

# 2020 Annual Report

## Bulli High School



8878

## Introduction

The Annual Report for 2020 is provided to the community of Bulli 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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Bulli High School

Ursula Rd

Bulli, 2516

[www.bulli-h.schools.nsw.edu.au](http://www.bulli-h.schools.nsw.edu.au)

[bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

4284 8266

## School vision

Our students will leave Bulli High School as respectful, responsible young adults who value integrity, strive for academic and personal excellence, and are equipped to grow as life-long learners. Challenging curriculum, high expectations, effective and engaging teaching practices, proactive wellbeing programs and a diverse range of extra-curricular experiences will provide our students with the skills to be successful and actively contributing community members.

## School context

Bulli High School is an outstanding comprehensive high school situated in the Northern Illawarra. It has a proud tradition of academic, sporting and creative excellence. Students are encouraged to reach their full potential and become community minded citizens, in a spirit of respect, responsibility, and integrity. Bulli High School has strong established relationships with our local community and works closely with local partner schools in the Seacliff Community of Schools. Our school enjoys a geographical location very close to Bulli Beach which in turns provides unique learning opportunities for our students. The school has a Special Education Unit (Autism). Our highly educated and committed staff, including an experienced leadership team, provide a high quality education for all students.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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

Connect Succeed Thrive

### Purpose

To ensure a learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and problem solvers who are confident, creative and resilient citizens.

### Improvement Measures

Increase the proportion of students demonstrating active engagement in their learning

Increase the level of student attendance to consistently be above 90%

### Overall summary of progress

The 2020 school year was seriously impacted by the COVID restrictions in place. The remote learning phase brought about a sense of disconnection for a number of students and teachers.

The new mobile phone policy was successfully implemented. Despite a small percentage of students receiving consequences for repeated breaches of the policy, the new policy was very successful with overwhelming support from parents and the community. The renewed sense of connection in the playground was very obvious with students talking and relating to each other at break times. This policy was a big and brave step by BHS and is now entrenched.

Student attendance figures (Scout) has overall attendance at 89.6% which is just below the school aim of over 90%.

In 2020, the inaugural HT Wellbeing position was established. It was not timely that the school went to remote learning in late Term 1, and recommenced towards the end of Term 2. The extended break from the school setting impacted on planned programs, however the wellbeing team, under the guidance of the HT Wellbeing, found innovative ways to connect with students, and allow students to connect with each other.

In August, the DoE established the Student Support Officer (SSO). This position came with limited guidelines initially, and hence the purpose of the role was unclear at first. The SSO is working under the supervision of the head TTeacher Wellbeing, and has become well known to staff and students.

### Progress towards achieving improvement measures

**Process 1: Achieving Excellence:** Implement a whole school integrated approach which optimises social, emotional, physical and intellectual student wellbeing.

Evaluation	Funds Expended (Resources)
Students demonstrating greater engagement in their learning. Phone policy has been accepted by students and increased engagement in social activities evident at break times.	The policy was introduced after extensive consultation with the community.
The implementation of the Citizenship portfolio was limited by the lack of opportunity for students to be involved in the wider school life as most variations of routine were cancelled due to COVID. 4 students did achieve the portfolio in this first year., an outstanding achievement.	Portfolio distributed to all students.
The diary supplement includes wellbeing strategies. The momentum of implementation and a consistent approach did not happen following the closure of school from late Term 1 to mid to late Term 2.	Purchase of Wellbeing sections as addition in school diaries.
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School &amp; Community (\$3500.00)</li></ul>

**Process 2: Curriculum and Engagement:** Implement and maintain systems and structures which support authentic student engagement

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

The wellbeing team is effectively working together to establish and implement a coordinated approach to student wellbeing. In 2020 the Head Teacher Wellbeing position was established resulting in a more coordinated system and team. In late August the school learned a dedicated School Support Officer (SSO) had been appointed to BHS. This position has introduced a new level of support available to our students.

