

# Wollumbin High School Annual Report



2017



8596

## Introduction

The Annual Report for **2017** is provided to the community of Wollumbin High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Karen Connell

Principal

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### Message from the Principal

Wollumbin High School (WHS), established in 1995, is a small, comprehensive, rural school situated in Murwillumbah. We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff of high expectations, educational excellence and student success. The professional and experienced staff are student focused and dedicated to providing a full range of curriculum and extracurricular choices for students from Years 7 to 12. Our small class sizes, learning support centre and academic extension classes provide students with the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personal learning plans, are represented in leadership and all levels of achievement within the school.

We work closely with our partner primary schools (CoS) and actively with the Tweed (T5) high school network on shared professional practice and opportunities for students. Academic, citizenship, sporting and cultural achievements are acknowledged in the awards structure. Many students achieve at state level in academic, sporting and cultural areas. The Student Representative Council is an active leadership group within the school. The annual MADD concert, animations screening, band, choir, sporting teams, debating, photography club and Korean sister school activities provide additional opportunities for students. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Strong parent and community support is evident through our volunteer tutor program and the quality portfolio program. The Parent & Citizens Association is an active group who work closely with the school to support all students.

I am constantly impressed with the achievements of students, the dedication of staff and the support of parents and community. During 2017 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2017 Annual Report is further testimony to the achievement of our students, the partnerships forged with our community, the challenges faced by the school and our commitment to continuous improvement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karen Connell

## School background

### School vision statement

Our students will be informed, active learners who embrace new opportunities and contribute positively to their communities as confident citizens.

### School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. These are academic achievement, academic endeavour, self-directed learning, effective communication, respectful behaviour, problem solving and decision making, cooperation and teamwork, service to others, leadership, and creativity and innovation.

Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences. To be future ready our students need to be self-reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenge as components of learning. Staff are responsive to the needs of students and increasingly utilise data and research to guide practice within a culture of collaboration. Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students and continues to be a focus of our school.

We are committed to the provision of high quality educational experiences for every student.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

The executive charted progress against the milestones identified in the school plan. Reflection and our self-assessment process will further assist the school to refine strategic priorities in our school planning. Evaluation of evidence enabled mapping of progress against the School Excellence Framework. Future directions evident from the School Excellence Framework were embedded into the 2018 milestones as part of the 2018–2020 Wollumbin High School Plan to drive further improvements in the delivery of education to our students.

In the domain of Learning, our focus has continued to be on student engagement and learning through Key Learning Area (KLA) identified action research projects supported by targeted professional learning. Positive Behaviour for Learning strategies are used to explicitly teach behaviours designed to settle students into learning promptly and builds on the successful implementation of non-classroom setting expectations. School expectations are explicitly taught to all students by the deputy principal and reinforced by staff. A wellbeing team will be formed for 2018 to further drive the implementation of the Wellbeing Framework in the school. The Learning Support Team and Learning and Support Teachers address the identified needs of individual students. Attendance is regularly monitored and action is taken promptly to address issues with individual students. Community involvement through the learning and support program and the quality portfolio program contributes to a positive learning culture within the school.

In the domain of Teaching, an evidence based approach increasingly guides teaching. Teachers analyse and use data to understand the learning needs of students and adjust their teaching accordingly. Detailed data from the Wollumbin Community o Schools ( CoS) enhances transition from Year 6 to 7 as WHS staff access this information. Learning and Support Teachers work closely with teaching staff and parents to support student learning. Teachers access personalised learning plans of Aboriginal and Torres Strait Islander students to support their learning. Collaborative practice is evident amongst staff with professional learning opportunities enabling reflection and evaluation of KLA action research project outcomes. Teachers participate in professional learning targeted to school priorities and their professional needs. Technology is being further explored to support teaching and learning strategies.

In the domain of Leading, teams which comprise all staff, have been successful in leading initiatives and professional learning at staff meetings and school development days. WHS executive are active within the T5 network sharing strategies and resources, building capacity of staff and providing collective learning opportunities for senior students. Aspiring leaders within the school are provided with professional learning opportunities appropriate to their professional development plans which align with the Australian Professional Standards for Teachers. The school leadership team communicates clearly about school priorities and practices, has accountability and evaluation practices aligned with the school plan and system requirements in place and focuses on quality curriculum delivery. Financial management practices support curriculum delivery.

