

2022 Annual Report

The Rivers Secondary College, Kadina High
Campus



THE RIVERS
SECONDARY COLLEGE
KADINA HIGH CAMPUS

The heart of secondary education for Lismore

8520

Introduction

The Annual Report for 2022 is provided to the community of The Rivers Secondary College, Kadina High Campus 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.

School contact details

The Rivers Secondary College, Kadina High Campus

Kadina St

Goonellabah, 2480

<https://kadina-h.schools.nsw.gov.au>

kadina-h.school@det.nsw.edu.au

6624 3133

School vision

The Rivers Secondary College, Kadina High Campus proudly stands on the land of the Widjabul Wia-bul people of the Bundjalung Nation. We are a school committed to acknowledging, celebrating and promoting our strong Aboriginal histories and cultures to enrich the lives of all students, creating future citizens who are focused on building a brighter future. Kadina High Campus creates tailored opportunities for all students to achieve lifelong success. These opportunities are built on the foundation of our strong relationships, ensuring that every student is known, valued and cared for. We demand high expectations of ourselves and others, and we use this to hold ourselves to account on achieving personal excellence. We are a dynamic and valued member of the Rivers Secondary College, a 3 campus collegiate encompassing the Kadina High, Lismore High and Richmond River High Campuses. Together, we are the heart of secondary education within Lismore and pride ourselves on creating excellence, equity and engagement for all students.

School context

The Rivers Secondary College, Kadina High Campus has an exceptional geographical location in the Northern Rivers of New South Wales. The school prides itself as a caring and friendly place with students who are confident, outgoing and respectful of each other. This is complemented with teachers who are willing to participate and excel to work towards supporting each individual student to achieve their potential. The school, has approximately 310 students, including 3 Multi-categorical Support classes, 45 teaching staff and 13 non teaching staff, offers a wide range of courses, which meet the needs of all students. A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students to successfully manage the complexity and diversity of our world.

Kadina is one of three campuses in The Rivers Secondary College.

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to 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.

- Improved Performance in Reading
- Improved Performance in Numeracy
- Improved Performance in HSC
- Improved Attainment of HSC for Aboriginal students
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$212,621.46

Professional learning: \$33,529.00

English language proficiency: \$2,400.00

Aboriginal background: \$198,781.50

Student support officer (SSO): \$96,058.00

Summary of progress

Improved Performance in Reading

COVID ILSP program-Small group teaching, delivered by professional educators, is very effective in boosting student learning and helping them to quickly get back on track. The schools goal is to promote our student wellbeing by improving their learning and supporting students so they can experience success at school. Students who were part of the COVID ILSP program improved their literacy skills in fluency ('not observed' to 'always'), from reading aloud a simple text at a reasonable pace (FIY3), to reading aloud a range of moderately complex texts and sophisticated texts (FIY6). With improving fluency, most students' comprehension improved, by at least one stage, or the equivalent of up to two years growth in under one year. The success of the COVID ILSP program in improving student learning is due to careful planning and implementation of evidence-based, peer-reviewed resources available from department sites such as the Literacy Hub, short, stage-based assessments, the Universal Resources Hub, and the Inclusive Education Hub. Staff capacity was improved by supporting them to access these resources via individualised data, observations, and links. Students were highly motivated by a reward system that encouraged regular attendance and engagement. Student achievements were acknowledged in school assemblies, celebrating learning and diversity of achievement, and further embedding use of literacy and numeracy progressions in school reporting. The Learning and Support team (LST) was regularly updated regarding student achievement. The HSIE Faculty completed the Reading to Learn PL in which literacy strategies were embedded in to Teaching and Learning Programs. Best Start Y7 Performance Data supported accurate grouping of students for COVID ILSP Groups and has made an impact as students improved and achieved their goals more efficiently. This year, all staff participated in Professional Learning on Tier 2 vocabulary.

In 2023, the school will work to further promote a school culture of rigorous and quality assessment that informs teaching and learning, so that all of our students can learn and thrive. The school will continue to build the capacity of teachers to utilise the evidence-based, peer reviewed teaching and learning resources implemented by the department. Referrals have been made to the LST regarding students who require further literacy intervention, or in-class support, as part of planning for 2023. To increase the proportion of students achieving in the top 2 bands of reading to be at or above the school's lower bound system-negotiated target, teachers will continue to build on identifying student literacy (reading) needs using data sources (Best Start, Check In and PLAN 2), applying strategies to improve student literacy (reading) and tracking these on PLAN 2.

Improved Performance In Numeracy

In 2022 a numeracy team was established to design and deliver PL which supported staff to build capacity in focusing on explicitly teaching numeracy skills within specific KLAs. The numeracy team analysed KHC SCOUT data in relation to NAPLAN results/attendance/suspension rates to establish a plan which focuses on building staff capacity and increasing the proportion of students in the top 2 numeracy bands. Whole school staff professional learning was delivered and staff collaborated within KLA groups with a numeracy expert to establish numeracy activities within their Stage 4 teaching and

learning programs. Expected growth for 2022 in numeracy cannot be measured due to the students not sitting NAPLAN in 2020 as expected growth is measured biannually.