### Funding Sources:

- Wellbeing (\$26707.00)

## Next Steps

The phone policy will be maintained in future years.

Student attendance is a major focus of the School Improvement Plan 2021 - 2024, particularly as the DoE has changed the emphasis of student attendance from overall school attendance to the percentage of students attending greater than 90% of the time. In late 2020, the new HT Administration was appointed to BHS in December. A major focus for 2021 is improving student attendance rates through a systematic approach.

To increase students sense of belonging the BHS Citizenship Program will also be a major push in 2021. The School Improvement Plan 2021 - 2024 will have Student Voice and Advocacy as a Strategic Direction.

The role of the HT Wellbeing and the SSO will be more clearly defined and hence understood by teachers, students and parents.

The school diary with the extra sections will be purchased for 2021 and students taught how to use these sections to help them manage their time, and wellbeing.

## Strategic Direction 2

### Quality Teaching & Learning

#### Purpose

To develop a culture of effective teaching and learning experiences where staff collaborate, innovate and share best practice to improve outcomes for all.

#### Improvement Measures

Increase the percentage of students achieving in the top 2 bands of NAPLAN

All teachers have an improved understanding of how best to recognise, support and develop student potential.

#### Overall summary of progress

The DoE cancelled NAPLAN in 2020.

The 2020 HSC results were outstanding with 1 in 5 students achieving Band 6, and 15 students achieving only Band 5 & 6, 2 students were recognised on the All Rounders List.

In Year 9, 2 classes completed the Check IN made available in Term 4. The results indicate the students have a solid grasp of literacy and numeracy.

The Teaching & Learning team has made significant progress in providing support for identified students, and in communicating with parents regarding individual student need. The Teaching and Learning Centre is frequently accessed by students and referrals made by teachers for identified students and requests for support. Support plans have been published on Sentral for teachers to access and be familiar with.

Through Teacher Teams and collegial collaboration, teachers have participated in professional learning on the HPGE policy and are aware of the focus and aims of the policy. Teachers utilised the What Works Best resources to reflect on current practice.

#### Progress towards achieving improvement measures

**Process 1: Staff Professional Learning:** Provide structures which support staff to identify, engage with and implement targeted professional learning which enhances staff capacity to improve student learning outcomes.

Evaluation	Funds Expended (Resources)
Teachers have completed professional learning on the HPGE Strategy and have a good understanding of the policy, and are preparing to implement the policy in a meaningful and purposeful way to support students.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$73722.00)</li></ul>

**Process 2: Focus on Literacy and Numeracy:** Develop a whole school approach using available data to formulate targeted literacy and numeracy programs for all students.

Evaluation	Funds Expended (Resources)
Teachers are accessing the Teaching & Learning Team to enable them to cater to the learning needs of all students. Targetted students receive the extra support they require to achieve their potential and personal best in all aspects of their education.	Renaissance Reading Program  Maths Online for all students  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Integration funding support (\$197978.00)</li><li>School &amp; Community (\$10000.00)</li></ul>

#### Next Steps

Further training on the HPGE policy will occur in 2021 and is a focus of the School Improvement Plan 2021-2024. A review of the STEM and Arts Enrichment classes will also ensure the cross-curriculum focus is developed and that students are provided with the best opportunity to thrive.

The Numeracy Team will continue to analyse student data which enables the tracking of student achievement and provide teachers with the extra skills and information they need to ensure students are motivated and equipped to improve their results and achieve their best.

A teacher Literacy Team is being formed to review and interpret data, determine strategies for teachers across the school.

### Strategic Direction 3

#### Effective Communications and Partnerships

#### Purpose

To enhance student outcomes through effective transition and communication processes that fosters and reciprocates community partnerships.