Our self-assessment process will assist the school to refine the strategic priorities in our 2018–2020 School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Confident, resilient, future ready students

### Purpose

Preparing students to be contributing citizens by cultivating critical thinking, collaboration, creativity and communication skills will result in students who are better prepared to meet the challenges of future life and work.

### Overall summary of progress

Our continued focus on positive behaviour for learning will move into the classroom implementation phase. Our continued focus on improving literacy skills of students will enhance their capacity to be successful at HSC, further education or full-time employment. The senior success program is integrated in the 2017 mentoring program with additional workshops conducted during school hours. The rock and water program is implemented across all of Year 7. Implementation of 8 Ways of Learning strategies provided enhanced learning opportunities across all KLAs. Professional learning opportunities on data analysis supported staff focus on differentiation to meet student learning needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Retention from year 10 to HSC is closer to the state figure	Aboriginal background loading \$20,000  Socio-economic background funding \$8,000.	This target is still a challenge to meet. Aboriginal background loading enabled employment of tutors and a mentor to support Aboriginal and Torres Strait Islander students.  HSC tutoring, careers education and the senior success program are contributing to progress with this target.
The Wellbeing Framework implemented.	Socio-economic background funding \$4,500.	This target has been partially achieved. The wellbeing steering committee developed a strategic approach to be actioned in 2018.
All teachers differentiate for individual student difference.	Socio-economic background funding \$35,000.	Staff are meeting this target and continue to maintain focus on differentiation. The Learning and Support Team and executive team ensure staff are supported in their endeavours. Additional employment hours for a Learning and Support Teacher.

### Next Steps

A cross KLA team will be formed to lead implementation of the Wellbeing Framework

Tell Them From Me survey indicated that parents and students are seeking points of contact and resources to support wellbeing. In 2018 the wellbeing team will provide ongoing information in the Talkabout.

Mentoring will be evaluated and the wellbeing focus updated. Student diaries will contain wellbeing strategies.

Continue the whole school approach to study skills, building independent research skills and embedding the 4Cs strategies in learning activities.

Build shared understanding of the classroom phase of Positive Behaviour for Learning utilising the planning matrix.

Maintain HSC tutoring, careers education, Indigenous mentor and senior success programs.

Pilot innovative problem based and inquiry based learning strategies.

## Strategic Direction 2

High quality, informed educational experiences

### Purpose

Providing high quality learning opportunities will result in greater engagement and students who can demonstrate the essential skills and abilities needed to be successful in a complex and competitive global environment

### Overall summary of progress

Quality teaching, assessment and the use of effective feedback continued to be focus areas for professional learning for staff. Assessment task rubrics contain a student self reflection component. The confident use of data to guide teaching practice is building with staff considering external and internal sources of data. The science KLA introduced learning matrixes. The whole school literacy program continued in mentoring, across KLAs and a professional learning segment was introduced into every staff meeting. The use of ICT as a learning tool expanded across the KLAs as staff engaged in professional learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease the over representation in band 7 NAPLAN Numeracy Year 9 to reflect state percentages in bands 9 and 10.	Socio-economic background funding \$2,000.	Whilst there is still an over representation of students in Band 7 there was significant improvement in Band 9 achievement with 17.3% of students achieving in that band, only 0.4% below state average. Similarly, Band 6 representation has lowered and 0% of students achieved a Band 5 in 2017.
70% of students achieve at or above National Minimum Standard for Year 9 Writing.	Socio-economic background funding \$3,500.	The target was achieved. 85% of students in Year 9 achieved at or above National Minimum Standard.
100% of students are completing the self reflection and feedback components of assessment tasks.		This has not been achieved. It needs to continue to be a focus for staff as a component of assessment and learning.

### Next Steps

Whole School Literacy Program implemented, consolidating skills learned in 2017 and ensuring literacy is a focus across all KLAs.