In 2023 KHC focus will be building staff knowledge and understanding of the numeracy progressions to increase the proportion of students in the top 2 NAPLAN bands. This will be done by focusing on building staff capacity around numeracy progressions.

Improved Performance in HSC

Throughout 2022, HSC practices have been developed to improve HSC outcomes for all students. Practice areas of focus for 2022 have been:

- HSC Monitoring Practices (Document): This document guides staff in the implementation of HSC Monitoring requirements and expectations that they demonstrate an awareness of up to date syllabus and NESA requirements. Underpinning all of the teaching and learning responsibilities is the expectation that HSC teachers will maintain effective records as evidence of having fulfilled each part of the role. Preliminary and HSC teachers of TRSC are expected to use the standardised monitoring checklists and proformas to support the implementation and monitoring of the HSC regardless of whether their central records are stored in a folder or electronically.

- HSC Analysis: The HSC Analysis allows for staff to identify what impact they had on class results and if specific strategies were successful. Faculties identified that school assessment results were often lower than exam marks.

- Monitoring and supporting students with unresolved N Awards: (HSC COVID ISLP Support) Students attitude to learning and engagement in class has improved in many cases, particularly for Year 11. Students in Year 12 were relieved to achieve the level required by the Minimum Standards assessment for them to receive an HSC. Teachers reported that completion of assessments and exams allowed them to be more accurate in course assessments. Use of the N-warning data in SENTRAL created a monitoring process that reminded teachers to attend to updating SENTRAL entries they had made. Contact with carers and parents kept them informed of their student's progress, options and that positive support was being delivered. During 2022, Terms 1-4 Stage 6 Assessment Support was delivered through the CILSP as individual or small group tutorials for students enrolled in Preliminary and HSC courses. Initially ATSI students were targeted, then, any "catchup" students who had fallen behind after the 2019-2021 pandemic event. The focus then merged into addressing unresolved N-warnings and N-determinations recorded on Sentral. This support allowed students to attend to and resolve assessments as one of the alternative pathways for students who were of school-leaving age. The support included parent/carers contact to encourage and engage with parents and students with N-warnings. 6 HSC students who had not already done so were supported for readiness and successful achievement of HSC Minimum Standard. 4 achieved the Minimum Standard. The Stage 6 Assessment Support program was evaluated quantitatively using N-warning numbers in Sentral and a qualitative survey of teachers was conducted at the end of Term 3. The contact was also useful to gain additional insight into why the student may be reluctant to complete work or attend school. This community engagement is important for a positive relationship to be maintained between the school, students and carers.

Kadina High Campus saw an uplift of 17.10% from 2017-18 in 2022 and a continued improvement from 2021 to 2022 in the top 3 band results. Mathematics and English notably saw higher results than the previous 2 years.

In 2023 the Stage 6 Assessment Support program will continue to provide a valuable tool for students, teachers and executives. Resolution of N-warnings and N-determinations and completion of Minimum Standards assessments will increase the number of students achieving their HSC. Recording of N-warnings and their resolution on Sentral needs to continue to be rigorous. Faculties have identified in their HSC Analysis that they will continue to focus on heavily on scaffolded exam question responses and curriculum delivery sequencing, continuing to refine teaching strategies that have proven effective. The school will also continue to focus on increasing the number of students gaining a HSC by 3%, improving the number of Band 5 and 6 results (trending upwards from the schools lower band targets), decreasing the number of unsolved N warnings by 5%, continue to implement the TRSC HSC Monitoring and Implementation Policy document, continued implementation of HSC Assessment Policy (TRSC), 100% of Stage 6 Teachers take part in targeted PL for their courses 75% of all staff complete Stage 6 specific PL - NESA.

Improved Attainment of HSC for Aboriginal Students

The activities that the school undertook in this strategic direction were designed to increase the educational outcomes of Aboriginal students and improve attainment of HSC. The main areas of focus have been: Increasing opportunities for wellbeing/relationship building activities, increasing opportunities for community connection, increasing capacity of staff to support students to achieve outcomes, capture data relating to student attendance and academic progress. The first goal of increasing opportunities for wellbeing/relationship building was implemented through a range of wellbeing initiatives including the NAIDOC week celebrations, the Rivers NAIDOC day, Brospeak, the Proud and Deadly Awards and the Nalani yearbook. A range of activities through the Broncos program supported this initiative as well as a range of

other wellbeing activities within the school and broader community. To highlight the success of these ongoing efforts to increase student wellbeing and academic success, KHC had 11 Aboriginal students achieve their HSC in 2022, the highest number of Aboriginal students across the Rivers Secondary College. Building the capacity of staff to assist with Aboriginal student wellbeing and academic achievement was facilitated through staff training in the 8 ways pedagogy as part of a broader Rivers initiative. Staff have been trained further on Aboriginal student PLPs, which have also been aligned with the 8 ways pedagogy. 5 Weekly data collection around attendance has been gathered using the shared tracking document. Increased community engagement has been facilitated through an increase in community events at the school. In 2022 these were planned to coincide with PLP update meetings which has increased the authenticity of the PLP process. The NAIDOC week, Rivers NAIDOC day and Proud and Deadly awards also provided opportunity for strong community involvement.

