

2021 Annual Report

Ashfield Boys High School



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Introduction

The Annual Report for 2021 is provided to the community of Ashfield Boys 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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This year our world, our nation and our state continued to navigate the challenges with which the COVID pandemic presented us. Of course, our school was also required to meet this challenge. While I am sure that none of us would wish to revisit lockdowns, supermarket shortages and the particular challenges that COVID mitigation measures presented schools, this period also highlighted our strengths. In many ways the challenges of COVID refocused us all on the importance of schools, their value for our students and their centrality in our community.

For us at Ashfield Boys High School, the challenges of 2021 helped to further strengthen the bonds of community, the power of education to unite and the importance of this school in our wonderfully diverse community. While I could cite a litany of examples of this, the most powerful image will remain the joy of the boys' faces as they ran back to classes through the school gates after the lockdown finally ended; festooned with balloons, streamers, music, a bubble machine and a red carpet.

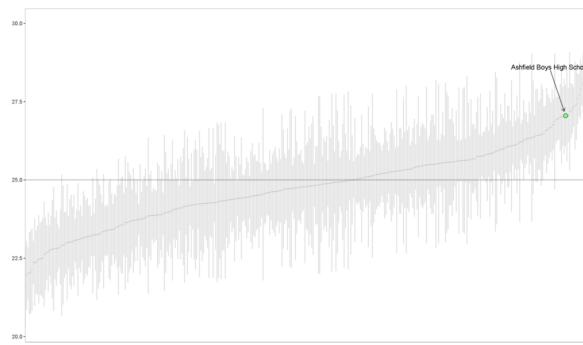
Despite a challenging operating environment, the school continued to thrive. The boys continued to learn, their teachers continued to support their success and for much of the year their parents played an even more active role in the boys' education. Our sustained high-level achievement in the HSC continued with outstanding results. Again the boys performed at an incredibly high level with an top ATAR of 99.3, a large number of ATARs over 90 and over 60% of results in the top 3 performance bands. The school's long tradition of significant university entrance rates expanded to almost 100% of applicants receiving offers to the course of their choice. The school's relative success is reflected in the extraordinarily high-level value add data to the end of Year 12, which places Ashfield Boys HS near the very top of NSW - please see below.

Despite the school's sustained high achievement, we continue to align our focus with our school vision of educating young men who are well-rounded, happy and make a positive contribution to the future. While COVID prevented many of the activities which promote this rich educational environment, we found other ways of working together for the boys' benefit. If sport was cancelled we re-worked it at school, if debating couldn't take place we did it online, if cohorting made face-to-face collaboration impossible we found another way.

The success of this is reflected in the sustained high levels of optimism, engagement and wellbeing reported by the boys in the annual Tell Them From Me survey. The boys' self-report on this survey is always incredibly positive and well above the NSW male norms for every indicator. The challenges presented during this year did not diminish this sense of optimism, intellectual engagement and connectedness to school. This is significant given the disruptions to school, the challenges presented to many in our community and the fact that our school surveys the whole population every year rather than a representative sample.

One shining example of the school's success this year has been the strength of student leadership, student agency and student voice. While this has always been a hallmark of Ashfield Boys HS, the adversity presented by 2021 underscored just how powerful a force this can be. The Senior Leadership team rose to the challenges of COVID and functioned as an authentic, credible and powerful student voice. The team were actively involved in the school's planning for each COVID related change, helped to co-design the school's online learning strategy and convened a regular online "national cabinet" with me to ensure the school's ongoing success. The result of this was a COVID response which was high quality, highly effective and "kid friendly". When we returned to school, the Prefect body helped to inspire confidence and allay the anxiety of many with their consistent and steady presence each morning at the front gate, dispensing sanitiser, issuing masks but most importantly providing a warm and confident welcome to the boys every morning. The quality of this student leadership and the power of student voice to inspire this school community was recognised in a NSW wide livestream broadcast by the Deputy Secretary of Education Murat Dizdar. The Student Leadership team have also made it to the final round in the Inner West Council Amy Large awards for their significant contribution to our community during 2021. At the time of writing the awards ceremony is yet to be finalised.

This Annual School report outlines the achievements of our school during 2021. While none of us would wish to revisit the challenges that this significant point in history posed all of us, we approach 2022 knowing that adversity has reinforced our sense of purpose, community and vision. It has also reinforced the huge pride that I have in this school, the boys, their teachers and our wonderfully supportive parent community.



Ashfield Boys High School v NSW state average value add to the HSC.

School vision

The whole school community contributed to a vision statement during 2014. This statement has been revisited regularly by the community as part of the school's ongoing strategic planning and support for it, as an outward expression of the school's shared purpose, remains almost universally strong.

The vision for Ashfield Boys High School is that *"every boy is inspired to achieve personal excellence and reach his full potential as a happy, resilient, connected and ethical man who is equipped to be a success and have a positive impact on the future"*. This aspirational vision informs all school practices and lies at the core of the Strategic Directions in this plan.

School context

Ashfield Boys HS is a large metropolitan high school catering for the boys of Sydney's Inner West. The school has reached its enrolment cap of 760 students and this reflects a dynamic demographic change over the past five years. The school has seen significant enrolment growth, a large increase in local enrolment, a large increase in enrolment from local feeder primary schools, the cessation of international student enrolment and the growing recognition of Ashfield Boys HS as a leader in high quality boys' education. Due to this, the school is largely recognised as the destination of choice by parents who are seeking a high quality single sex environment for their son.

