

2022 Annual Report

Belmont High School



8203

Introduction

The Annual Report for 2022 is provided to the community of Belmont 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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Message from the principal

2022 was a year of building and consolidation as the school continues to work towards the achievement of its aspirational targets and goals set out through the 2021-2025 Strategic Improvement Plan. It was exciting to see significant shift in Year 9 NAPLAN achievement with outstanding results in Writing and Reading scores, with all areas above statistically similar schools. These results were underpinned by the introduction of dedicated Literacy and Numeracy support programs and processes over the last two years with a data informed and focused approach.

Historically, Belmont High School has seen minimal staffing turnover year to year, however, the last two and a half years have seen 23 vacant or newly established positions filled, the majority through merit selection. This considerable personnel change has provided the school a tremendous opportunity to employ staff whose skills and experience will drive future school improvement for student benefit.

The establishment of the School Promotion and Improvement Committee led critical work related to school branding and planning ahead of the school's 70th Anniversary in 2023. This work informed the development of a \$30,000 school signage project, which will improve school function, visual appeal and amenity, as well as generating engaging new designs for the school letterhead and resource material.

The completion of a \$170,000 project to install air conditioners across the school provided a more comfortable classroom environment conducive to teaching and learning with all classroom and staff spaces to be catered for by the end of Semester 1, 2023.

The Special Education Faculty is scheduled to grow into the future with the establishment of a sixth class for 2023 (ED) with a further class (MC) to be established for 2024, providing an inclusive and supportive setting for students with disabilities from our broader local community.

I thank Mr Stephen Taylor, our outgoing P&C President, for his leadership over the last seven years, advice and perspective on school matters and his support of school recruitment processes. I also thank Ms Georgina Flemming and Mr Trent Colley who relieved as Principal for Terms 1 and 2 while I relieved as Director, Educational Leadership for the Glenrock Network.

School vision

Belmont High School strives to be a school of excellence with strong connections to our community. Our core values of Respect, Responsibility and Resilience foster our inclusive and supportive school culture.

School context

Belmont High School is a comprehensive, co-educational secondary school located in the eastern suburbs of Lake Macquarie. The school was established as the first high school outside of Newcastle in 1953 and draws its enrolments from the Belmont, Belmont North, Floraville and Jewells communities. Belmont High School is a proud member of the Belmont Learning Community and Minimbah AECG, working in partnership to improve student outcomes. In 2022, the school recorded 826 students, including 80 Aboriginal students and 5 Special Education classes.

Belmont High School has a culture of success in sport and creative and performing arts with high expectations for student academic achievement. The school provides an enrichment stream in Years 7-10 and a Senior Learning Hub operates daily providing support for students in the completion of assessment tasks and study. Students also receive extensive support in accessing School-based Apprenticeships and Traineeships and transition to local-industry and tertiary study post-school pathways. The Positive Behaviour for Learning program focuses on developing the qualities of respect, responsibility and resilience in our students.

The school has recently been transformed through a \$30 million upgrade completed in 2019, incorporating new student and staff facilities, special education, hospitality and technology learning spaces and administration areas, providing a modern, future focused learning environment.

Looking forward, the school is focused on improving academic growth and achievement, student wellbeing and belonging, with stronger connections to our local community.



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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Improve student performance in literacy, numeracy and HSC attainment through data driven strategies to implement quality learning programs and assessments.

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.

- Assessment, support and feedback
- Explicit teaching - Literacy and Numeracy
- Data to inform practice

Resources allocated to this strategic direction

Socio-economic background: \$1,000.00

Professional learning: \$2,452.00

English language proficiency: \$14,758.00

Low level adjustment for disability: \$291,611.00

Integration funding support: \$176,165.00

Literacy and numeracy intervention: \$391,597.00

Summary of progress

Assessment, support and feedback

Year 9 NAPLAN school data demonstrates that student achievement is greater than the Statistically Similar Schools Group (SSSG) on all external measures. Results in the test aspect of Writing were the school's second best ever result with the school improving to be 4% above SSSG scores and only 0.15% below state average, which is an improvement of 1.26% on 2021 results. A focus on sustained writing, particularly in English classes, has improved the stamina of students to be able to write for extended periods of time. Effectiveness of the Sustained Writing initiative is reinforced by impressive NAPLAN Writing results. This demonstrates that focus on sustained writing needs to be maintained and promoted within all subjects for continued growth.

Previously, testing for NAPLAN, PAT and Check-In was completed under classroom conditions supervised by teachers. An evaluation of student results and testing procedures resulted in all testing for 2022 at BHS being conducted as a whole year cohort in the school Hall under examination conditions. This has had a twofold impact in improving student performance in NAPLAN and PAT assessment and preparing students for the academic rigour of senior examinations. The change in organisational structure has resulted in a positive shift in the attitude and application of students during testing and students are spending more time engaging in productive work during the testing period. The significant improvements in NAPLAN Literacy results highlight the success of this strategy with literacy sessions conducted in the morning session. Moving forward, the school will continue to implement testing of year groups in the hall with some minor modifications made to the timing of tests to minimise the impact of test fatigue, particularly in relation to Numeracy testing.