In 2023 the school will proportionally contribute to the Lismore Principal Network target uplift of Aboriginal students attaining the HSC by 22%, while also maintaining their cultural identity. The school will continue to build staff capacity to identify, track and improve literacy and numeracy, in the context of increasing attainment of HSC. Regular community morning/afternoon tea to facilitate the consultation with our community and allow for the sharing of perspectives and ideas, celebrating success and ownership over the direction of the campus will support further improvement in student achievement and attainment. Students will access extra support for classwork and assessments through stage 6 support.

Attendance

The activities that Kadina High Campus undertook in this strategic direction were designed to holistically address attendance. The cornerstone of this initiative was the implementation of quality practices and focusing on the 5 elements; high expectations, communication, data systems, quality systems and practice and intervention. To support improvement of attendance, the Attendance Team tracked and monitored attendance of all students and used intervention strategies such as Year Advisors making regular contact with families and sending '<90% letters'. Furthermore, Non-Attendance Interview Programs (NIPS) were held and student growth in attendance was noted (60% of the students who were interviewed attendance grew by 4%). Data systems (SCOUT) also revealed there has been growth in the greater than 90% attendance pattern (Term 1: 35.4% to Term 4: 40.9%) equaling 5.5% Growth. Overall attendance has remained consistent throughout the year remaining at 72.4%. A number of events in 2022 have overall impacted student attendance with the continuation of COVID cases noted in Semester One and the flooding natural disaster. Students had the opportunity to have a voice in regards to attendance and identified they would like large (e.g IPAD comp/excursion) or small rewards (pizza day/canteen voucher) to acknowledge their improvement in attendance or for 90% or above. Attendance Team members attended the Every Day Counts Workshop where the focus for improved attendance is for those students who are in the Tier 1 (Intervention). A number of actions have been taken;

- Staff have completed PL where they identified their role in developing positive teacher-student relationships around attendance.

- Student relationships, the school regularly promotes the importance of the benefits of regular school attendance, both formal and informal methods have been used to celebrate excellent attendance.

Moving forward into 2023, the implementation of quality practices and embedding the 5 elements of high expectations, communication, data systems, quality systems and practice and intervention to support student attendance will continue. Intervention and being proactive in regards to supporting student attendance will be a key focus. The Kadina High Campus Policy and Procedures will be reviewed and updated. Truancy, unexplained absences, late arrivals and Year 10 overall attendance will be areas that will be targeted. The attendance team will continue to meet and ensure the involvement of key stakeholders in developing a whole school approach to improving attendance and increasing and maintaining the proportion of students attending greater than 90% of the time to be at or above the school's lower bound system-negotiated target. For 2023, The Rivers Secondary College, Kadina High Campus has been targeted for Strategic Support for Attendance.

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 proportion of students achieving in the top two NAPLAN reading bands by 4% from the baseline.	2022 NAPLAN data indicates 11.11% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. The school is 8% away from the baseline target.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5% from the	2022 NAPLAN data indicates 7.69% of students achieved the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. The percentage of students who achieved the top two

baseline.	skill bands did increase by 3.34% in comparison to 2021 results. The school target was 10% from the baseline of 17.7%. Check-in assessment numeracy data for Kadina High Campus indicates 39.7% of students answered questions correctly, in comparison to SSSG 38.3% in Numeracy.
Increase the proportion of HSC course results in top two bands by 6% from system-negotiated target baseline	HSC Achievement Top 2 Bands -22.12% of students attained results in the top two bands demonstrating an improvement in HSC Course results. Prior period comparison trending upwards by 3.88%.
Improvement in the proportion of HSC course results in top 3 bands by 7% from system-negotiated target baseline	HSC Achievement in Top 3 Bands was 59.84% of students attained results in the top three bands demonstrating achievement of the lower bound target. Prior period comparison trending upwards by 6.56%.
Improvement in the proportion of students achieving expected growth to be at or above the school's lower bound system-negotiated target in reading	The percentage of students achieving expected growth in reading indicates progress is yet to be seen toward the lower bound target (SCOUT data unavailable for 2022). Best Start Year 7 data indicates ongoing focus is required in comprehension and processes to meet the lower bound target and proportion of students achieving expected growth.
Improvement in the proportion of students achieving expected growth in numeracy	The percentage of students achieving expected growth in numeracy indicates progress is yet to be seen toward the lower bound target (SCOUT data unavailable for 2022). However, because there was growth in the top two bands in Numeracy in 2022, expected growth could possibly be increasing but not meeting the upper bound percentage. Best Start Year 7 data indicates ongoing focus is required in measurement and geometry to meet the lower bound target.
Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity	In 2022, 44% of Year 12 Aboriginal students attained their HSC whilst maintaining their cultural identity. This is a increase when compared to the 2021 HSC attainment rates for Aboriginal students.
The proportion of students who attend school more than 90% of the time is higher than the system identified baseline data.	2022 Attendance data indicates 21.7% of students attended 90% of the time. The school did not achieve the system negotiated target.