Years 7 – 10 students involved in literacy and numeracy activities during mentoring. Activities are targeted based on analysis of data from previous years and from NAPLAN results.

Year 8 students engage with the Word Flyer program to increase literacy skills prior to Year 9 NAPLAN tests in 2019.

Years 7 and 9 students engage with an in-depth literacy skills program within English classes.

KLA action research projects maintained.

KLAs maintain their focus on strategies to improve student response to the self reflection component on assessment tasks.

Build on use of ICT as a learning tool through further engagement in professional learning.

Explore STEM opportunities.

## Strategic Direction 3

Enhanced, collaborative learning community

### Purpose

Ensuring collective responsibility for a culture of improvement of student learning outcomes, learning environments, collaboration and inclusivity will build stronger educational partnerships and enhance student achievement.

### Overall summary of progress

The Performance and Development Framework and classroom observations engaged staff in reflective professional planning and feedback. Teachers work beyond their classrooms to contribute to broader school, network and community of schools projects. A T5 school development day enabled collaboration and learning with colleagues from other schools. KLA action research projects and team plans enabled a collaborative approach to meeting school strategic directions. The use of Sentral as a management and communication tool was expanded. The wellbeing steering committee conducted surveys and provided professional learning opportunities to inform the school's development of a strategic plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff share expertise and best practice across KLA and/or the broader learning community.	Professional Learning Funds  Special Initiative Funding: School Projects \$6000	The target has been achieved through cross KLA teams and involvement in T5 events.  Careers K–12 project with partner primary schools included resource development, shared programming strategies and establishment of a future teachers' club.
Parent/carer school communication improved through use of technology.	Socio-economic background funding \$7000.	Sentral SMS and email facility introduced. Preparation for Parent Portal access commenced. Tell Them From Me survey link sent to parents through Sentral.
100% of staff have engaged in the PDP, observation and feedback process.		The target has been achieved.

### Next Steps

Introduction of the Parent Portal and Facebook in addition to upgrading the school's website as communication tools for parents.

Regular wellbeing articles and resources to be provided to parents.

Numeracy project for stages 3–5 implemented.

Careers resource package and future teacher's club implemented within the Community of Schools.

Collaborative curriculum development within the T5 schools.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$28,782	<p>In 2017 funding from Aboriginal Background loading enabled significant student support. All Aboriginal and Torres Strait Islander students are fostered and supported through the process of developing Personal Learning Pathways (PLPs) and student profiles that target individual needs. An Indigenous mentor was employed 2 days per week to support Aboriginal and Torres Strait Islander students. Additionally, a stage 6 tutor was employed to provide specific support with assessment tasks, in class learning and to reduce N notifications for senior students, leading to successfully course achievement. Connecting to Country professional learning enhanced staff understanding of Aboriginal culture and histories.</p>
<b>Low level adjustment for disability</b>	\$174,123	<p>Students have been supported through engagement with a number of programs created and offered at the school, including intensive reading and peer tutoring during Mentoring. All students involved in the programs have shown improvement in their reading rate, accuracy and comprehension.</p> <p>Learning and Support Teachers (LaST) and School Learning and Support Officers (SLSO) supported teachers and students through a combination of allocated lessons in the learning support room and in-class support across all KLAs. Students showed increased confidence in the completion of tasks and improved outcomes.</p> <p>LaSTs accessed additional relief days to conduct parent meetings, attend student enrolment interviews, work with teachers on modification and adjustments for learning, and compiled student profiles.</p> <p>LaSTs coordinated the community volunteer tutor program. The volunteer tutors contributed an average of 60 hours per fortnight. Students benefited from the additional 1 on 1 support and small group tuition.</p>
<b>Socio-economic background</b>	\$259,441	<p>An additional Learning and Support Teacher employed for 2 days per week.</p> <p>Teacher release to support the quality portfolio program to encourage reflection and student focus on learning.</p> <p>Technology resources including laptop banks for student access in KLAs, software, robotics, Maths on Line, Think ITC and Study Skills on Line.</p> <p>Resources and texts for KLA programs and library to enhance learning programs.</p> <p>Transition to high school program to encourage positive engagement with high</p>