#### Improvement Measures

Increase the number of families who choose Bulli High School as the school of first choice

Increase the reach of communications within our community

Further develop established, and expand on the number of, community partnerships which directly benefit students

#### Overall summary of progress

Student enrolments for Year 7 2021 are very strong and larger than recent years. The school is receiving overwhelmingly positive feedback from the community. The increase in the level of communication is being noted and appreciated by parents. The text system for student absences continues to be well received.

Communication during the COVID remote learning phase was rated high by parents in the survey conducted in late 2020. Parents also appreciated the effort made by BHS to communicate for subject selection parent sessions which were unable to proceed in the usual way.

There has been a marked increase in communication home from the learning support team, greater collaboration with parents, and an enhanced collaboration between the LST and schools for Year 6 into 7 transition.

#### Progress towards achieving improvement measures

**Process 1: School Promotion:** Project a consistent and positive representation of the school brand through the use of a wide range of formats such as school newsletter, community contacts, and social media.

Evaluation	Funds Expended (Resources)
Feedback from the P & C Association members, and parent survey data indicates a strong sense of satisfaction with the level of communication between the school and parents.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School &amp; Community (\$6000.00)</li></ul>

**Process 2: Student Transitions:** Provide students and families with a structured transition program to support learning at key stages of their schooling.

Evaluation	Funds Expended (Resources)
The school is better prepared to provide targeted support for students through the different stages of high school due to the increased communication and collaboration between home, school and partner primary school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Integration funding support (\$197978.00)</li><li>• Low level adjustment for disability (\$183000.00)</li></ul>

#### Next Steps

BHS is supporting students who have been identified as not progressing as well as expected in 2020 ( COVID Intensive Tutoring Funding).

Employment of additional LaSTs to ensure the needs of individuals are met, and teachers supported in addressing these needs.

Parents have requested more access to the scheduling of assessment tasks Year 7-12.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher relief, cultural experiences and professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$28 915.00)</li> </ul>	<p>Aboriginal students feel a greater connection to Bulli HS through the collaboration and awareness raising.</p> <p>PLPs completed for all Aboriginal students.</p> <p>Funds had been dedicated to Professional learning for teachers to participate in Cultural Awareness training, however these courses were scheduled and cancelled throughout the year.</p>
<b>English language proficiency</b>	<p>SLSO 1 day per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$16 210.00)</li> </ul>	<p>Student and SLSO working together in Learning centre</p>
<b>Low level adjustment for disability</b>	<p>SLSO 7 days per week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$74 391.00)</li> </ul>	<p>Student connection with their learning is evidenced by student participation in their learning</p>
<b>Socio-economic background</b>	<p>Full time TSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$70 802.00)</li> </ul>	<p>System functionality in place, students, teacher and office staff utilising technology consistently throughout the year.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	452	468	506	510
Girls	418	416	414	416

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93	91.5	93.6	94.8
8	90.4	89.2	89.7	92.8
9	89.9	88.2	88.2	91.5
10	86.7	85.6	85.9	91.4
11	87.8	89.4	89.7	92.4
12	86.6	87.2	88	91.2
All Years	89.2	88.6	89.3	92.4
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	0	0
Employment	0	9	23
TAFE entry	2	7	5
University Entry	0	0	59
Other	11	8	3
Unknown	0	0	10

## Year 12 students undertaking vocational or trade training

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36.69% of Year 12 students at Bulli High School undertook vocational education and training in 2020.

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

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95.9% of all Year 12 students at Bulli High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification. The remaining students were enrolled in Pathways, completing the HSC over more than the usual 2 years.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.8
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.77
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>	1,254,792
<b>Revenue</b>	11,091,327
Appropriation	10,805,619
Sale of Goods and Services	20,982
Grants and contributions	263,008
Investment income	1,718
<b>Expenses</b>	-11,128,985
Employee related	-10,035,455
Operating expenses	-1,093,530
<b>Surplus / deficit for the year</b>	-37,658
<b>Closing Balance</b>	1,217,135