Purpose

Our purpose is that through a strategic and planned approach to whole school wellbeing processes we create an environment to support the wellbeing of all students so that they can succeed, thrive and learn.

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.

- Wellbeing systems, practices and processes
- Learning Support systems, practices and processes

Resources allocated to this strategic direction

Socio-economic background: \$317,598.19

Professional learning: \$10,000.00

Integration funding support: \$149,151.00

Summary of progress

Wellbeing systems, practices and processes

Our focus on improving student wellbeing and engagement involved improving systems, practices, and processes to ensure a consistent approach by all staff.

In 2022 we maintained focus on systems and processes for enrolment in the Kadina DE Hub, implementing the wellbeing and discipline policy consistently across the school and aligning Restorative practices to this.

2022 saw the roll out of the Inclusive, Engaging and Respectful Schools Policies. Staff spent Term 1-3 familiarising and deepening their understanding of the new policies through a variety of PL opportunities. The student Behaviour Policy and Inclusive Education Policies went live Day 1, Term 4, seeing changes to out student supports, monitoring and management. At TRSC KHC, the Stepped Care Model was introduced to the Wellbeing Team and the Care Continuum, a preventative focused model for managing student behaviour was explored.

The Sentral Wellbeing System at TRSC KHC was refined this year to enable an increased reliability and validity of data. This also involved whole school professional learning around entering information and follow up actions to best support our students and keep our parent and carer community informed in the ongoing partnership of supporting our students.

Student, staff, and parent/carers community were surveyed around wellbeing strengths and areas of greatest need at TRSC KHC. The following areas of wellbeing were identified as the greatest need for further support and information: Years 7 - social skills and emotional regulation, Year 8 - social skills and effective conflict resolution, Year 9 and 10 - respectful relationships, Year 11 - study skills, motivation and respectful relationships and Year 12 - student skills and motivation. Activities targeting these areas have begun, with scope and sequences for 2023 planned so that students have targeted, and relevant wellbeing support provided.

TRSC KHC established a breakfast club to support students and their families recovering from the February floods. In 2022, the Breakfast Club fed 50% of students on average each day. As a result, we saw fewer negative behaviours/Sentral entries in periods 2 and 3 compared to before the breakfast club existed and an increased learning time and engagement.

In 2022 suspension data across the school decreased by 38% compared with 2021. This meant students spent increased time at school and engaged in their learning than previous years. Made more impressive by increased time at school in 2022 vs 2021 due to COVID.

Tell them From me (TTFM) student wellbeing data continued to decline from 54.75% of students responding positively for Wellbeing in the TTFM survey to 52.98%. However, this decline has slowed since the significant 2020 to 2021 percentage drop.

Brospeak ran for our Yr 7 -10 Aboriginal male students in 2022. This program involves weekly cultural and mentoring workshops which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.

In 2023 we will continue to focus on building capacity of the wellbeing team, including refining the year advisor roles and responsibilities, and professional learning for all staff around their role in student wellbeing and behaviour support, empowering all members of staff within the Inclusive Engaging Respectful (IER) policies and processes. We will further refine our wellbeing and behaviour support processes in line with new policy. This includes implementing our wellbeing scope and sequence to target identified areas of need in our school community with a focus on prevention and early intervention and supporting the 'whole child' as part of the Care Continuum. This will include weekly wellbeing activities during roll call, termly celebration assemblies and wellbeing lessons. Stymie will also be launched at TRSC KHC to give a voice to all students in our community. Brospeak will continue in 2023, with a junior and senior group to ensure age appropriate support is provided for our young men. It is hoped the Sista Speak program can also start in 2023 for our Aboriginal girls.

2023 will also see the Wellbeing and LAS HT roles combined to provide improved oversight of students and their needs, ensuring all students are known, valued, and cared for.

Learning Support systems, practices and processes

In 2022 we maintained focus on Learning and Support (LAS) meetings being action focused for student support. This involved an evaluation and update of our LAS referral process. The new process provides more data to inform the team of students needs, ensuring improved data collation and therefore supports that are tailored to the individual student can be implemented. The update also ensures follow up is communicated easily and be accessed by all staff

The collection of NCCD evidence was solidified this year, with clear evidence of classroom adjustments taking place for students. Our LAS teacher funding for 2023 was increased as a result.