<p><b>Socio-economic background</b></p>	<p>\$259,441</p>	<p>school.</p> <p>Student wellbeing support through year adviser release and peer mediation training.</p> <p>Head teacher and teacher release to implement KLA action research projects and team plans.</p> <p>Additional staff professional learning and resources.</p> <p>Student support programs such as student assistance (uniforms, footwear, school fees and excursions), senior success program, HSC tutoring, homework help and student planners to enhance equity of educational opportunity.</p> <p>A Technology Support Officer was employed to ensure the technology operates effectively for students and staff.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$44,214</p>	<p>Three permanent teachers utilised targeted funding for their second year of teaching. Mentor support was provided and support strategies negotiated, including timetable concessions, release time for programming, assessment and resource development, and additional professional learning. All received support with accreditation processes and were successful in gaining their accreditation at Proficient Teacher level.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	230	216	231	217
Girls	212	244	245	229

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93	93.5	93.3	90
8	89.1	91	91.9	90
9	88.8	90.7	91.3	88.1
10	88.4	89.2	89	86.6
11	89.8	91.9	89.1	81
12	89.3	89	93.1	84.3
All Years	89.8	91	91.2	86.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Rolls for Years 7 to 11 are marked in mentoring each morning in addition to period by period marking by classroom teachers. Year 12 are marked period by period by classroom teachers. Parents are contacted by sms, phone or by letter if absences are not explained promptly. Concern regarding student attendance is raised with parents by the deputy principal and year advisers. The home school liaison officer supports the school with individual cases.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	1	13
Employment	2	7	37
TAFE entry	4	15	3
University Entry	0	0	27
Other	1	3	
Unknown	0	0	21

The percentages for Year 10 and Year 11 reflect the students who left during 2017 or at the end of the school year. Some Year 12 students did not respond to our request for post school destination information when contacted at the beginning of 2018.

### Year 12 students undertaking vocational or trade training

43% of Year 12 students studied one or more vocational courses, contributing to the successful completion of their HSC.

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

100% of our Year 12 students attained HSC or equivalent vocational education qualifications.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	7.28
Other Positions	1

\*Full Time Equivalent

4% of the staff at Wollumbin High School are of Aboriginal and Torres Strait Islander heritage.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

### Professional learning and teacher accreditation

The school was allocated \$49,349 for professional learning. Staff were involved in activities within and beyond the school. These included workshops, conferences, training days, program development and T5 collegiate activities. Focus topics included syllabus implementation, Vocational Education Training (VET), implementation of literacy strategies, curriculum focused conferences, quality teaching, technology skills development, leadership opportunities, Positive Behaviour for Learning and workshops to support student welfare. Staff also utilised technology to access professional learning opportunities.

The school development days focused on quality

teaching using Marzano research (building on learning from 2016), literacy, CPR, anaphylaxis and a combined T5 day built on an evidenced based research platform led by head teachers from across the five high schools for all staff.

The executive team participated in two T5 combined executive afternoons.

Head teachers met once per term with other T5 KLA head teachers and focused on student engagement, curriculum development and sharing of best practice.

Additional funds were drawn from the Resource Allocation Model (RAM) equity funding providing additional opportunity for professional learning for staff including STEM initiatives, senior curriculum requirements and Connecting to Country workshops.

Two early career teachers gained their accreditation at Proficient level and two teachers maintained accreditation at Proficient level of the Australian Professional Standards for Teachers.

Staff ensured any knowledge or strategies gained through professional learning was shared with colleagues. Professional learning contributed to the professional growth of staff and improved student outcomes at Wollumbin High School.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

As the school migrated onto the new system, spending ceased prior to the roll over and hence the figures may appear inflated in the carried forward. Purchasing of resources and equipment resumed during term 4. Included in this balance was also long term savings for significant cost equipment and resources identified for purchase in 2018. Head Teachers manage KLA and Team budgets which are linked to the management plans and achievement of identified outcomes.