Ashfield Boys HS is proudly diverse, both in its cultural demographic (70% LBOTE, 1% Indigenous) and also its socio-economic make up. The school proudly promotes its status as a public, co-educational, comprehensive, single sex school that is high achieving and successful based on any measure or metric applied.

The school is highly successful at achieving its vision of maximising the success of every student to reach his potential. This success is reflected in high valued added data from Years 7-12 which is among the best in NSW, wellbeing indicators consistently above the NSW norm and high levels of personal achievement in the HSC. Student exit outcomes are as varied as the diverse population but reflect high level achievement of individual success and aspiration. However, for the overwhelming majority of students, tertiary study at university is their chosen path and the school has a proven, consistent and enviable record of facilitating this dream.

Ashfield Boys High School is ambitious for its students' success but also for its purpose as a high quality public school within the NSW Department of Education. The school aims to be a lighthouse institution for student learning growth, wellbeing, extra-curricular offerings, leadership and social responsibility. Beyond promoting optimum individual success for every boy, the school maintains the aspirational aim of developing young male leaders who leave school to have "a positive impact on the future" in keeping with the school's vision statement.

The school enjoys incredibly strong community support in this mission. A highly supportive and active Parents and Citizen's Association forms an effective strategic partnership with the school to provide resourcing and an ongoing conversation about school priorities. Student voice and leadership are strong features of school culture and students contribute actively in appropriate decision making processes. The school also enjoys quality and enduring relationships with local community groups, organisations, schools and businesses. These enduring and expanding strategic relationships both support and expand the ability of the school to provide a rich and broad set of educational experiences for the boys. The establishment of a vibrant Alumni Association began in 2020 and the work of expanding this venture continues to engage and mobilise the expansive and highly successful past graduates of Ashfield Boys HS.

This Strategic Improvement Plan (SIP) was developed with extensive community consultation and value at its core. Beyond a comprehensive situational analysis of the school in 2021, the plan has also been informed by input from all sections of the school community. Extensive staff and executive planning along with comprehensive data analyses formed the genesis and strategic directions of the SIP. Parent input, experience and expertise were gathered through ongoing P&C consultation, an online SIP Parent survey and the facility for individualised "call back" when requested. Students contributed to the formation of the SIP through, by and with the Student Leadership team. Both random and purposive sampling of students was used to inform an online anonymous questionnaire. Purposive sampling was used to choose participants for a series of cohort based focus groups that were facilitated by student leaders. Adult and teacher participation in student focus groups was deliberately excluded to ensure the authenticity and validity of student voice in the SIP planning process.

In 2020 Ashfield Boys HS participated in a rigorous External Validation (EV) process conducted by a panel of independent peers and assessed against the School Excellence Framework. The EV panel described the school's submission as the "gold standard" and acknowledged the research, strategic, context embedded and evidence based approach adopted by the Executive leadership team. This same approach has been adopted in the formation of this SIP and is centred on student success enabled by quality school structures, data informed teacher professional learning, teacher collaboration and the strategic use of Targeted and Equity funding to resource this. The key drivers of Ashfield

Boys HS's school improvement journey are the development of collective teacher efficacy, Middle Leader capacity building and student agency.

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 | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| 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 | Sustaining and Growing |
| TEACHING: Professional standards | Excelling |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through structured, built in, explicit and consistent quality teaching. On going evaluation, reflection and modification of teaching learning practices by the use of student assessment data and targeted professional learning will inform teaching.

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.

- Highly effective classroom practice
- Highly effective feedback
- Writing Program

Resources allocated to this strategic direction

Professional learning: \$44,600.00
School Operational Funding: \$3,000.00
Socio-economic background: \$75,687.00
Integration funding support: \$11,000.00
COVID ILSP: \$201,808.00
English language proficiency: \$155,523.00
Low level adjustment for disability: \$211,459.00

Summary of progress

Explicit teaching practices and high expectations were some of the key parts of the school plan and were addressed through programs like Quality teaching rounds, understanding, setting and communicating high expectations in every class, consistent and effective feedback, ongoing and thorough data analysis for every student and follow up with interventions and strategies to help every child achieve their best and add value to their learning and well being. These processes put in place were consistent throughout the year. In term 3, some programs were modified to keep up with the online learning environment. The positive impact on student learning and highly effective teaching practice, feedback and writing program is evidenced by external assessments like NAPLAN, PAT, HSC and internal assessments.

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 |
|--|---|
| <ul style="list-style-type: none">• Most staff have completed one quality teaching round by the end of 2021• All Faculty plans and programs begin incorporating QTF elements.• All teaching and learning programs have literacy and numeracy embedded as a part of teaching and learning cycle. Teachers use it in directing student learning goals.• All Stage 4 & 5 students have awareness of their co-developed learning goals and the majority of students are achieving them• Each KLA has participated in professional learning and a gap analysis of writing deficits across Stages 4-6. | <p>Despite 2021 being impacted by the pandemic, the initiatives to improve student attainment and growth are evidenced by a large proportion of staff completing QTR, the development of writing programs to target the growth of skills in Stage 6, and the continuation of focus on building on the foundational structures of teams, targeted PL based on data, the reading program and ongoing robust cross curricular discussions. A whole school focus, from teaching and non-teaching staff to ensure every student had every opportunity to be supported in their learning to achieve their personal best, as evidenced by student voice focus groups and TTFM data. This led to a significant improvement in the top two bands for reading at 32.64% and above average NAPLAN scores for indigenous students, above SSSG and State, as well as the HSC results in the top two bands at 30% and top three bands at 62.7%.</p> <p>One round of QTR has been completed with 70% of staff having now completed QTR. Flowing from this the QTF has been embedded into some programs and the learning cycle for 2022 has been initiated. Literacy and numeracy have been embedded into the teaching and learning cycle across faculties, with specific targeted initiatives to follow.</p> |