To further our transition of students to mainstream and increase targeted numeracy and literacy support we established the Enhance Room. 51 students from Years 7-12 accessed the Enhance Room, where their mainstream learning activities were differentiated, and they were offered 1 on 1 or small group support to access the curriculum, with the aim of increasing confidence to attend their mainstream classes full time. Students who had transitioned from the Launch, Bridge and RAP programs accessed Enhance most frequently, with 53% of students accessing the program from Stage 4. Stage 5 saw the highest number of students transition out of the Enhance program into full time mainstream courses.

Life Skills procedures were updated in 2022. This saw a process implemented including flowcharts, checklists and data collection to ensure students were met at their point of need and the Department of Education policy was followed. The Delivery Support Team also supported our Life Skills processes, giving invaluable feedback. KHC staff were provided with professional learning around the new processes, checklists, data collection and referral system to improve support given to students. This professional learning also deepens KHC staff understanding of what life skills means, differentiation and steps that need to be taken to ensure our students' needs are being met.

The use of data to inform practice was identified as an area of improvement at Kadina during our 'What Works Best' professional learning and evaluations. To begin, we ensured staff completed the professional learning to enable access to SCOUT and provided easy to follow guides and PL around how and what to access. Data from SCOUT such as NAPLAN data has also been uploaded to Sentral so staff can gain a deeper understanding of students in their classes and prepare learning that caters for their needs. This is an area that will need further focus in 2023 and beyond.

Professional learning around Differentiation began in 2022 as a college wide team. It was clear from the start this is an area Kadina High needs to improve, but that it also underpins all our goals in working towards improved outcomes for students. A differentiation activity has been created for 2023 and beyond, with the Kadina High Executive Team starting with an overview of the intense Differentiation Professional Learning to build capacity moving forward. It is the belief that if differentiation is to occur effectively that progress will be seen in attendance, engagement, wellbeing and ultimately students outcomes and achievement.

The creation of and updating of plans for students such as Individual Education Plans (IEP), Individual Behaviour Management Plans (IBMP), SAFETY Risk and Management Plans and Personalised Learning Plans (PLP) was a focus. The LAS Team, alongside Senior Executive, Aboriginal Education Officer, KHUB, Enhance teachers and Delivery Support created and updated plans collaboratively with students and their parents and carers to ensure goals could be set and supports put in place for students to achieve success.

In 2023 we will continue to streamline LAS referrals as to best support students and staff in the classroom. A focus on gathering and analysing data to inform practice will remain a priority to ensure growth and progress is occurring. Differentiation will continue to be introduced and modeled to staff, where expertise is shared. As part of future curriculum reform, building staff understanding of learning and how to best support students will play a prominent part in preparing for the different phases of 'Engage, Enact, Embed'. Kadina High Campus will further strengthen our relationship with the

Delivery Support team and Southern Cross School of Distance Education to provide alternate options for our students to engage in learning and become the best versions of themselves. These alternate learning opportunities require access requests and data collection to ensure these options can be accessed. Professional learning to build the capacity of our staff in these areas is paramount and will happen at a whole school, faculty, executive and senior executive settings.

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
Implementing planned systems, practices and processes for discipline, wellbeing and learning and support, aligned with moving from delivering to sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework.	In 2022, the school self-assessed as sustaining and growing in the Wellbeing element of the Learning Domain of the School Excellence Framework.

Strategic Direction 3: Building Staff Capacity

Purpose

Our purpose is to build capacity in our executive and teaching staff to identify, understand and implement explicit, evidence based teaching strategies and leadership capacity to enhance learning outcomes for our students.

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.

- Building Classroom Capability
- Leadership Capacity

Resources allocated to this strategic direction

Professional learning: \$38,000.84

Location: \$4,690.90

Summary of progress

Building Classroom Capability:

Teaching & Leading

Our school has continued its focus on establishing a culture of continued improvement in our capacity as classroom leaders. We have remained focused on refining our practices around Learning Intentions and Success Criteria across all classrooms, maintaining pressure on this by revisiting throughout staff meetings and professional learning. We also continued our work around upskilling more staff in Quality Teaching, executing 2 rounds of Quality Teaching, connecting staff on good practice. Our work with the 'What Works Best' Framework saw the establishment of a strong foundation in excellence. Visiting and re-visiting each element across all executive, staff and faculty meetings allowed awareness and understanding of these elements and themes to start impacting the broader discussions we are now having about school improvement on a micro and macro level. We also continued our work on establishing strong policy and practices by implementing and monitoring the Professional Development Policy and process, school based policies (Variation to Routine, Wellbeing & Discipline) and curriculum compliance measures.

