. Post COVID strategies have been put in place to ensure gaps in learning and learning culture that have developed as a result, are addressed for future HSC cohorts. These strategies

are heavily featured in the 2021-24 Strategic Improvement Plan.

## Parent/caregiver, student, teacher satisfaction

COVID-19 regulations severely restricted our ability to run face-to-face interactions with parents/caregivers, which would usually include Parent Teacher Interviews, Merit Assemblies, focus groups and surveys. The information we did receive from parents, via more informal means such as phone calls, Facebook polls and messages, emails and face-to-face interactions at a COVID safe distance off-premises, indicated a general positive reaction to the school's support of students and families in 2020. Parents/caregivers were overwhelmingly satisfied with their child's holistic education. This was supported by the Tell Them from Me results, a smaller size due to COVID-19 restrictions.

2020 saw a significant improvement in students' reporting positive advocacy expectations and belonging, above the SSSG.

Teachers continue to report through qualitative and quantitative data their satisfaction with APHS as a school which supports their professional and personal development. This is evidenced in the strong support for the PDP process within the school. In addition, teachers were particularly satisfied with the support from the executive around flexible work arrangements during the COVID-19 lockdown period and the care taken of their mental health and general welfare.

# 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.