The Senior Learning Hub has continued to evolve as an essential study tool for students in their senior years. The timetabling of specialist staff in the hub during class time, compulsory student attendance during non face to face lessons, and the enlisting of Elevate Education to deliver high impact study skills workshops, has culminated in 100% of Year 12 students achieving HSC Minimum Standards and an increase in the number of students achieving in the Top 3 HSC Bands. In Term 4, the school has appointed a permanent Senior Learning Hub Coordinator as an Above Centrally Identified Position to further enhance the learning outcomes and academic success for our senior students.

In Semester 2, 23 staff engaged in individual HSC Strategy professional learning sessions. The sessions provided High Impact Professional Learning (HIPL) to support teachers in improving student achievement and increase the number of students who achieve top bands in the HSC. The knowledge, skills and expertise of staff developed through HIPL and HSC marking is an invaluable resource shared with students and staff to improve student achievement and drive the upward trend of students achieving in the Top 3 HSC bands.

Explicit Teaching - Literacy and Numeracy

In the context of the COVID Intensive Learning Support Program (CILSP), 21 Year 8 students were enrolled in the QuickSmart Numeracy program, and 20 Year 7 students participated in the QuickSmart Literacy program. SLSOs and

teaching staff were assigned and trained to deliver the program and students attended the tutorial sessions three times per week for three terms. The outcomes of the program indicate that the Year 8 QuickSmart participants exhibited significant improvement in Progressive Achieving Testing (PAT) Numeracy with an average growth of 5.09 scale score points compared to an average growth of 2.84 for the year group cohort.

This year, the Wednesday morning Reading Group program underwent a significant revamp. Structured activities embedding the 'super six' comprehension strategies, literacy games, prizes and a focus on reading for enjoyment invigorated and motivated students to attend and participate each week. The program evolved in Term 4 with BHS Reading Group participants visiting Belmont Public School (BPS) where they read their own hand written narratives to Kindergarten students. The visit was reciprocated by BPS Kindergarten students and was highly engaging and rewarding for both BHS and BPS students with the visit culminating in a teddy bears' picnic. The success of the revitalised Reading Groups program is demonstrated in the excellent PAT reading growth data where 77% of the Year 8 Reading Groups cohort achieved positive growth and the average improvement was 5.15 scale score points. Consequently, participation in the reading program has also contributed to an improvement in PAT Numeracy growth for the same cohort of students. 70% of students achieved positive growth in PAT Numeracy with an average improvement of 2.9 scale score points. In 2023, the Reading Program will commence earlier in Term 1, will have an increased focus on writing and visits to Belmont Public School will occur in Terms 2 and 4.

In Term 2, all staff participated in a faculty survey and evaluation of the literacy strategies currently being utilised in their teaching and learning programs. The survey identified a multitude of strategies being used with little commonality amongst key learning areas. There was an overwhelming request among all faculties for additional training and support with Focus on Writing and TEEEC paragraphs. The school has begun working towards a whole school adoption of TEEEC paragraphing and implementation of the Focus on Writing program for 2023.

Data to inform practice

An analysis of NAPLAN results identified strengths in Year 9 Writing, Reading and Top 3 Band Aboriginal student achievement. Revised strategies including Numeracy and Literacy Bump It Up programs were implemented to assist in improving results in the Top 2 Bands. Additional period allowance for the Literacy and Numeracy coordinators was provided to facilitate small group and whole school programs. NAPLAN data indicated a decline in Year 9 Numeracy performance both at a school and state level, though BHS continued to outperform the SSSG. After a year's worth of explicit Numeracy teaching of the Year 9 cohort, PAT Numeracy has shown positive average growth of 4.74 scale score points. This is comparable to the positive growth shown by students who completed the Quicksmart Numeracy program in Year 8 and indicates that the strategies being implemented at BHS are having a positive impact on student performance. NAPLAN, PAT and Quicksmart data will continue to be effective tools utilised to assess student performance and inform school practices.

In Term 1, an intensive HSC Analysis was conducted, with all HSC teachers diligently reviewing their students' results to inform and enhance HSC teaching and learning programs for 2023 and beyond. The school attained an impressive outcome, with 4 Band 6 HSC results and 1 Notional Band 6 (E2), along with 36 Band 5 results and 72 Band 4 results. This commendable performance indicates the school's continuing efforts to enhance its Top Band performance. The Band 6 results were achieved in the subjects of Music 1, Society and Culture, Visual Arts, and Mathematics Extension 2 (Notional Band 6). The subjects of Chemistry, Investigating Science, Music 1, Science Extension 1, and Society and Culture received overall results that were above the state average. Notably, Chemistry obtained the best ever school versus state result, while Music 1 has impressively maintained its above-average trend for over 20 years. The analysis of results identified specific areas for improvement, including enhancing students' ability to answer extended response questions, providing constructive feedback to students on areas of improvement, delivering High-Impact Professional Learning (HIPL) for teachers through HSC Workshops and HSC marking, and reflecting on the quality of assessment tasks to correctly evaluate students' knowledge and skills and differentiate between various levels of band achievement. Moving forward, targeted Professional Learning (PL) in Focus on Writing strategies, TEEEC paragraphs, and sustained writing will be implemented across all Key Learning Areas (KLA's) to improve students' ability to answer extended response questions and work towards achieving higher results in the top HSC Bands.