In 2023, we will turn our primary focus to the Curriculum Reform. With the embedded curriculum release time for all staff, we will devise a clear plan and professional learning cycle that is focused first on developing strong programming, resourcing and registration practices to assist all staff in engaging and enacting the new curriculum. This will be informed by our foundation work on Quality Teaching and What Works Best.

Leadership Capability:

Building a team of strong leaders

Our school has invested time and energy into developing our pipeline of great middle leaders. Our focus has been on developing the capacity of our middle and aspiring leaders to understand their role as part of our executive team. We have redesigned our processes around our Executive Team meetings and developed routines and habits that are aimed at building leadership confidence. Pre and post confidence survey data shows a growth in Executive team capacity, confidence and morale. The implementation of annual Executive Team conference, clear and communicated line management through Deputy Principals and twice a term curriculum compliance and HSC monitoring check-in meetings have ensured this is achieved. More over, the effectiveness of the conference model extended to our Wellbeing Team, with our Head Teacher Wellbeing mirroring the process for our Year Advisors and Support Team to build their capacity as the next group of aspiring leaders across the school.

In 2023, we will continue our focus in building the capacity of our aspiring and middle leaders by refining our focus on leadership practices, moving from compliance to excellence by driving improvement at a faculty and whole school level and developing more opportunities for leadership training and growth.

College Professional Learning Community

The Rivers Secondary College Leadership team has developed a college-wide professional learning community through the College Development Day, CLNs and development of a Differentiation Leadership team. We have facilitated shoulder-to-shoulder PL, led by colleagues, building the capacity of Middle Leaders to deliver effective professional

learning to peers. We designed professional learning events, with a focus on distributed instructional leadership, developing college wide structures to sustain a culture of effective, evidence-based teaching. We collected baseline data that indicated that the key areas of focus for our professional learning community are differentiation, formative assessment and consistent marker judgement. We supported Middle Leaders to provide professional learning on these, through resourcing and co-planning workshops. We developed a college-wide Differentiation Leadership team, and they have planned an approach to facilitating Differentiation PL.

In 2023, our focus is on facilitating collaborative professional learning in the following: improving HSC analysis that leads to changes to practice; offering PL for Year 7 teachers of High Achievers classes; senior college executives providing PL for teachers working toward accreditation and teacher mentors; continuing the leading differentiation project and curriculum reform.

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
Within the curriculum element, the school self-assesses at the sustaining and growing level for the themes of curriculum provision, teaching and learning programs and differentiation of the School Excellence Framework.	In 2022, the school self-assessed at the sustaining and growing level for the themes of curriculum provision and teaching and learning programs of the School Excellence Framework. This shows growth from the 2021 self-assessment at delivering. The school has continued to self-assess at Delivering in the theme of differentiation.
Within the educational leadership and management practices and processes elements, the school self-assesses at the sustaining and growing level for instructional leadership, high expectation culture, performance management and development, community engagement of the School Excellence Framework.	In 2022, the school self-assessed at the sustaining and growing level in the School Excellence Framework for instructional leadership and community engagement, showing growth from the 2021 assessment of delivering. The school continues to self-assess at delivering in the themes of high expectations and performance management and development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,151.00</p>	<p>Integration funding support (IFS) allocations support eligible students at The Rivers Secondary College, Kadina High Campus 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"> • Wellbeing systems, practices and processes <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 targeted professional learning around implementation of the Inclusive Education Reform • 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 <p>The allocation of this funding has resulted in the following impact: Students with identified needs receive targeted and informed class and withdrawal support. Students of varying needs are supported through a variety of programs, initiatives and positions to ensure that all students can access curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continuing to refine and evaluate our levels of support and programs to ensure that all students with integration funding support are improving in outcomes each year.</p>
<p>Socio-economic background</p> <p>\$317,598.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Rivers Secondary College, Kadina High Campus 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"> • Wellbeing systems, practices and processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional deputy principal to support wellbeing across the school • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through implementation of the Inclusive Education Reform and What Works Best Frameworks to support student learning <p>The allocation of this funding has resulted in the following impact: Our approach to supporting students from low socio-economic background through funding additional positions within our wellbeing structure has resulted in significant growth in outcomes and a 38% decrease in suspension rates when compared to 2021.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that observable growth is felt and measured by students within Tell Them From Me and community feedback surveys.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$198,781.50</p>	<p>needs of Aboriginal students at The Rivers Secondary College, Kadina High Campus. 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"> • Improved Attainment of HSC for Aboriginal students <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Our Aboriginal students and community, as measured through our Tell Them From Me data and retention data, feel known valued and cared for as we continue to develop cultural safety for all.</p> <p>After evaluation, the next steps to support our students will be: Ensuring that Personalised Learning Plans are consistently used across all classes to support students academically, socially and culturally.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at The Rivers Secondary College, Kadina High Campus.</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"> • Improved Performance in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students who identify as English as an Additional Learning and/or Dialect receive support through our Learning and Support Team, withdrawal programs and individualised support. The impact of this can be measured through the NAPLAN, Check-in and assessment data.</p> <p>After evaluation, the next steps to support our students will be: Expanding the skill set of our Learning and Support Staff to support our increasing EALD enrolments and then model these practices across the school to classroom teachers.</p>
<p>Low level adjustment for disability</p> <p>\$212,621.46</p>	<p>Low level adjustment for disability equity loading provides support for students at The Rivers Secondary College, Kadina High Campus 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"> • Improved Performance in Reading