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| <ul style="list-style-type: none"> • Most staff have completed one quality teaching round by the end of 2021 • All Faculty plans and programs begin incorporating QTF elements. • All teaching and learning programs have literacy and numeracy embedded as a part of teaching and learning cycle. Teachers use it in directing student learning goals. • All Stage 4 & 5 students have awareness of their co-developed learning goals and the majority of students are achieving them • Each KLA has participated in professional learning and a gap analysis of writing deficits across Stages 4-6. | <p>Emphasis on the development of writing skills has been a major focus in Stages 4 and 5 and commenced again in Term 4 on the resumption of face-to-face learning. Subject specific writing tasks targeted to focus on area for improvement identified through data analysis have been embedded into faculty planning through the creation of subject specific writing tasks. These are included into most assessment schedules.</p> <p>Efficient use of success planners to assist students achieve their co developed goals and inform their learning has been evaluated and improved through consultation with staff, students and parents.</p> |
| <ul style="list-style-type: none"> • Improvement in the percentage of students in the top two HSC bands to the lower bound target 30.3% or above by end of 2021 • Improvement in the percentage of HSC course results in the top three HSC bands to the lower bound target of 63.7% or above. | <p>Stage 6: Summary of progress. HSC monitoring of potential bands, mentoring meetings, face to face goal reflection and goal setting interviews, having a dedicated teacher in the Senior Learning Centre for five days to assist students in their learning, all efforts to ensure virtual learning had the maximum impact and contributed to the achievement of the goals HSC 2021, top two bands were 30% and top three bands were at 62%</p> <p>2021 HSC students sat through a virtual trial exam to test their learning and diagnose areas of improvement. Answer booklets and stimulus materials were posted, and hand delivered to ensure students were able to access an authentic examination experience in preparation for their HSC. A digital platform and massive effort were used to allow students to complete the exam - important feedback was provided back to students to assist them to do their best and approve on their achievements</p> |
| <ul style="list-style-type: none"> • Increase the percentage of NAPLAN top two bands in Numeracy to lower bound target of 33.2% • Increase the percentage of NAPLAN top two bands in Reading to lower bound target of 21.9% • Increase the percentage of Aboriginal and EAL/D students achieving top 3 NAPLAN bands in numeracy and reading to be above system negotiated target baseline | <p>Top 2 Bands, Reading 32.32 % (above upper bound Target), Numeracy- 37.13% (Between upper and lower bound)</p> <p>Number of Aboriginal students achieving in top 3 bands for Reading is 2 out of 3, in numeracy is 2 out of 4, and number of EAL/D students achieving top 3 NAPLAN bands in numeracy is 40 compared to 5 in 2019, and reading is 36 compared to 5 in 2019. Improved average NAPLAN scores in Writing, Reading and Numeracy for indigenous students above SSSG and State.</p> <p>Whole school effort through targeted literacy and numeracy interventions via team meeting discussions and application of data, and targeted learning support. Professional learning based on cross KLA data analysis of student performance in dedicated Thursday professional learning.</p> |
| <ul style="list-style-type: none"> • Analyse Best Start, NAPLAN, VALID, PAT, HSC and MST data to identify target areas and inform teaching practice • Embed the use of data collection, use of progression for goal setting leading to changes to explicit teaching practice | <p>Pat analysis by all staff on SDD Term3 was postponed due to lockdown. It was incorporated with NAPLAN and other school data in a whole school analysis on campus in Term 4 week 8.</p> <p>Data collection for goal setting leading to changes in explicit teaching practice took place in Term 4 week 8.</p> <p>Teams continued meeting online to discuss student progress and provide strategies to engage students and ensure student well-being.</p> <p>Stage 4,5: Cross KLA data analysis of student performance in Thursday data analysis meeting.</p> <p>Teachers have identified strategies to help student performance in reading, writing and numeracy for stages 4,5 and indicated need for more PL and time for data analysis in 2022. Collective teacher efficacy improvement is demonstrated through collaboration and implementation of measured teaching strategies. Team leaders have entered the data in central report, accessed by all.</p> |
| <ul style="list-style-type: none"> • Increase in the percentage of | <p>Expected growth Numeracy -58.9 (below baseline) Expected Growth</p> |

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| <p>expected Numeracy growth from 70.7% baseline to lower bound target of 74%</p> <ul style="list-style-type: none"> • Increase the percentage of Expected Reading growth to lower bound target of 73.9% | <p>Reading-60.9. - Literacy and numeracy interventions from Learning Support continued online during the learning from home period however targeted P/L and programs such as the Renaissance Reading Program, were limited.</p> |
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Strategic Direction 2: Achieving student potential through enhanced learner engagement, self-regulation and responsibility

Purpose

To ensure that every student recognises and strives to reach his full potential, enabled by school structures that promote personal excellence, engagement, self-regulation and shared responsibility. Embedding quality school practices, initiatives and habits that promote a culture of excellence and best effort possible.. Enhancing a learner centered culture of excellence which supports the school's vision statement and is informed by the situational analysis.