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
Increase the percentage of students in the Top 2 Bands for Numeracy in NAPLAN to 4.95% uplift from baseline.	2022 NAPLAN data indicates 70.3% of students are in the top two skill bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target.
Increase the percentage of students in the Top 2 Bands for Reading in	2022 NAPLAN data indicates 14.39% of students are in the top two skill bands for Reading indicating the school did not achieve the system

NAPLAN to 5.62% uplift from baseline.	negotiated target. Nevertheless, the school exceeded the target baseline by 2% indicating progress beyond the anticipated level.
The percentage of students achieving in the Top 3 Bands in the HSC increases by 5.8% from baseline.	55.12% of students attained results in the Top Three Bands demonstrating achievement of 6.11% growth from baseline.
Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity. This includes a combined network uplift of 24% from baseline data.	In 2022 the school had the highest number of Aboriginal students complete Year 12 compared to the previous 10 years, indicating the school is progressing toward the system negotiated target.
Increase the percentage of students achieving expected growth in numeracy is trending further towards the 2023 improvement measure of 5% uplift from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in reading is trending further towards the 2023 improvement measure of 4.7% uplift from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



Strategic Direction 2: Whole school wellbeing and belonging

Purpose

To enable all students to engender a strong sense of wellbeing and belonging.

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.

- High expectations wellbeing - PB4L
- Strengthening wellbeing systems
- Data supporting Attendance and Wellbeing

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Socio-economic background: \$2,000.00

Aboriginal background: \$0.00

Summary of progress

High Expectations - PB4L

PB4L continues to have a positive impact on student learning, wellbeing and engagement. TTFM data indicates positive behaviour at school has increased from 88% to 90%- 3% above state average. Student sense of belonging has increased by 1% to 54% and student positive relationships have increased from 79% to 82% (4% above state average norm). Student voice continues to thrive with increased student numbers seeking to engage with PB4L workshops. In Semester 1, 417 students registered interest in attending the workshop. This was developed and run by student leaders with support of teaching staff. It included various activities based around our three Universals: Respect, Responsibility and Resilience. Students worked in groups to create PowerPoint slideshows and videos that were presented throughout the year at school assemblies. A second workshop was held 8th November with 34 students (predominantly Aboriginal students) focusing on enhancing cultural connections and embedding Aboriginal perspectives into PB4L programs at BHS. Students engaged in activities based on Aboriginal history, culture and land connections, facilitated by BHS's Aboriginal Education Officers, Sue Stewart, Aboriginal Consultant and Educator, and further supported by staff members of the PB4L team. Students with the support of the AEOs then formulating their own Acknowledgement of Country.

Implementation of a end of term reward system to acknowledge students who consistently meet PB4L expectations was established. At the end of Term 3 - 425 gold awards, 592 silver awards and 771 bronze awards were issued to acknowledge students who consistently display our three Universals. Implementation of celebration activities- Christmas, Easter and Winter Wonderland celebrations held end of Term 1, 2 and 4, as well as regular dance parties in the quad, Bestie Assemblies and an end of year excursion to Nelson Bay Splash Pad.

Student leadership continues to grow- the SRC currently has 18 members of the student body. School Captains were invited to join staff members as part of the school PB4L committee and attend before school meetings. They are strong advocates and happy to articulate their opinions on PB4L initiatives and activities that engage students. They are keen to present at assemblies to their peers positive messages that reflect the school universals. Moving forward the aim is to continue to build on our strong student leadership skills by identifying leaders from each Year group to continue to be active participants of both the SRC and PB4L teams. Students are given a voice and sense of ownership through this process and recognise their views are valued by the whole school community.

Strengthening wellbeing systems

Wellbeing processes continue to support the learning and wellbeing of students; this was recognised at Regional North Performance Directorate through an Award of Excellence. A number of high impact targeted wellbeing programs are implemented to support all students.

The Student Support Officer (SSO) utilised Sentral, TTFM, PAT, and parent/staff identified concerns to develop, plan, investigate and implement appropriate programs. These included- Top Blokes Mentoring (Resilience, Empathy and Respect for self and others), GEMS (Growth, Energy, Motivation, Success) to support at risk girls, Rage (strengths based anger management program), Seasons for Growth (grief education program), Inside Out (positive self esteem and social skills), Oz Harvest NEST (healthy eating habits), Reach for the Stars (support positive mental health and transition to post school life). Positive feedback from all providers and participants indicated these programs are valued and had a positive impact.