<p>Low level adjustment for disability</p> <p>\$212,621.46</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 <p>The allocation of this funding has resulted in the following impact: The employment of additional Learning and Support staff to ensure that all students with disabilities are provided assistance and support. Impact of additional support and funding can be measured through increased NAPLAN achievement, HSC achievement and reduction in students not meeting minimum standards testing.</p> <p>After evaluation, the next steps to support our students will be: Continuing to fund additional learning and support staff to ensure that all students identified receive planned and targeted learning and support.</p>
<p>Location</p> <p>\$4,690.90</p>	<p>The location funding allocation is provided to The Rivers Secondary College, Kadina High Campus to address school needs associated with remoteness and/or isolation.</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"> • Building Classroom Capability <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: All students, despite their socio-economic status or remoteness, can access opportunities and excursions to enrich their learning. This can be measured through our increased rates in student participation in wellbeing excursions, year group camps and sporting events.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students in accessing learning opportunities through student assistance funds to ensure no student is deprived of rich learning.</p>
<p>Professional learning</p> <p>\$81,529.84</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 The Rivers Secondary College, Kadina High Campus.</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"> • Improved Performance in Reading • Wellbeing systems, practices and processes • Building Classroom Capability • Leadership Capacity • Improved Performance in Numeracy • Improved Performance in HSC <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide opportunities for teaching and non-teaching staff to work collaboratively and engage in structured professional learning experiences and opportunities.

Professional learning \$81,529.84	<p>The allocation of this funding has resulted in the following impact: There was demonstrated enhancement and improvement in examples of practice by all staff within the areas of reading, numeracy, wellbeing and building classroom and leadership capabilities. Staff connected professional development plans with whole school focus to ensure continuous individual and whole school improvement.</p> <p>After evaluation, the next steps to support our students will be: Priorities areas for professional capacity building in 2023 will be: - Curriculum Reform and development - Wellbeing structures, policy and procedures - Leadership capacity</p>
COVID ILSP \$181,583.00	<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 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 • providing targeted, explicit instruction for student groups in literacy/numeracy - reading • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Students who were identified, participated in the COVID ILSP program, receiving targeted support. This resulted in an increased percentage of students 'graduating' from the program, testing at stage or above for their year group.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide targeted small group withdrawal support, utilising the structures created through the COVID ISLP program, to ensure students are achieving at or above stage level.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Rivers Secondary College, Kadina High Campus</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"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full time Student Support Officer <p>The allocation of this funding has resulted in the following impact: An increase in our school based reactive attendance measures, translating to an increase in 40% of the school population attending at or above 90% of the time in Term 4, 2022.</p> <p>After evaluation, the next steps to support our students will be: Continuing to utilise the Student Support Officer role to support attendance and wellbeing at our school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	199	197	166	163
Girls	209	206	189	147

Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.9	83.6	76.2	78.4
8	81.5	84.3	78.4	69.8
9	82.7	79.5	73.7	70.7
10	84.5	79.5	75.8	68.6
11	78.1	71.7	66.6	73.7
12	77.8	79.0	79.0	74.9
All Years	81.6	79.4	74.7	72.5
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	25	25	50
Employment	15	15	30
TAFE entry	10	10	5
University Entry	0	0	15
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

44.78% of Year 12 students at The Rivers Secondary College, Kadina High Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

79.5% of all Year 12 students at The Rivers Secondary College, Kadina High Campus 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)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	31.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.98
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	1,564,792
Revenue	9,521,705
Appropriation	9,062,806
Sale of Goods and Services	236,983
Grants and contributions	172,140
Investment income	13,030
Other revenue	36,745
Expenses	-9,278,510
Employee related	-8,386,430
Operating expenses	-892,080
Surplus / deficit for the year	243,195
Closing Balance	1,807,987

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	149,151
Equity Total	731,401
Equity - Aboriginal	198,781
Equity - Socio-economic	317,598
Equity - Language	2,400
Equity - Disability	212,621
Base Total	6,463,994
Base - Per Capita	94,558
Base - Location	4,691
Base - Other	6,364,745
Other Total	895,590
Grand Total	8,240,137