Receipts	\$
<b>Balance brought forward</b>	<b>411,932</b>
Global funds	557,112
Tied funds	531,904
School & community sources	126,542
Interest	6,340
Trust receipts	122,448
Canteen	0
<b>Total Receipts</b>	<b>1,344,346</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	30,688
Excursions	32,851
Extracurricular dissections	35,729
Library	4,163
Training & Development	2,136
Tied Funds Payments	354,486
Short Term Relief	115,907
Administration & Office	81,899
Canteen Payments	0
Utilities	60,949
Maintenance	21,852
Trust Payments	94,965
Capital Programs	13,438
<b>Total Payments</b>	<b>849,065</b>
<b>Balance carried forward</b>	<b>907,213</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>980,093</b>
Appropriation	935,238
Sale of Goods and Services	3,680
Grants and Contributions	40,683
Gain and Loss	0
Other Revenue	0
Investment Income	493
<b>Expenses</b>	<b>-322,840</b>
Recurrent Expenses	-322,840
Employee Related	-182,092
Operating Expenses	-140,747
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>657,254</b>
<b>Balance Carried Forward</b>	<b>657,254</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

## School performance

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,092,573
Base Per Capita	72,684
Base Location	0
Other Base	5,019,888
<b>Equity Total</b>	472,425
Equity Aboriginal	28,782
Equity Socio economic	259,441
Equity Language	10,079
Equity Disability	174,123
<b>Targeted Total</b>	95,420
<b>Other Total</b>	244,842
<b>Grand Total</b>	5,905,259

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.

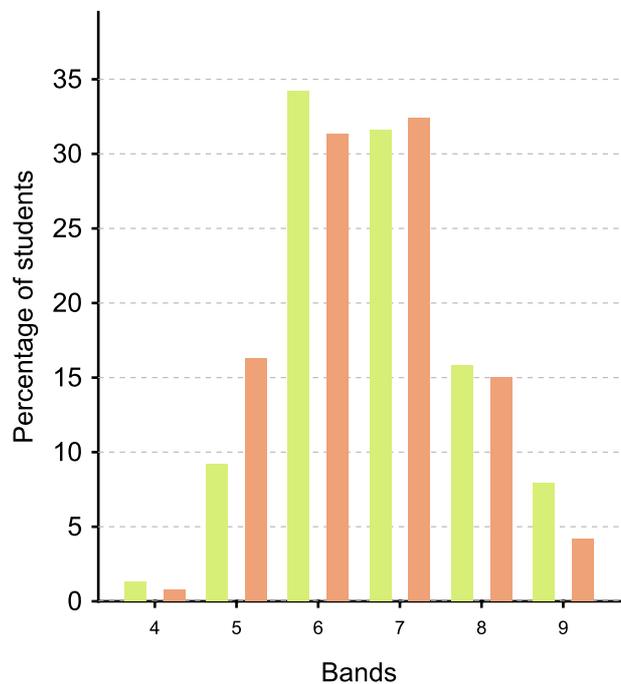
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### NAPLAN

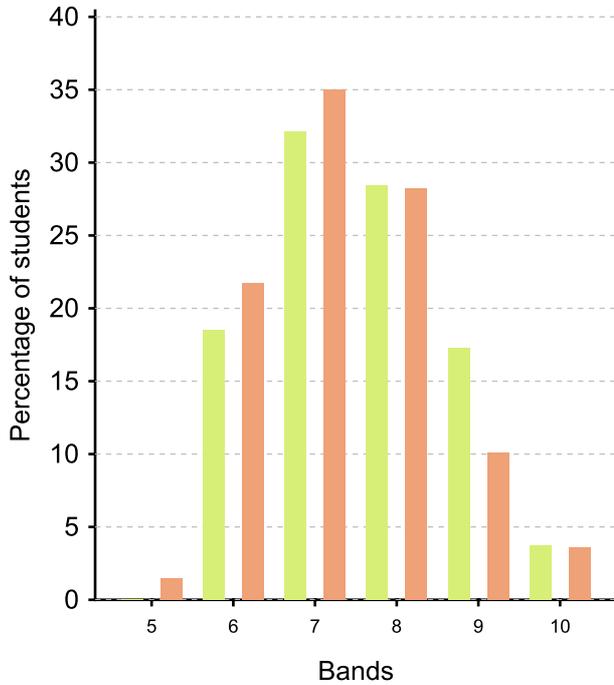
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