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.

- Attendance and Lateness
- Cohort based proactive wellbeing initiatives
- Coaching /Mentoring Program/ Teams/ Student Leadership
- Enhanced learner engagement and High expectations

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$5,000.00

Socio-economic background: \$45,000.00

Aboriginal background: \$6,600.00

School Operational Funding: \$89,956.00

Summary of progress

Student Attendance and lateness were diligently monitored through a strategic and planned approach involving Year Advisors, HT Wellbeing, Deputy Principal and parents. Procedures are in place to monitor and address student's attendance below 85% and to identify students whose attendance may be declining. The HT Wellbeing and year advisors proactively target potential wellbeing concerns with these students. As a result, attendance of % of students attending 90% of the time is 77.1% which is above the baseline target of 75.9% and we continue to be above state and network. The total attendance rate is 92.1%, which is above state, network and SSSG levels. Wellbeing was addressed through a range of initiatives including weekly Wellbeing Meetings with the entire wellbeing team and students causing concern being raised at the weekly executive meetings. Minutes of these meetings are sent to all executive staff enabling them to inform teaching staff of relevant issues. Developmentally appropriate wellbeing programs were conducted on a range of themes and Wellbeing assemblies are organised by Year Advisers twice each term. Positive Wellbeing indicator is 78.23% above the baseline target of 75.9%. We continue to maintain the above state and network status. This is despite challenging circumstances. This is demonstrated by an increase in positive school climate, a greater sense of belonging and an increase in student engagement. The sense of self-efficacy and optimism have also increased, and that 86% of students know where to seek help, all of which is evidenced in the TTFM data. There was an increase in student leadership and participation through whole-school programs and initiatives such as The Duke of Edinburgh program, Bushcare at Cadigal Reserve Summer Hill, school prefect elections and student mentoring. School focus groups run by student leaders allowed for student voice on a variety of topics and initiatives. Positive impact of workshops held by the Principal with staff, students and parents in Term 1, and parent workshops for HSC students and their families in Term 2 were successful in continuing to build a culture of high expectations. This was evidenced by parent and community feedback, high attendance rates and the TTFM.

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 |
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| Improve attendance of % of students attending 90% of the time or more to the baseline target of 75.9% and continue to be above state and network. | Attendance of % of students attending 90% of the time is 77.1% which is above the baseline target of 75.9% and we continue to be above state and network. Attendance rate is 92.1%, which is above state, network and SSSG levels. This was made possible as student Attendance and lateness are diligently monitored through a strategic and planned approach. Year advisors monitor attendance daily at roll call and analyse patterns weekly. They identify and raise concerns with HT Wellbeing, this is followed by |

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| <p>Improve attendance of % of students attending 90% of the time or more to the baseline target of 75.9% and continue to be above state and network.</p> | <p>parent contact in consultation with the Deputy Principals. Students are counselled and details of the process are recorded in Sentral. Year Advisers and Team Leaders continue to monitor the wellbeing and attendance of students. This is focused on students below 85% attendance and is communicated to Year Advisers weekly. At times, Year Advisers are also given attendance figures below 90% to identify students whose attendance may be declining to proactively target potential wellbeing concerns with these students. In term 3 despite the need to learn from home, we were able to successfully monitor lateness and attendance as well as wellbeing issues. The level of staff engagement and care for students was evident in parent and community responses to our initiatives. This appreciation was demonstrated by parent emails and P&C organisation of a morning tea for staff .</p> |
| <p>Improve Positive Wellbeing indicator to baseline target to 75.9% or more. Continue to maintain the above state and network status.</p> | <p>Positive Wellbeing indicator is 78.23% above the baseline target of 75.9%. We continue to maintain the above state and network status. Wellbeing is addressed through a range of initiatives including weekly Wellbeing meetings attended by HT Wellbeing, Year Advisers, Learning Support, and counselling staff. Minutes of this meeting are sent to all executive staff. Wellbeing concerns are raised at the weekly executive meeting, allowing Head Teacher's to inform teaching staff of relevant issues. In term 3, all staff continued to actively participate in the vision statement of the school and this was evidenced in the consistent application of policies and procedures in place to support and safeguard the wellbeing of our students during lockdown.</p> <p>TTFM 2021 indicates an increase in sense of belonging, effort, positive behaviour, an increase in participation in sports and extracurricular activities, effective use of learning time, and an increase in aspirations to complete Year 12. Data shows the sense of self-efficacy and optimism have also increased, and that 86% of students know where to seek help.</p> |
| <p>Increased student leadership and participation through whole-school programs and initiatives.</p> | <p>Whole school programs and initiatives to increase student leadership and participation were conducted throughout the year. The Duke Of Edinburgh program, Bushcare at Cadigal Reserve Summer Hill, Cyber Seniors with the Inner West Council, school prefect elections, student mentoring, focus group questionnaires to allow student voice undertaken by the previous Prefect and Leadership Group during Term 1 2021. The students would meet with a random stratified sample and gather evidence. They would collate their evidence and present it to the principal along with their thoughts and insights. This would then inform the planning of things within the school, for example, the Success Planner. Despite the limitations of lockdown, prefect elections were successfully held online, and prefects started their responsibilities including commitment to welcoming students back to school and checking for masks and hand sanitisers. They have done this every day since return to school after COVID lockdown.</p> |
| <p>Workshops held with staff, students and parents to build a culture of high expectations.</p> | <p><i>Workshops were held by the Principal with staff, students and parents in Term 1, to build a culture of high expectations. Additional parent workshops for HSC students and families were held in Term 2 to share workable strategies with parents to support their son's HSC journey.</i></p> <p><i>Positive impact of workshops translated into success the continuity in building a culture of high expectations. This was evidenced by parent and community feedback, high attendance rates and the TTFM data.</i></p> <p><i>These changes have occurred to a great extent despite challenging circumstances. This is demonstrated by an increase in positive school climate, a greater sense of belonging, optimism and an increase in student engagement, all of which is evidenced in the TTFM data.</i></p> |

Strategic Direction 3: Enhancing teacher collaborative practice, quality, impact and collective efficacy.