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

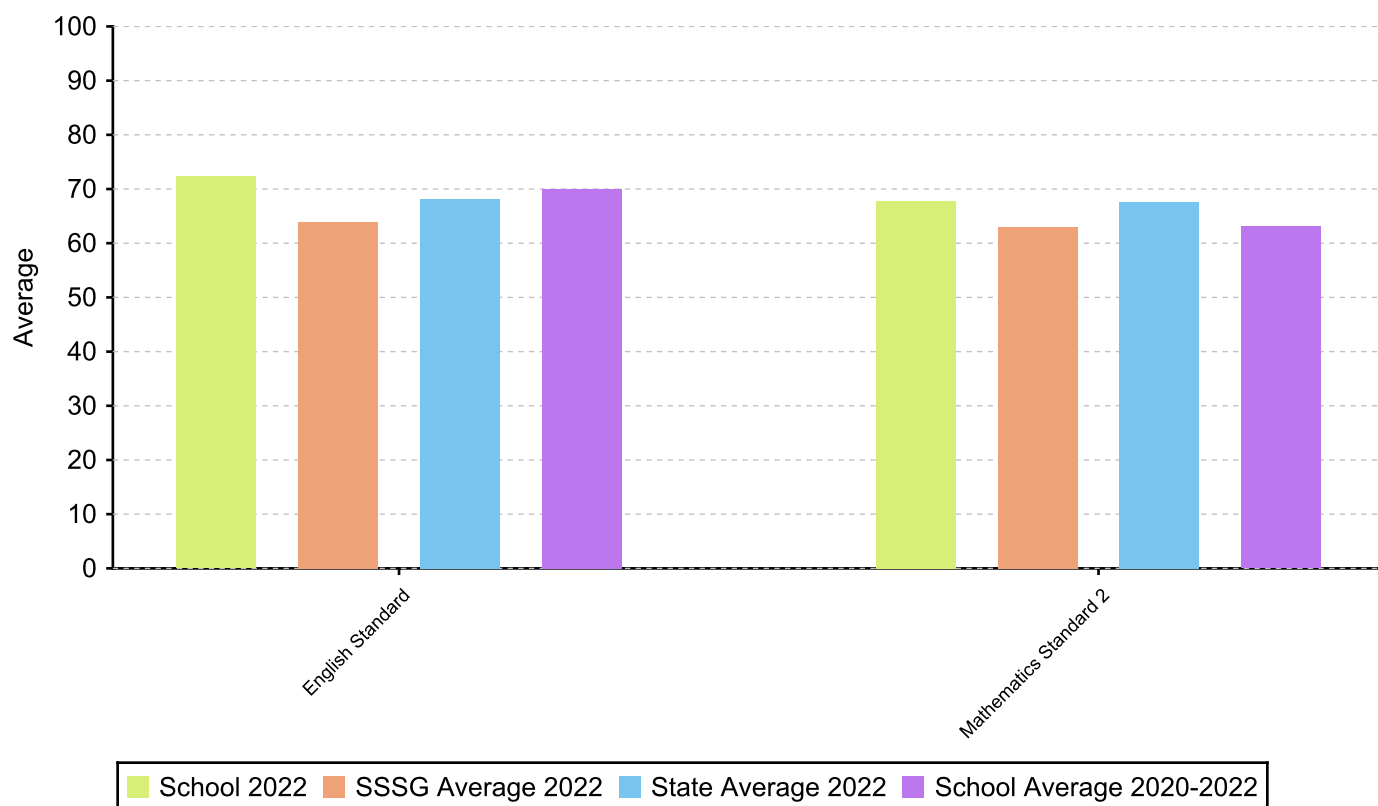
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
English Standard	72.3	63.9	68.1	70.1
Mathematics Standard 2	67.8	63.0	67.6	63.1

Parent/caregiver, student, teacher satisfaction

Students were surveyed through the Tell Them For Me survey. Three areas were focal points. Advocacy at school, Expectations for success and Sense of belonging. In 2022 the campus received the following results.

Advocacy at School- 74%. This is the percentage of students who report positive outcomes on key measures about the school.

Expectations for Success- 63%. This is the percentage of students who report they feel there is an expectation for success in the classroom.

Sense of Belonging- 43%. This is the percentage of students who report they have a sense of belonging and connectiveness to the school.

In 2022, a Parent Consultation Evening and survey was planned to occur in conjunction with the Parent Teacher Evening event. This was aimed at bridging gaps in communication and increasing engagement. Unfortunately, due to flooding, this event was cancelled. Throughout the periods of flooding, parents reported high satisfaction with communication from the school, feeling included in student learning despite learning from home. There are in-depth plans for parent inclusion and consultation in 2023.

Staff are invited to participate in the People Matters Survey each year. The highlights for 2022 when compared to 2021 data includes;

- 40.2% point increase in staff having time to do their job well
- 37.1% point increase in staff understanding job expectations
- 36.4% point increase in staff identifying clear managerial communication and moral purpose.

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.