Vulnerable students were supported during break times with a variety of options- SSO offered board games in the Library, Digital Games Club is held weekly, CAPA staff offer access to music and art rooms, Gym Club is offered Term 3 and sporting competitions are held throughout the year. TTFM parent survey indicates improvement in school safety from 5.3 to 5.8 and inclusiveness at school has increased from 4.6 to 5.5 since 2021.

Students are increasingly engaging with the SSO, particularly following school initiatives that raise issues around healthy relationships and peer conflict. The SSO reported students brought peers to her if they had concerns about their wellbeing. Increase in student access is evident at times of assessment/examinations where she offers strategies to assist in coping with anxiety.

Social Emotional PAT Surveys were administered to all students during Wellbeing Week for the purpose of identifying trends within each cohort. These results were analysed by Year Advisers to enable planning of targeted focus areas for Wellbeing Week 2023. Data indicated the need to address unhealthy lifestyle choices by senior students (54% girls and 38% boys) and the need to build resilience across all year groups.

TTFM data indicated 82% of Aboriginal students know where to seek help within the school. The strengths-based Aboriginal team provided high impact support for academic, wellbeing and cultural connections. Students have a strong sense of belonging evident through attendance at the Aboriginal room and Wellbeing Hub during breaks. High level engagement with all cultural initiatives- Bahtahba Oz tag, Naidoc Celebrations, Sorry Day and Yarn Up.

The establishment of a strong Wellbeing Hub in a fit for purpose area is still under investigation for 2023.

Data supporting Attendance and Wellbeing

Interventions were implemented to support uplift in baseline attendance data. Senior Executive met weekly to analyse and triage attendance, behaviour and wellbeing of students. The HT Administration liaised with the HSLO and reports back to the Wellbeing Team on a weekly basis and this leads to targeted support by YA, LaST, SSO, School Counsellor/School Psychologist, HT LS, DP and at times DoE support staff and external services who are working with the student/family.

Weekly Wellbeing Meetings reviewed current Sentral data which informs wrap around support meetings with DP, YA, HTLS- triage and identify supports needed both in and out of school to address complex needs. This leads to engagement with and support from DoE supports- Network Specialist, APLAS, LWO, ACLO, external clinicians and caseworkers.

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
Student Attendance improves by 6.7% or above from baseline data.	31.07% of students attended school at least more than 90% of the time. This data was below the lower bound target by 31.63%.
Student TTFM Data increases towards 4.5% uplift from baseline data.	TTFM data indicates student- Expectations for Success, Advocacy and Sense of Belonging at school have declined from baseline data 59.6% to 57.49%. 73.53 % students indicated high Expectations for Success and 54.4 % indicated a positive sense of belonging.
PB4L student and staff survey responses show improvement towards the 2024 target.	<p>Staff survey 17/10/2022 15 questions- Self Assessment Survey- PB4L:</p> <p>66% of staff identified PB4L having clearly stated student expectations/rules are clearly defined.</p> <p>69.4% of staff identified student positive behaviours as being rewarded regularly.</p> <p>63.9% of staff identified expected student behaviours and routines in classrooms are stated positively and defined clearly.</p> <p>TTFM data students identified their optimism levels- 74% medium to high, their perseverance levels even when faced with obstacles 74% medium to high, and 80% of students identified they know where to go to get help at BHS.</p>



Strategic Direction 3: Stronger Community Connections

Purpose

To strengthen the public perception of, and confidence in, Belmont High School throughout the broader learning community.

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.

- Promoting a strong school culture
- Excellence in transition and enrolment
- Celebrating Student Success and Supporting Cultural Diversity

Resources allocated to this strategic direction

Per capita: \$203,000.00

Socio-economic background: \$312,000.00

Student support officer (SSO): \$96,000.00

Professional learning: \$3,000.00

Aboriginal background: \$84,000.00

Summary of progress

Promoting a strong school culture

Belmont High School students were highly visible in the local community showcasing and promoting school culture through programs such as the Belmont Community of Schools Choralfest Group, the Lizottes Year 12 Music Showcase event, A Big Night-In CAPA event, The Belmont Central Christmas Concert and the Special Education Community Access Program. The wearing of school uniform became a priority with strengthened processes for checking and notifying parents of uniform issues introduced in Term 3, and a renewed focus on academic achievement and student wellbeing was supported by the introduction of the Yondr Program to manage student mobile phone use in Term 2. Student excellence was exhibited throughout the year in the school foyer with Visual Art displays regularly rotated, and Facebook and Instagram were used heavily to promote faculty programs, excursions and incursions, student Sporting achievement, Careers events, STEM activities, fundraising success and other extracurricular activities. A new School Improvement and Promotion Committee was convened by the Principal which has resulted in the establishment of a Belmont High School Alumni Board where the achievements of past students will be recognised with the first three inductees being recognised this year. TTFM data indicated email and social media as the preferred methods of parents to receive information and promote school culture, which was supported by the Community Perception Survey.

