

2021 Annual Report

Conservatorium High School



CONSERVATORIUM
HIGH SCHOOL

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Introduction

The Annual Report for 2021 is provided to the community of Conservatorium 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 Strategic Improvement 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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School vision

Conservatorium High School is dedicated to the pursuit of musical and academic excellence. It esteems the ideals of integrity, respect and compassion and is committed to providing a supportive and stimulating environment in which students can strive to realise to the full their music, academic, social and creative potential. Through its school-based programs and its collaboration with the tertiary arm of the Conservatorium of Music, Sydney University's School of Music, the Conservatorium High School affords musically and intellectually gifted students extensive experience and training in all aspects of music while providing them with a top-notch, broad secondary education.

School context

The Conservatorium High School was established in 1918 at the behest of the inaugural director of the NSW State Conservatorium of Music, Henri Verbrugghen. He firmly believed that a good general education is as much a necessity to a musician as to a lawyer or a medical practitioner. One hundred years later, the school remains faithful to this credo. The Conservatorium High School is part of the NSW public school network with a net enrolment of 160 students. They are drawn from the greater Sydney region and from around the State. The composition of the student body reflects the cultural and ethnic diversity of our region. Staffed and administered by the NSW Department of Education, the school also avails itself of the pedagogical expertise of top professional musicians and teachers, resident and visiting, many of whom are employed by the Conservatorium's tertiary arm, the Faculty of Music of the University of Sydney. In addition to its special relationship with the University, the Conservatorium High also has strategic partnerships with such music & educational institutions as The Song Company, the Penrith Symphony Orchestra, the Australian Film, Television and Radio School, the Australian National Choral Association and the Kodály Music Education Institute of Australia.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Each year, we assess our practice against the School Excellence Framework to inform our Strategic Improvement Plan and annual report. Every four 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 will consider 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 Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Strategic Direction 1: Student growth and attainment

Purpose

Conservatorium High School students are extremely capable young people. Growth and attainment is not only about academic achievement, but working towards personal, social, community and global wellbeing. While setting very high academic standards, our true purpose is the betterment of our selves, our school, our community, our world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading for Comprehension and Nuance
- Differentiation in Mathematics
- Attendance
- Effective Teaching Practices

Resources allocated to this strategic direction

English language proficiency: \$52,864.78

Integration funding support: \$21,171.00

School support allocation (principal support): \$13,604.80

NTMEP Non-Tertiary Music Education Program Grant: \$17,924.50

Low level adjustment for disability: \$31,094.48

Summary of progress

As a significant proportion of the 2021 academic year was spent in Learning From Home modes, we are yet to fully plan and implement the initiatives for this Strategic Direction. While our staff were able to work more intensively with HSC students, and those targets were largely met, the time deficit more significantly impacted students in the lower years of the school. 2021 saw teaching practice focused on explicit teaching to ensure all students are able to maximise marks in assessment tasks by understanding the question. This work is continuing into 2022. Professional learning on Marzano proficiency scales, a system that helps students consolidate the essential building-blocks of knowledge, provides the teachers with a scaffold to ensure high performing students are not overlooking the fundamentals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
85% of students achieve in top two bands for Reading in NAPLAN testing.	In 2021 82.76 % of students achieved results in the Top Two Bands for Reading, which is on track towards achieving our long term goals.
88% of students achieve in top two bands for Numeracy in NAPLAN testing.	In 2021, due to an extended period of learning from home, 79.31% of students achieved results in the Top Two Bands for Numeracy
65% of students achieve expected growth in NAPLAN Reading.	In 2021, due to an extended period learning from home, 62.96% of students achieved expected growth in Reading.
45% of students achieve expected growth in NAPLAN Numeracy.	In 2021, 48.15% of students achieved expected growth in Numeracy, indicating growth towards the lower bound target.
85% of students results in top 2 bands of the HSC.	In 2021 85.19% of students achieved results in the Top Two Bands
85.5% of student attendance is over 90%	In 2021 81.12% of students achieved attendance rates over 90%. This measure was impacted by the learning from home period.