Purpose

To ensure that teacher practice is collaborative and promotes improved quality and measurable impact in every class, for every student. Refining and extending the existing culture of cross faculty team based collaborative improvement. Using data from the school's situational analysis to inform evidence based instructional leadership.

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.

- Cross Curricular Teaching Teams
- Learning Walks
- Adolescent Executive Function and Success Planner
- KLA and Program Evaluation

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Professional learning: \$30,000.00

: \$39,000.00

School support allocation (principal support): \$37,000.00

Summary of progress

Teacher collaborative practice and collective teacher efficacy were the main focus of ongoing team initiatives, reinforcing the collective belief of teachers in their ability to positively affect students. This strongly correlated with student achievement and ensured value add to student learning. This initiative was ongoing both prior to and during the pandemic, ensuring student outcomes improved and every student's needs were catered for. Throughout the period of online learning, cross-curricular teams were particularly important in ensuring student wellbeing. Teams effectively strengthened the positive school climate, reduced anxiety amongst students, increased self- efficacy and helped build good learning habits in students. Teams also built teacher capacity and teacher confidence as it provided an additional cross KLA support network for the teachers. This is an existing school initiative that continues to add value.

Success Planners were used effectively by students across the school in all stages to assist them to build their executive functioning. The planner was developed in consultation with the student body, staff and parents. Every term the planner was reviewed and updated to an improved version after consultations with the stakeholders to meet the needs of the students using them. Parents find the Success Planner instrumental in developing an improved and shared understanding of their son's learnings, assessment and strategies for partnership between home and school. Year Advisers demonstrated the use of Success Planners to students to set goals and track them over time to ensure that students are successful in achieving their co- developed goals. In every roll call class, Year Advisers would reinforce the use of the planners. In every lesson teachers would do the same. This was clearly seen in the random dip samples every term.

Learning Walks was well received as the Principal developed among staff a shared vision of high quality teaching that impacts on student learning. Learning Walks to classrooms were suspended due to COVID but the Deputy Principals dropped in on the online lessons consistently, sharing the vision for high quality teaching. Despite the pandemic, we responded with flexibility to continue the learning walks in an online format.

Evaluating key learning through an independent chair was one of the key priorities in this strategic direction to enhance teacher collaborative practice and collective efficacy. Implementation started with setting an independent chair but due to pandemic the initiative was postponed to recommence in 2022.

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 |
|--|--|
| All staff on teams demonstrate understanding of principles and | Teaching Teams meet weekly for collaborative planning and intervention. Head Teacher Secondary Studies developed consistent protocols for Team |

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| <p>frameworks underpinning the teams program through active participation</p> | <p>meetings. Team leaders meet weekly to develop consistency of quality practice across the school., using data to inform teaching and learning. This also informs interventions and engenders discussion and creation of strategies for students in need of learning support. Programs are then put into place to ensure the use of current data, both from external and internal assessments, is used support student learning with a focus on evaluating the effectiveness of teaching strategies.</p> <p>We continue to maintain practices such as the termly newsletter, and team days.</p> |
| <p>At least three sets of staff groups begin capacity building learning walks/talks initiative with an aim to foster conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning.</p> | <p>Learning walks started in Term 1, 2021, continuing into Term 2. The data collected was presented to the executive staff weekly in regular meetings. This led to discussions about indicators of student focus, increasing engagement and organisation. The data improved on all these indicators consistently.</p> <p>Term 3 and Term 4 were impacted due to COVID, however while learning walks could not take place on campus, Deputies regularly visited online classrooms to continue to reinforce the focus areas as above.</p> <p>Learning Walks initiative highlighted areas of learning culture for emphasis as evident in Learning Walks data. This data was used to inform professional learning on Staff Development Day, Term 1 2022, by planning a session on raising awareness about the current school culture.</p> |
| <p>All students are using the Success Planner in every lesson. Parents are using Success Planners as a means of communication with teachers and students to support student learning.</p> <p>Success planner is evaluated every term and modified to develop executive functioning in students.</p> | <p>Success Planners were used by students across the school in all stages to assist them to build their executive function, be organised, be informed, track co-developed goals, track preparation for tasks, assessments, and goals. The consistent and efficient use of success planners by every student was excellent as the random sample dips done at the end of the term by the Executive team always showed every student was using the success planner daily.</p> <p>Termly reviews involving the student body and staff were conducted to modify the success planner to best suit student needs to enhance executive functioning. This always updated the planner to a version that was easier to use and had the elements that student need.</p> <p>Parents have used Success Planners to communicate with their children about learning and with staff to support student learning.</p> <p>Shared vision across school with a huge effort from the Principal in sharing the idea with the school community, building its need, monitoring its use by staff, reviewing its use termly in consultation with school community made the success planner unique to ABHS.</p> |
| <p>A research based methodology for KLA evaluation is developed. An independent chair and team members are appointed to conduct two initial formal evaluation rounds.</p> | <p>An Independent Chair of Evaluation Team was appointed and Interviews with Executive team members were conducted in Term 2 2021.</p> <p>For a transparent process, a KLA Evaluation Team consisting of Independent Chair, Head Teacher, Subject Matter Expert and a Teacher was to be appointed to conduct two KLA evaluations, gather data, and publish a report with recommendations for improvement. However, due to COVID this was postponed to 2022.</p> |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$11,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Ashfield Boys 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"> • Highly effective classroom practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] <p>The allocation of this funding has resulted in: Two rounds of QTR were conducted successfully in Terms 1,2</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of QTR to build teacher capacity and improve student outcomes. This will also be linked with Learning Walks initiative.</p> |
| <p>Socio-economic background</p> <p>\$150,687.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashfield Boys 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"> • Highly effective classroom practice • Coaching /Mentoring Program/ Teams/ Student Leadership • Enhanced learner engagement and High expectations • Cross Curricular Teaching Teams • Adolescent Executive Function and Success Planner <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Continuation of cross curricular teams in stage 4 ensuring enhanced learning engagement , wellbeing and high expectations in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Teams initiative with an improved focus on incorporating data and teaching and learning elements to improve student learning and parent involvement.</p> |
| <p>Aboriginal background</p> <p>\$6,600.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashfield Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Coaching /Mentoring Program/ Teams/ Student Leadership |