The Community Perception Survey responses further identified student wellbeing support as a particular strength of the school, followed by Creative and Performing Arts programs. Further feedback from community groups such as AECG, P&C, the local business sector, and the BHS Ex-Students Group guided school initiatives including a review of the school logo and strategies for mobile phone management, with over 60 ex-students visiting the school for a tour and afternoon tea in Term 4. Feedback and data on community perception was analysed by the school Executive Team to inform school planning with a emphasis on building a more positive student profile within the community. The school saw gains in all targeted areas of the Parent Tell Them From Me survey and was successful in getting a significantly increased response to the Community Perception Survey.

Development of the school grounds and resources was significant in 2022 with the installation of a new school fence and air conditioning. Although this is an ongoing area of improvement, the current development to the school grounds was acknowledged in the 2022 Community Perception Survey in responses. The school expanded its social media profile to include Instagram and the excursion/incursion process was transferred completely to online communication via the Schoolbytes program. The school logo review was completed at the end of Term 4 via survey of students, parents and past students, with the school's traditional logo coming out as the preferred option against two new proposals. Development of school branding such as signage, letterheads and stationery is now subsequently well underway.

The 2022 Community Perception Survey and TTFM data highlighted areas such as development of the front of school aesthetics, student representation in the community and general communication as areas to consider for future improvement.

Excellence in transition and enrolment

Both transition and enrolment processes received extensive development in 2022. The Year 7 Transition Program was expanded to include: Year 6 Transition Days; Year 5 Transition Days; Orientation for Aboriginal and Torres Strait Islander students; increased opportunities for Special Education transition activities; visits to, and from, the Belmont Public School's Kindergarten Group, Enrichment Class and CAPA Class placement assessment; and literacy and numeracy assessment of all incoming students. The effectiveness of these programs has been recognised by partner primary schools and the broader community and saw partner primary school students perform alongside high school students at the CAPA Big Night-In performance event. 2022 saw an increase in enrolments from partner primary schools representing progress towards plan targets. Administrative policy and processes related to enrolment in general were reviewed at the end of 2021 and introduced at the commencement of 2022, with increased support from SAS Staff resulting in a more streamlined and effective process.

Year 10 students were highly supported in the transition processes into Year 11 with one-to-one consultation interviews conducted to maximise appropriate selection of subjects for Year 11 2023. The school maintains a high success rate in supporting student subject choice and compliments this with programs such as the Camden Haven Distance Education program with both junior and senior students participating in subjects such as Latin and Engineering Studies. A range of transition activities were implemented in the last two weeks of Term 4 which saw Year 10 visiting partner primary schools to support student learning, participate in study skills sessions, acquire skills in car maintenance and safety, contribute to grounds maintenance and receive a presentation from Lake Macquarie Police Liaison on relevant social issues. Many students were successful in transitioning to TAFE and post-school employment. Other Careers programs that were highly successful included the White Card Program (65 students), Year 10 Work Experience (101 students) and delivery of First Aid Courses (77 students).

Celebrating student success and supporting cultural diversity

Belmont High School emphasises the continued recognition and celebration of student achievements and strives to provide an inclusive environment that supports student diversity. The Positive Behaviour for Learning Program established Merit Assemblies each term along with recognition of student citizenship in weekly assemblies through prize draws. The school also presented its annual Awards Assembly with 17% of the cohort recognised for academic, sporting and citizenship achievements. Past student success was acknowledged with the induction of the first three individuals to the Alumni Board with recipients announced at the Term 4 Awards Assembly. School Sports Carnivals received support and promotion through the development and publication of new house mascots and banners, which has increased student interest and competitiveness in school athletics events. The school celebrated student participation and success in a range of sporting teams including rugby league, soccer, netball, trampolining and diving. TTFM data saw the most positive gain in the Parent Survey in the area of Inclusive School rating and important events such as NAIDOC Week, Sorry Day, International Day for People with a Disability and Remembrance Day representative of the school's recognition and inclusion of a diverse range of social and cultural interests.

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
Increase the percentage of students transitioning into Year 7 from Belmont High partner primary schools towards 22.5% uplift from 2020 baseline.	In 2022, 69% of the partner primary school cohort enrolled at BHS, an increase of 14% from 2020 baseline.
School self-assessment of the School Excellence Framework (SEF) indicates improvement from sustaining and growing towards components of Excelling in Transitions and continuity of learning.	Transitions and Continuity of Learning: Sustaining and Growing.
Increase TTFM Parent Survey results in key areas towards 2020 Government Norms: Parents are Informed to 6.6 or above School Supports Learning to 7.3 or above Safety at School to 7.4 or above	The 2022 TTFM targets demonstrated progress towards the set goals: Parents are Informed - 5.2, an increase of 0.1 School Supports Learning 6.3, an increase of 0.6 Safety at School 5.8, an increase of 0.5 Inclusive School to 5.5 an increase of 0.9.