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>	188,515
<b>Equity Total</b>	309,527
Equity - Aboriginal	28,915
Equity - Socio-economic	80,627
Equity - Language	16,210
Equity - Disability	183,775
<b>Base Total</b>	9,717,589
Base - Per Capita	224,573
Base - Location	0
Base - Other	9,493,015
<b>Other Total</b>	409,371
<b>Grand Total</b>	10,625,002

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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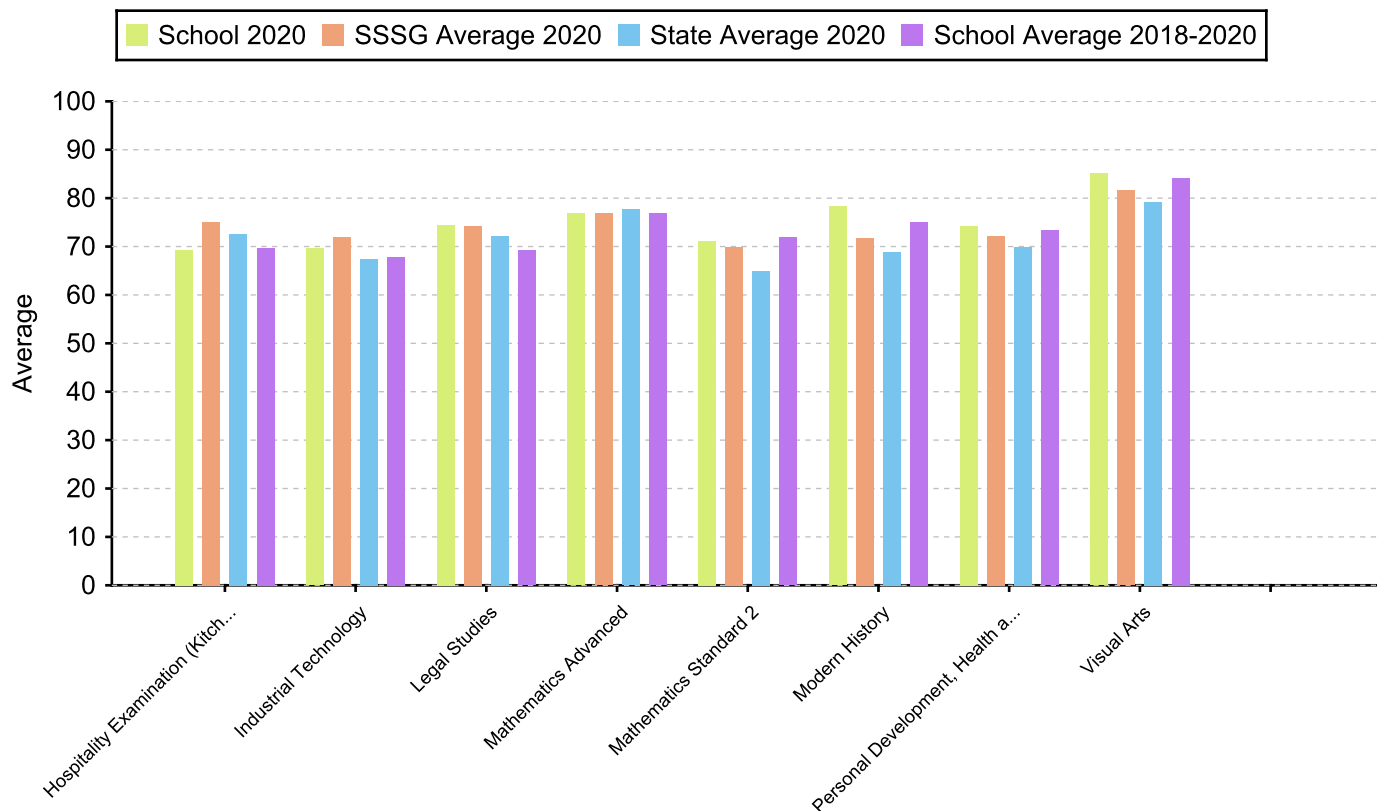
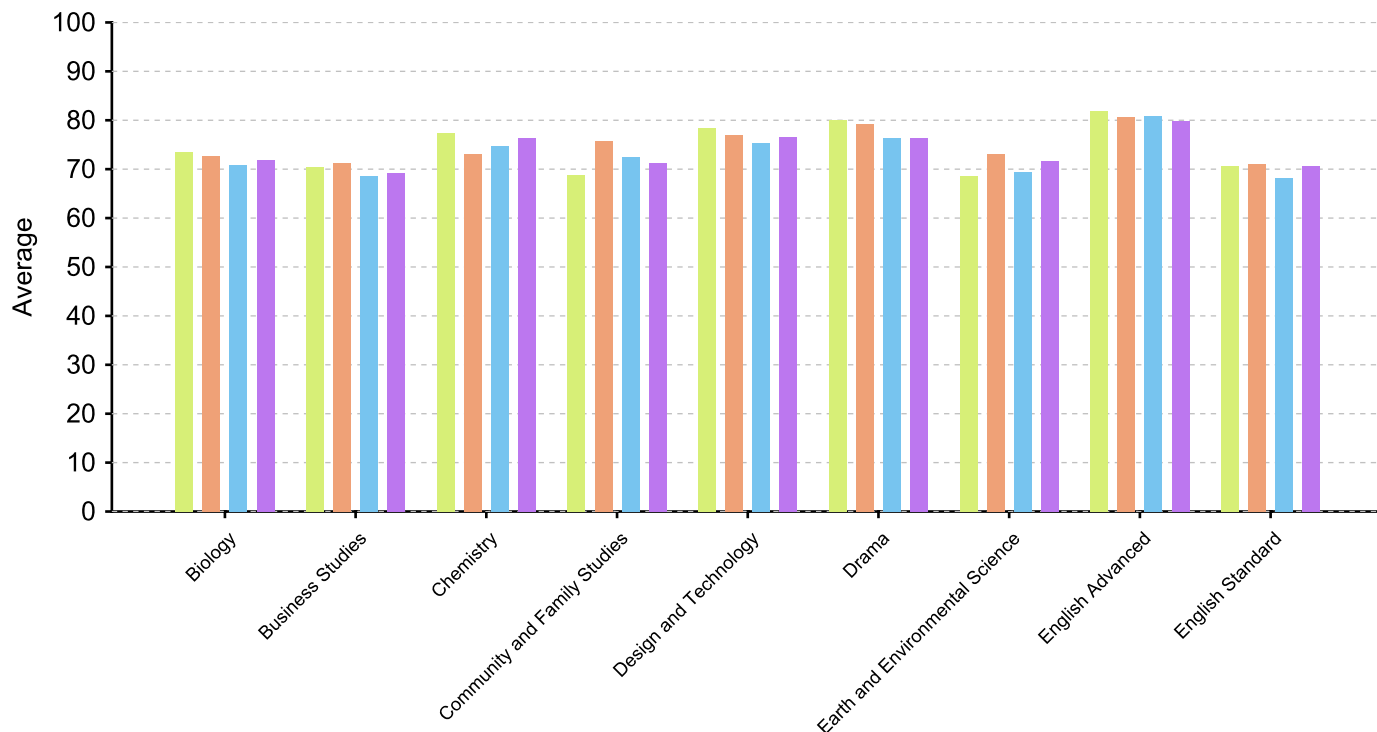
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