| | |
|--|--|
| <p>Aboriginal background</p> <p>\$6,600.00</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in: Improved student achievement in literacy and numeracy and well being . Average student performance was above peers in NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional allocation for an Indigenous teacher to support learning and well being of indigenous students.</p> |
| <p>English language proficiency</p> <p>\$155,523.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashfield Boys 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"> • Highly effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Programs to enhance literacy and numeracy achievement of equity groups in line with Premier's Priority and EAL/D students led to an improvement in reading and numeracy in NAPLAN. and student at HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of initiatives put in place to enhance literacy and numeracy achievement of equity groups in line with Premier's Priority , EAL/D students and HSC.</p> |
| <p>Low level adjustment for disability</p> <p>\$211,459.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Ashfield Boys 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"> • Highly effective classroom practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students and do case management as needed. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Streamlining the process of learning support team to provide ILPs and interventions to targeted students by additional HT, led to improved student learning and increased teacher capacity through targeted professional.</p> <p>After evaluation, the next steps to support our students with this funding will be: Enhance the continuation of the successful initiatives by continued employment of additional HT.. Targeted professional learning to improve</p> |

| | |
|---|---|
| Low level adjustment for disability \$211,459.00 | teacher capacity to differentiate curriculum to support student learning across the school. |
| Flexible Funding for Wellbeing Services \$5,000.00 | <p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Ashfield Boys 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"> • Cohort based proactive wellbeing initiatives <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies <p>The allocation of this funding has resulted in: Cohort based wellbeing initiatives which target developmentally appropriate needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use TTFM to evaluate the next steps for well being programs.</p> |
| COVID ILSP \$381,008.00 | <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"> • Highly effective classroom practice • 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 additional staff to provide targeted, explicit instruction for student groups to improve reading and comprehension. <p>The allocation of this funding has resulted in: Additional staffing for the initiatives led to an improved student achievement in Best Start, Check in assessment, PAT and NAPLAN,</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of funding for staffing to enhance the reading program and classroom support for targeted students. Continuation of professional development in data analysis to build teacher capacity leading to enhancement of student outcomes.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 732 | 743 | 737 | 746 |
| Girls | 0 | 0 | 0 | 0 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 93.4 | 94.1 | 94.3 | 93 |
| 8 | 90.5 | 89.4 | 93.5 | 90.3 |
| 9 | 92.2 | 88 | 90.1 | 90.7 |
| 10 | 91.8 | 90.3 | 92.9 | 85.2 |
| 11 | 88 | 90.4 | 91.8 | 89.1 |
| 12 | 90.3 | 85.8 | 91.3 | 88.5 |
| All Years | 91.1 | 89.9 | 92.4 | 89.5 |
| 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 | 9 |
| Employment | 9 | 8 | 5 |
| TAFE entry | 0 | 4 | 6 |
| University Entry | 0 | 0 | 74 |
| Other | 3 | 4 | 3 |
| Unknown | 0 | 3 | 3 |

The 2021 HSC cohort were offered university places in arts, finance, accounting, interior design, business, commerce, medical science, engineering, nursing, medicinal chemistry, design, science, sport and exercise science, social work, psychology, media and communications, construction management, IT, policing, security studies, criminology, health, biodiversity and conservation and aviation.