Inclusive School to 6.7 or above	
School self-assessment of the School Excellence Framework (SEF) indicates improvement from a baseline of delivering to excelling in Collaborative Practice, and a baseline of sustaining and growing to excelling in the Learning Domain of Learning Culture.	<p>Collaborative Practice: Sustaining and Growing.</p> <p>Learning Culture: Sustaining and Growing.</p>
Implement and analyse responses to Public Perception Survey and determine areas of strength and improvement with upward trends evident.	<p>The 2022 Belmont High School Community Perception Survey invited respondents from across the community to provide feedback for school planning and was completed by over 100 respondents. 87% of responses came from individuals with a student currently at the school; 4% from partner primary schools and the remainder comprised of local business and other community members.</p> <p>6% rated the school reputation as excellent.</p> <p>50% rated the school reputation as good</p> <p>25% rated the school reputation as average</p> <p>10% rated the school as below average or poor.</p> <p>79% of respondents indicated they would recommend Belmont High School to others.</p> <p>Student uniform, behaviour in the community and the appearance of the school from outside were indicated as areas for future development. The survey also indicated gains in community perception compared to 2021 responses, although the 2021 response rate was very low. 2023 feedback will be used to confirm positive upward trends.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,165.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Belmont 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"> • Explicit teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • 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. • implementation of targeted programs to differentiate teaching and learning programs. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact: An increase in Learning and Wellbeing staff trained to complete Access Requests has contributed to an increased number of students qualifying for and receiving Integration Funding Support, thus enabling more support to occur for students requiring literacy and numeracy intervention. Weekly meetings with the Learning and Support Team has increased the focus on students requiring additional learning and support and data from Progressive Achievement Testing, NAPLAN and Check In Assessment is analysed and triangulated to identify priority students requiring targeted literacy and/or numeracy support. These students have participated in intervention programs such as Reading Groups, QuickSmart programs, and Year 7 and 8 literacy classes.</p> <p>After evaluation, the next steps to support our students will be: Continuation of in class support for funded students and use of data and collegial collaboration to ensure students are supported through a number of targeted programs and interventions.</p>
<p>Socio-economic background</p> <p>\$315,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Belmont 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"> • Assessment, support and feedback • High expectations wellbeing - PB4L • Promoting a strong school culture • Excellence in transition and enrolment • Celebrating Student Success and Supporting Cultural Diversity • Explicit teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Year 6 into 7 Transition Programs. • Bump it Up and QuickSmart Literacy and Numeracy Programs. • Senior Learning Hub Coordinator. • Education support programs including Elevate and Edrolo. • Head Teacher Learning and Wellbeing. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$315,000.00</p>	<p>The investment in the delivery of targeted literacy and numeracy programs focused on Stage 4 has led to positive improvements in student achievement as evidenced by Year 9 2022 NAPLAN results and other internal and external testing measures. The Senior Learning Hub Coordinator and senior learning support strategies supported top 3 Band achievement and successful completion of HSC Minimum Standards. Continued employment of the Head Teacher Learning Support provided oversight of the school's increasing IFS budget, coordination of Learning and Support teachers and Student Learning Support Officer and carriage of an extensive welfare and wellbeing programs and caseload.</p> <p>After evaluation, the next steps to support our students will be: The Head Teacher Learning Support and Senior Learning Hub Coordinator positions were embedded into school structure through ACIP panels in Term 4, 2022 and will continue to provide strategic support in their key focus areas. Moving forward, strategising to leverage maximum benefit from the positions and activities across the Strategic Directions will have primacy.</p>
<p>Aboriginal background</p> <p>\$84,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Belmont 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"> • Strengthening wellbeing systems • Celebrating Student Success and Supporting Cultural Diversity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Aboriginal Education workers to provide learning and cultural support. • Delivery of programs including Didge group and Weaving group, and SistaSpeak and BroSpeak. • Support for cultural events including NAIDOC celebrations and Bahtabah Ozttag Gala Day. <p>The allocation of this funding has resulted in the following impact: Aboriginal students performed strongly in Year 9 NAPLAN assessment, bettering SSSG and excelling in top Band Numeracy achievement. The school also had the highest number of Aboriginal students complete their HSC in 2022. Aboriginal students were supported to engage in a number of school-based and external cultural opportunities.</p> <p>After evaluation, the next steps to support our students will be: Increase employment of current Aboriginal Education team to continue to build capacity and collective efficacy in supporting Aboriginal student achievement, and welfare and wellbeing needs. The team will continue to embed programs including the Aboriginal Dance and Didge groups, and the SistaSpeak and BroSpeak programs, and provide critical support in establishing connections with our local Aboriginal community.</p>
<p>English language proficiency</p> <p>\$14,758.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Belmont 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"> • Assessment, support and feedback • Explicit teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted support for identified students through the Learning Support Faculty.