Strategic Direction 2: The Whole Musician

Purpose

As the State's only Specialist Music High School, we are committed to developing in our students, the knowledge, skills, understandings, attitudes, habits, dispositions and mindsets required for a Con High student to become a whole musician.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Character Strengths for Musicians
- Skills and Attributes for Musicians
- Increased opportunities and pathways to Music Careers

Resources allocated to this strategic direction

NTMEP Non-Tertiary Music Education Program Grant: \$9,246.60

Summary of progress

This Strategic Direction refocusses student social behaviours and learning behaviours from merely supplying correct answers, to learning how to think critically and creatively. Most staff (across the school) have undertaken a training module on Character Strengths as Behaviour Management (devised and conducted by our own Music Staff) and have begun referring to character strengths more regularly in class. This focuses less on the final product and more on the building of a growth mindset. Growth Mindset helps students build a sense of agency in their lives and develop a sense risk taking in their learning behaviour. Strategic educational risk-taking leads to an openness to experience, tolerance of ambiguity, positive self-image and an understanding that improvement is incremental, and based on behaviours like persistence, hard work, resilience.

NEXT STEPS: Discussions with our Tertiary partners have continued in the bid to improve pathways into Music degrees at the Tertiary arm of the Con. We are looking at providing an accelerated pathway into the Diploma of Music while students are still in Yr 12. One obstacle is the need for a completed HSC as an entry criteria.. The Dean of the Tertiary Con is discussing with the USYD Senate changing the entry criteria to be successful completion of Music 2 at HSC Level as the Entry Criteria.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Professional Learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole-school improvement and build a strong pipeline of leaders.	In 2021 a Draft Individualised Learning Pathway document was prepared and presented to the School Executive. In 2022 it will be presented to the DEL for recommendations. Once agreed upon by the Network DEL, it can be put to the Community.
50 % of Yr 10 and Yr 11 students will have undertaken some Music Activity as Community Service.	Due to COVID19, we are yet to be enabled to undertake this activity.
Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above 82%	In 2021 80.74% of students reported expectations of success, advocacy and sense of belonging..
The school seeks to collaborate with parents of students whose continuity of learning may be at risk.	In 2021 a Draft Individualised Learning Pathway document was prepared and presented to the School Executive. In 2022 it will be presented to the DEL for recommendations.

Develop the form that a Con High Individualised Learning Pathway policy and procedure may take.

Strategic Direction 3: Curiosity, Creativity & Critical Thinking

Purpose

Students who are already in the top 5% of the State in terms of academic and musical achievement require a greater degree of qualitative improvement to continue to grow, develop and flourish in an educational environment. Enhancing Curiosity, Creativity and Critical Thinking in our students will engage and challenge them to work towards their personal best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Stage 4 Creativity Tasks
- Stage 5 Curiosity projects
- Stage 6 Critical Thinking projects

Resources allocated to this strategic direction

Summary of progress

During 2021, the focus on creativity and critical thinking was reshaped due to Covid-19. Stage 4 and Stage 5 cross stage and cross curricular creativity projects were developed to provide students with an opportunity to take risks in their learning and develop positivity during a pandemic. The projects were student driven and products were uploaded to the school website for wide feedback. Students self reflection highlighted potential for growth in the area of creativity.