Year 12 students undertaking vocational or trade training

19.80% of Year 12 students at Ashfield Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Ashfield Boys 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) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 37.5 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 9.68 |
| 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 | 1,019,145 |
| Revenue | 9,257,109 |
| Appropriation | 8,901,964 |
| Sale of Goods and Services | 52,341 |
| Grants and contributions | 276,430 |
| Investment income | 1,078 |
| Other revenue | 25,297 |
| Expenses | -9,581,411 |
| Employee related | -8,441,941 |
| Operating expenses | -1,139,470 |
| Surplus / deficit for the year | -324,302 |
| Closing Balance | 694,843 |

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 | 255,731 |
| Equity Total | 478,266 |
| Equity - Aboriginal | 6,575 |
| Equity - Socio-economic | 104,708 |
| Equity - Language | 155,523 |
| Equity - Disability | 211,460 |
| Base Total | 7,535,866 |
| Base - Per Capita | 181,683 |
| Base - Location | 0 |
| Base - Other | 7,354,183 |
| Other Total | 398,644 |
| Grand Total | 8,668,506 |

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

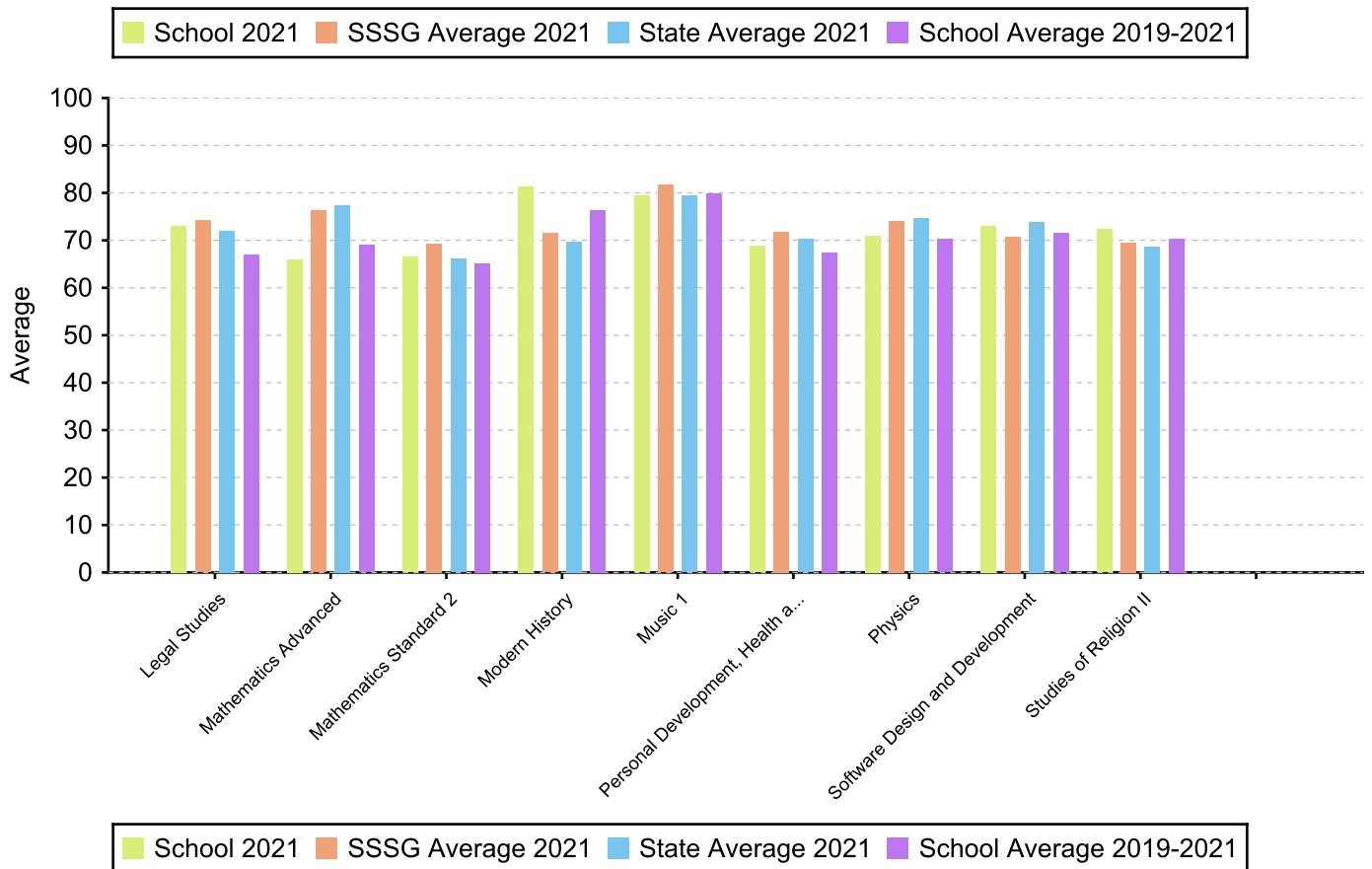
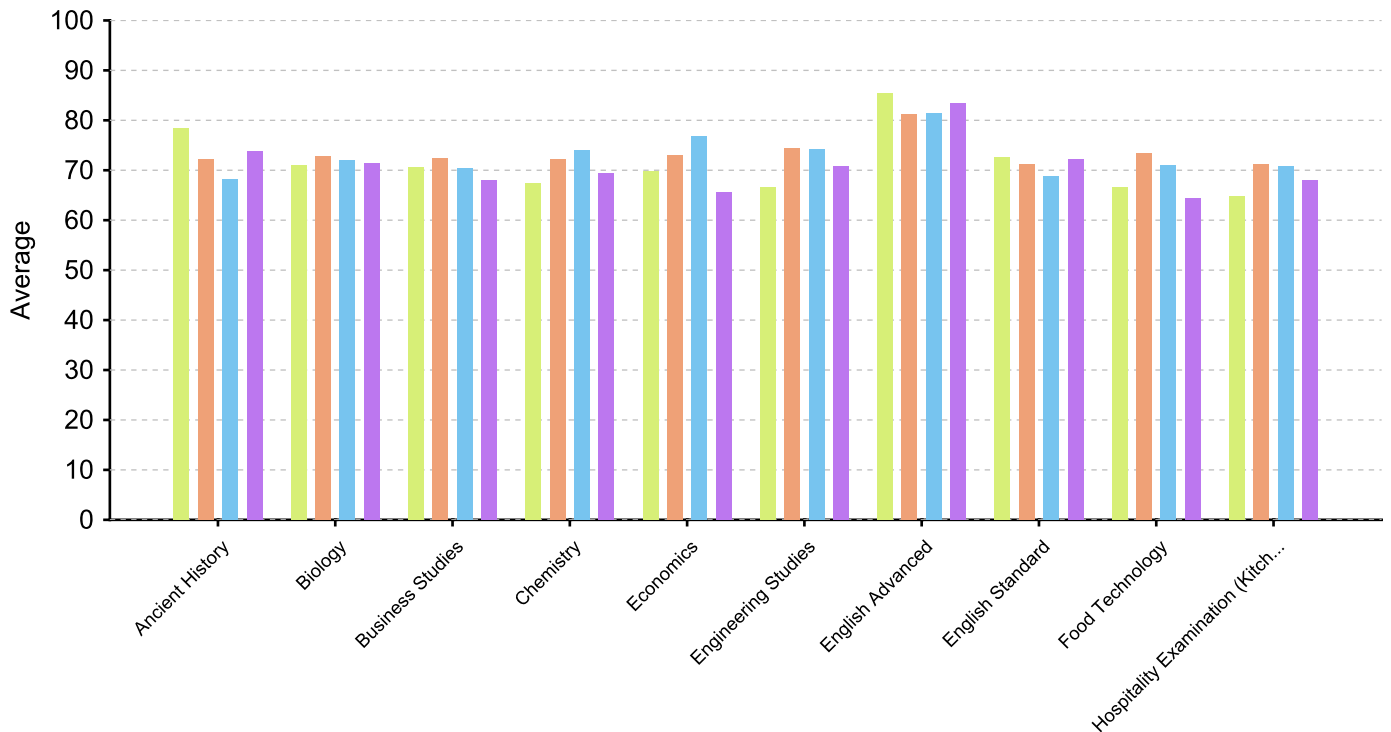
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 78.3 | 72.3 | 68.1 | 73.8 |
| Biology | 70.9 | 72.8 | 71.9 | 71.4 |
| Business Studies | 70.6 | 72.5 | 70.4 | 68.0 |
| Chemistry | 67.4 | 72.2 | 74.1 | 69.3 |
| Economics | 69.7 | 72.9 | 76.7 | 65.5 |
| Engineering Studies | 66.5 | 74.5 | 74.1 | 70.9 |
| English Advanced | 85.5 | 81.1 | 81.4 | 83.4 |
| English Standard | 72.5 | 71.1 | 68.8 | 72.1 |
| Food Technology | 66.6 | 73.5 | 71.0 | 64.3 |
| Hospitality Examination (Kitchen Operations and Cookery) | 64.7 | 71.1 | 70.8 | 68.0 |
| Legal Studies | 73.0 | 74.2 | 72.0 | 67.1 |
| Mathematics Advanced | 66.0 | 76.3 | 77.4 | 69.0 |
| Mathematics Standard 2 | 66.5 | 69.3 | 66.1 | 65.2 |
| Modern History | 81.4 | 71.5 | 69.7 | 76.4 |
| Music 1 | 79.4 | 81.7 | 79.4 | 79.9 |
| Personal Development, Health and Physical Education | 68.8 | 71.8 | 70.3 | 67.5 |
| Physics | 70.9 | 74.0 | 74.8 | 70.3 |
| Software Design and Development | 73.0 | 70.7 | 74.0 | 71.5 |
| Studies of Religion II | 72.3 | 69.5 | 68.8 | 70.4 |