<p>English language proficiency</p> <p>\$14,758.00</p>	<p>The allocation of this funding has resulted in the following impact: Identified students received close support with learning and assessments. Parents received a specialised report based on student achievement against the EAL/D progression scales.</p> <p>After evaluation, the next steps to support our students will be: Year to year fluctuations in funding in this area determines the school's next steps. However, the school will endeavour to maintain consistency in the staff member delivering EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$291,611.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Belmont 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"> • Explicit teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding of Learning and Support Teacher (LaST) positions. <p>The allocation of this funding has resulted in the following impact: The school's LaSTs supported the Learning and Wellbeing Caseload in the provision of targeted support in literacy, numeracy, welfare and wellbeing. They provided instructional leadership in learning support and were pivotal in establishing strong school, parent/carers links and community mentor links in support of student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to build the capacity and collective efficacy of a very passionate, dedicated and high performing group of staff.</p>
<p>Professional learning</p> <p>\$9,452.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Belmont 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"> • Assessment, support and feedback • High expectations wellbeing - PB4L • Excellence in transition and enrolment • Explicit teaching - Literacy and Numeracy • Data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • HSC Strategy Professional Learning • Syllabus implementation and programming • Principal, Deputy Principal and Head Teacher Network Meetings • Analysis and interpretation of data <p>The allocation of this funding has resulted in the following impact: Staff delivering HSC courses received high impact professional learning as part of a school focus for improving HSC top band performance. School executive continued to access up-to-date information to maintain their systems and contextual knowledge. Staff worked collegially in developing their knowledge of curriculum and assessment.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on professional learning in support of HSC achievement. The school will also focus on providing dedicated training and support in Data Skills and Use.</p>

<p>COVID ILSP</p> <p>\$423,000.00</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 2022.</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 students for small group tuition groups and monitor progress. • providing targeted, explicit instruction for student groups in literacy and numeracy. • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The evidence of impact of this intervention will be most apparent through 2023 Year 9 NAPLAN results, particularly for students with intervention over the last two years. Internal and external assessment data indicates considerable growth in the targeted areas of literacy and numeracy. The broader program has also provided support for senior students to achieve the HSC Minimum Standards.</p> <p>After evaluation, the next steps to support our students will be: Analysis of internal and external data for student growth and teacher and tutor impact. This will inform the continued development of targeted literacy and numeracy programs, focused on Years 7-9.</p>
<p>Per capita</p> <p>\$203,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belmont 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"> • Promoting a strong school culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Community Liaison Officer. • General Assistant. <p>The allocation of this funding has resulted in the following impact: The employment of the Community Liaison Officer provided strong promotion of day-to-day school and special events. The school community was actively engaged in the 'life of the school' as evidenced by social media uptake and interaction. The employment of an additional General Assistant helped support continuous school grounds and building improvement.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ these two resources in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Belmont 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"> • Excellence in transition and enrolment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Wellbeing support and student management. • Provision of wellbeing programs including Lovebites and Seasons for

<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>Growth.</p> <ul style="list-style-type: none">• Consultancy and guidance of executive and wellbeing staff. <p>The allocation of this funding has resulted in the following impact: The SSO has helped triage and manage the significant welfare and wellbeing caseload. The have provided 1-1 support and management of students in need or crisis, liaising with the Senior Executive, school counsellor, support staff and parents/caregivers. Delivery of welfare and wellbeing programs to meet student need.</p> <p>After evaluation, the next steps to support our students will be: Further develop synergies with the school Learning and Support Faculty to identify student need and maximise the provision of support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	426	415	393	404
Girls	435	389	400	388

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.0	94.4	87.5	82.8
8	85.7	89.7	84.7	79.3
9	84.3	87.5	82.9	77.2
10	86.7	84.7	78.3	72.6
11	87.1	89.9	77.3	75.3
12	90.1	89.3	84.0	84.7
All Years	87.2	89.2	82.7	78.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	2	0
Employment	9	3	14
TAFE entry	5	3	5
University Entry	0	1	61
Other	0	0	0
Unknown	5	0	20

Year 12 students undertaking vocational or trade training

31.25% of Year 12 students at Belmont High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.8% of all Year 12 students at Belmont High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	16.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	53,894
Revenue	12,504,328
Appropriation	12,202,096
Sale of Goods and Services	2,964
Grants and contributions	295,932
Investment income	1,604
Other revenue	1,732
Expenses	-12,372,926
Employee related	-11,235,156
Operating expenses	-1,137,770
Surplus / deficit for the year	131,402
Closing Balance	185,296

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.