Students reflected upon their own creative endeavour and this formed a significant aspect to a new "Creativity Report" to parents in 2021.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Creative components included in 1 Task in Music, Vis Arts and English in Stage 4. Curiosity Activities in HSIE, Tech and PDH in Stage 4	Due to COVID-19 and Learning from Home for a significant period of 2021, we altered this initiative and devised a Stage 4 & 5 Curiosity/Creativity Project for the first 6 weeks of Term 4 2021. Products are available to be seen on the School Website.
Explicit reflection on Curiosity and Creativity "components" in Stage 4 Tasks.	Due to COVID-19 and Learning from Home for a significant period of 2021, we altered this initiative and devised a Stage 4 & 5 Curiosity/Creativity Project for the first 6 weeks of Term 4 2021. Products are available to be seen on the School Website.
Improvement in creative components in Stage 4 Music.	Junior small ensembles program developed to refocus attention on the creative endeavour of performing and arranging music, rather than the perfect replication of precomposed music. This has increased students capacity to interpret musical scores leading to more expressive performances.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$21,171.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Conservatorium High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading for Comprehension and Nuance <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Gifted students with disabilities continuing to progress through the school. Individuals are exceeding expectations, and some are thriving in particular curriculum areas at the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine what "reasonable adjustments" may actually be beneficial for ALL students, and thus enhance inclusivity at the school.</p>
<p>Socio-economic background</p> <p>\$1,042.62</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Conservatorium High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide identified students with economic support such as uniforms, resources and student fee reductions <p>The allocation of this funding has resulted in: Student leaders being able to represent the school in a professional manner. This facilitates opportunity for growth in leadership.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement a "Breakfast Club" and a "Homework Club" for students in 2022 to serve students who travel great distances to and from school, and to build a sense of community.</p>
<p>English language proficiency</p> <p>\$52,864.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Conservatorium High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading for Comprehension and Nuance • Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$52,864.78</p>	<ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Minimum Band 5 in HSC Advanced English for EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the Proficiency Scales across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$31,094.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Conservatorium High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Gifted students with disability have maintained effective progression through the school. Students with disability are thriving in some areas of the school curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine more effective subject selection procedures to support students with disability.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify gaps in learning • employing staff to provide online tuition to student groups in literacy/numeracy - as identified in Check-In assessments and other internal measures <p>The allocation of this funding has resulted in: Majority of students in the program achieving significant progress towards set goals. The targeted Year 12 students achieved highly in the HSC. The Year 10 and Year 11 students achieved HSC minimum standards at Level 4.</p> <p>After evaluation, the next steps to support our students with this</p>

COVID ILSP

\$11,212.00

funding will be:

Continuation of the small group tuition for targeted students. The support and learning processes have been revised to focus on team teaching to meet the student needs across all KLAs.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	60	60	57	61
Girls	83	91	94	96

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.8	96.5	97.8	97.8
8	96.1	91.1	96.6	96.7
9	97.2	91.5	96.6	95.3
10	94.1	94.8	95.1	95
11	94.4	92.4	95.2	95.3
12	91.6	90.5	93.2	94.9
All Years	94.9	92.9	95.8	95.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Conservatorium High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Conservatorium High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	11.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	1
School Counsellor	0.4
School Administration and Support Staff	4.78
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	384,528
Revenue	5,074,367
Appropriation	4,063,984
Sale of Goods and Services	2,639
Grants and contributions	1,003,590
Investment income	1,041
Other revenue	3,113
Expenses	-4,763,870
Employee related	-4,423,050
Operating expenses	-340,820
Surplus / deficit for the year	310,498
Closing Balance	695,026

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.

	2021 SBAR Adjustments (\$)
Targeted Total	21,171
Equity Total	85,002
Equity - Aboriginal	0
Equity - Socio-economic	1,043
Equity - Language	52,865
Equity - Disability	31,094
Base Total	2,843,675
Base - Per Capita	37,347
Base - Location	0
Base - Other	2,806,327
Other Total	1,037,975
Grand Total	3,987,823