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school used a variety of different methods to gather student, teacher and parent satisfaction throughout 2021.

Student satisfaction with the school, as measured in the Tell Them from Me survey was also considerably above state average on all measures. The survey measures social, institutional and intellectual engagement and is broken down as follows:

Social Engagement - Students with a positive sense of belonging; Student participation in school sports and clubs; Students with positive relationships.

Institutional Engagement - Students with positive attendance; Students with positive behaviour at school; Students with positive homework behaviours.

Intellectual Engagement - Students who are interested and motivated; Effort; Students who are appropriately challenged.

The Drivers of Student Engagement are: Quality instruction; Positive teacher-student relationships; Positive learning climate and Expectations of success, all of which were considerably above state average.

Attendance at P&C meetings has grown as has parent participation in many aspects of school life. Due to COVID, there was very limited face to face contact with parents on site. For most of the year, P&C meetings were conducted on Zoom. Accessing on line presentations was also used very successfully for HSC Subject Selection with almost all Year 10 families registering and our VIMIO presentation.

Due to COVID, face to face parent/teacher interviews were replaced by phone interviews and were conducted in Terms 3 and 4.

At the beginning of each year, the school holds a Meet the Teams Evening for new Year 7 parents and their sons. Again, parents expressed appreciation at the opportunity to meet their son's teachers, learn about the team structure and to enjoy a light dinner with the teachers and their son.

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.