	2022 SBAR Adjustments (\$)
Targeted Total	227,513
Equity Total	951,477
Equity - Aboriginal	86,218
Equity - Socio-economic	566,197
Equity - Language	7,451
Equity - Disability	291,611
Base Total	9,344,840
Base - Per Capita	209,158
Base - Location	0
Base - Other	9,135,682
Other Total	624,083
Grand Total	11,147,913

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

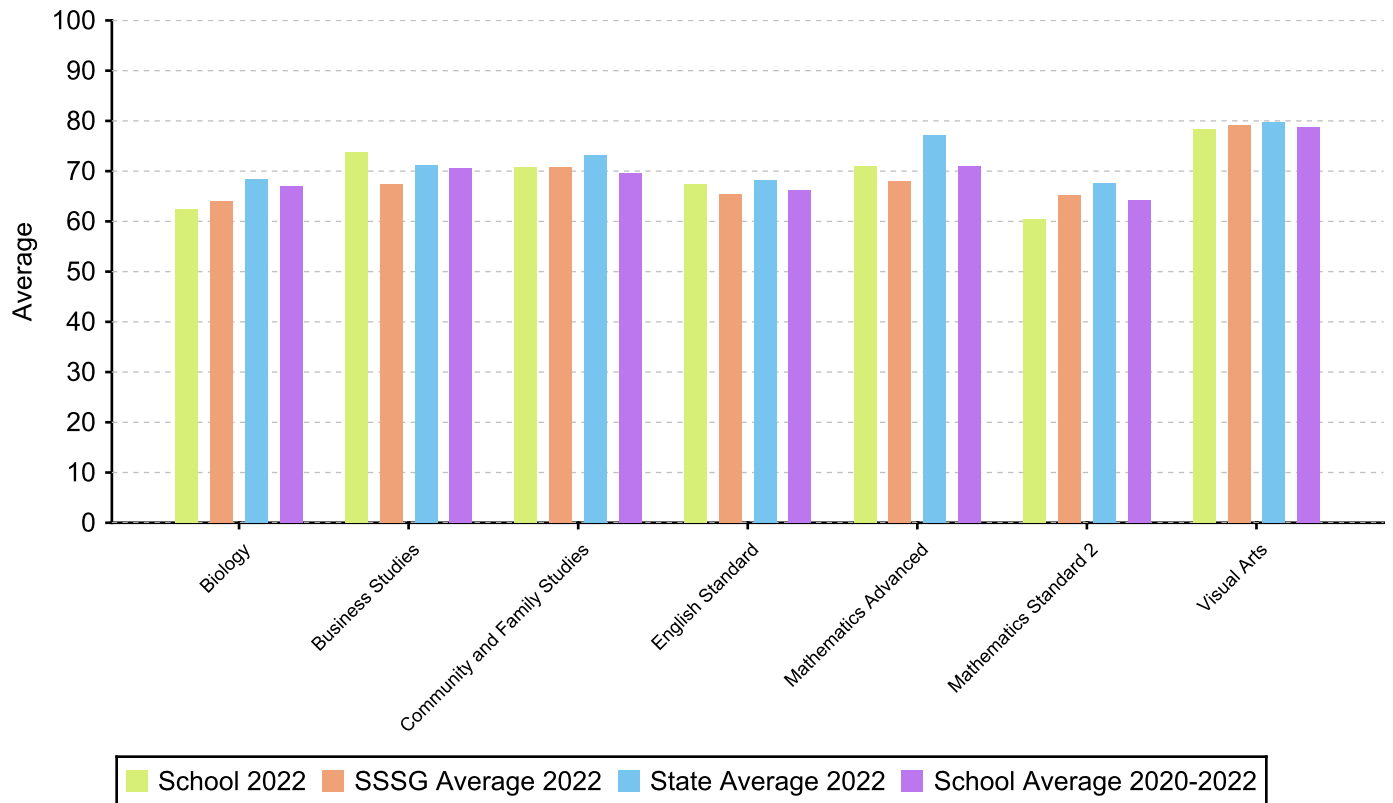
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	62.5	63.9	68.5	66.9
Business Studies	73.7	67.3	71.2	70.5
Community and Family Studies	70.8	70.9	73.2	69.6
English Standard	67.3	65.5	68.1	66.2
Mathematics Advanced	70.9	67.9	77.1	70.9
Mathematics Standard 2	60.4	65.1	67.6	64.2
Visual Arts	78.3	79.1	79.8	78.8

Parent/caregiver, student, teacher satisfaction

In addition to the detailed information provided in the School plan - Strategic directions section, regarding Tell Them From Me data, results and actions, as well as the Community Perception Survey, the school sought feedback from parent/caregivers, students, teacher and community feedback across a number of areas.

Leading into the school's 70th year, the School Promotion and Improvement Committee led a consultative process with students, staff, parents/carers and community regarding either maintaining or changing the school logo. A number of designers were engaged to provide alternative concepts for consideration and an online voting system was established to survey the four groups. While staff and parents slightly favoured one of the new concept designs, students and community responses were overwhelming in their support to maintain the traditional logo, which was supported by the School Promotion and Improvement Committee.

Belmont High School had the highest rate of staff completion for the NSW DoE People Matter Employment Survey amongst Hunter High Schools. Areas of strength included staff understanding of their role requirements, staff recognition, communication from management, and empowered decision making. Opportunities identified were perhaps unsurprisingly (given the NSW Teachers Federation 'More than Thanks' campaign) focused on fair pay, working conditions and wellbeing. The school-specific aspects of this data will continue to be used to guide school planning and processes in support of staff.



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.