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

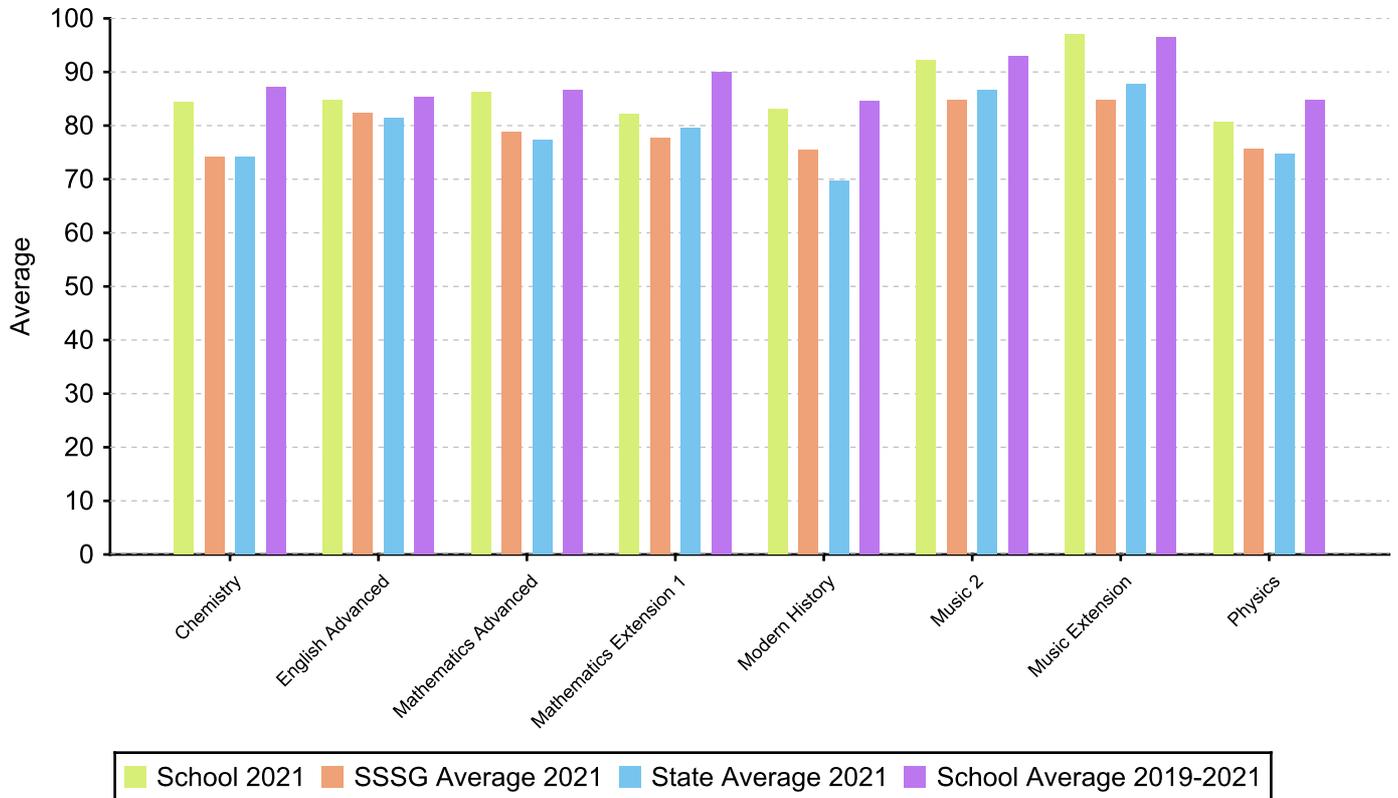
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Chemistry	84.4	74.2	74.1	87.2
English Advanced	84.8	82.3	81.4	85.2
Mathematics Advanced	86.2	78.9	77.4	86.7
Mathematics Extension 1	82.2	77.7	79.5	90.0
Modern History	83.0	75.4	69.7	84.5
Music 2	92.2	84.7	86.6	92.9
Music Extension	97.0	84.7	87.8	96.5
Physics	80.6	75.6	74.8	84.8

Parent/caregiver, student, teacher satisfaction

The school conducts the Tell Them From Me surveys annually. We also seek feedback on specific areas of school endeavour.

In 2021 we sought feedback from Parents and Carers on expenditure of funding associated with the Music Program, and its benefit to students. We used a Google Form to survey all parents and carers. While we only had 40% of parents/carers respond, 85% of those respondents supported our proposals to upgrade the school WiFi.

In 2021 we sought feedback from Students on the Curiosity/Creativity Project that was delivered in Term 4 2021. While about 30% of students found the alternate curriculum offering challenging, 94% of students found the project educationally worthwhile.

In 2021 we also sought feedback from students on our traditional curriculum offerings. Due to the diverse range of skills, opinions and interests, about 60% of students said they would like to see other subjects offered. Unfortunately, there was no agreement between the students, such that, actually staffing and offering the broad selection of new subjects suggested by the students, is highly unlikely.

In 2021 we sought feedback from Teachers on the Curiosity/Creativity Project that was delivered in Term 4 2021. While about 22% of teachers felt under-prepared for the alternate curriculum delivery, 78% of teachers found the project educationally beneficial for students.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.