## School performance - HSC

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

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



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Biology	73.5	72.6	70.8	71.9
Business Studies	70.4	71.3	68.6	69.3
Chemistry	77.3	73.1	74.8	76.4
Community and Family Studies	68.9	75.8	72.4	71.3
Design and Technology	78.4	77.1	75.4	76.6
Drama	80.1	79.3	76.4	76.4
Earth and Environmental Science	68.6	73.0	69.5	71.6
English Advanced	81.8	80.8	80.8	79.8
English Standard	70.6	71.0	68.1	70.6
Hospitality Examination (Kitchen Operations and Cookery)	69.3	75.1	72.5	69.7
Industrial Technology	69.6	71.9	67.5	67.9
Legal Studies	74.4	74.2	72.1	69.2
Mathematics Advanced	76.8	76.8	77.7	76.8
Mathematics Standard 2	71.1	69.9	64.9	71.8
Modern History	78.3	71.8	68.9	75.0
Personal Development, Health and Physical Education	74.2	72.2	69.9	73.3
Visual Arts	85.1	81.6	79.2	84.2

The 2020 HSC results were outstanding, with 1 in every 5 students achieving at least 1 Band 6. Two students were recognised on the All Rounders list, with 15 students achieving only BAnds 5 & 6.

Students were nominated for Art Express (accepted), InTake, Shape, for HSC major works.

A Society & Culture student was recognised for an outstanding PIP, determined to be in the top 20.

A number of students gained ATARs in the 90s with the highest being 99.7.

## Parent/caregiver, student, teacher satisfaction

### Parent Satisfaction

In late 2020, we surveyed parents on how they found the online learning experience at Bulli HS during 2020.

91% of respondents strongly agreed/agreed their child(ren) was able to log on to their Google Classroom at least once per day.

72% of respondents strongly agreed/agreed during the Online Learning period in Term 2, the system BHS implemented enabled their child(ren) to access learning in a meaningful way.

57% of respondents strongly agreed/agreed during the Online Learning period in Term 2, their child(ren) had regular access to their teachers.

70% of respondents strongly agreed/agreed during the Online Learning period in Term 2, their child(ren) engaged with the lessons set by their teachers as outlined on Google classroom.

89% of respondents said they used Zoom and found it to be moderately or extremely successful.

Responses to the statement "I would support Years 11 and 12 students having a dedicated "learning from home" time built into their fortnightly timetables" were more varied with near close on equal percentage of parents stating they would support this, as wouldn't. Just over 50% saying they would be prepared to learn more about this idea.

On the virtual subject selection information: 47% of respondents agreed they were able to access the information we needed to be informed and complete the subject selection process., however 30% neither agreed nor disagreed. Interestingly, 70% supported the online presentation for future years. It is worth noting, the survey was completed by parents of students in Years 7 - 12, with only Years 8 and 10 students completing subject selection in 2020.

Data from the People Matters Survey for staff:

89%: My manager communicates effectively with me

84%: I have confidence in the decisions my manager makes

84%: My manager involves my workgroup in decisions about our work

68%: My manager appropriately deals with employees who perform poorly

74%: My manager encourages and values my input

Tell Them From Me survey results:

Students:

The 2020 results were significantly different from previous years, with a decrease in student intellectual engagement. There was also a decrease in the sense of student belonging to their school. It is worth noting that 2020 included a time of remote learning and the huge impact of the lack of sport and other events permitted by DoE. This has prompted BHS to include Student Voice and Advocacy as a Strategic Direction in the School Improvement Plan 2021 - 2024. We had intended to strongly promote the newly introduced BHS Citizenship Program, but the inability to hold events and programs severely affected this intention.

Parents:

The data shows an increase in parents feeling they are kept informed, and that the school supports learning, and that their child was safe at school. On communication methods, parents indicated the most useful method of communication is texting, closely followed by email and school newsletters. 73% of parents responded that they agree/strongly agree that they would recommend BHS.

Teachers:

Over the period of remote learning teachers indicated:

74% felt well supported by the school, and had the resources they needed ( 71%), 67% felt well prepared, but only 28% that it satisfied student learning, and only 37% felt connected. It is clear teachers value working with students in

classrooms and across the school setting.

# 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.