A whole school approach to literacy implementation and targeted interventions by English teachers and Learning and Support staff are impacting positively on the achievement of targets.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:  
Year 9 Numeracy**

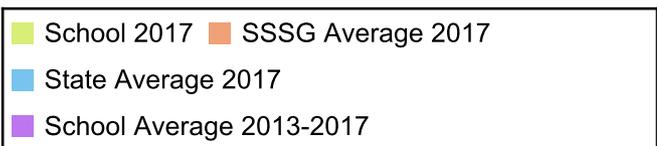
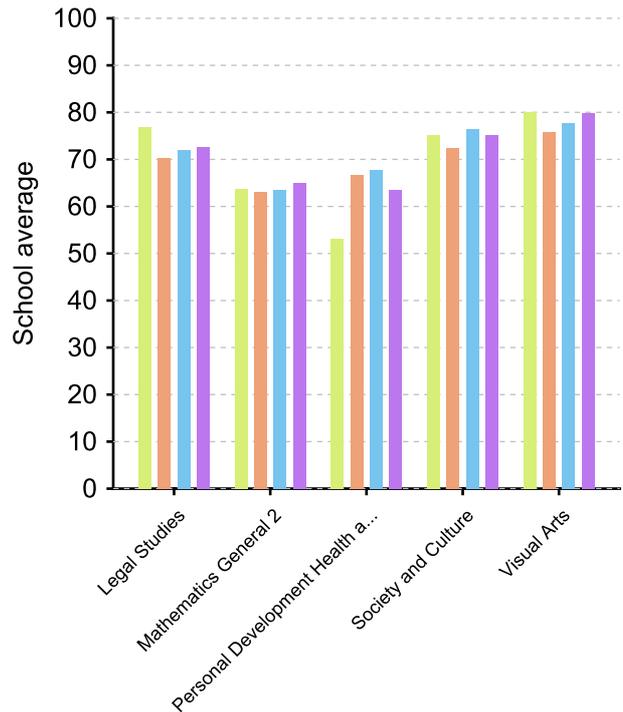
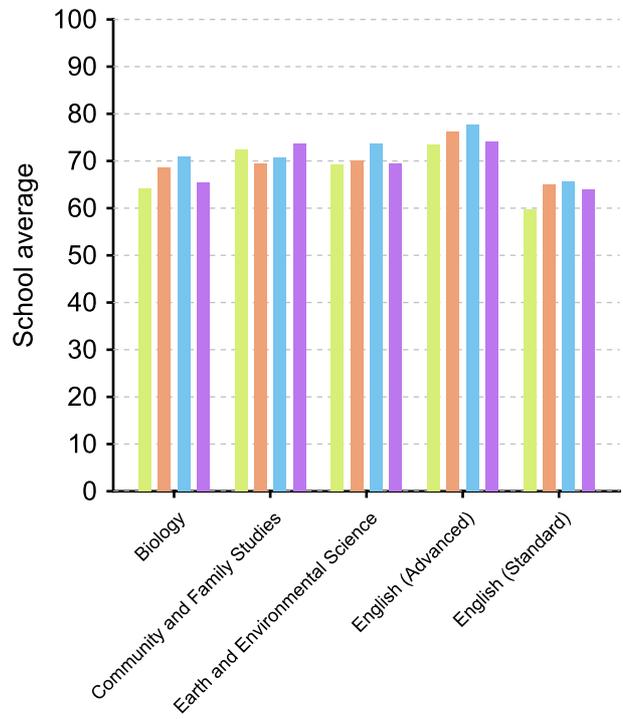


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, 42% of Year 7 students achieved in the top two bands for spelling, 28% for Reading and 24% achieved in the top two bands for Numeracy. 23% of Year 9 students achieved in the top two bands for Reading with 21% in the top two bands for Numeracy.

### Higher School Certificate (HSC)

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



## Parent/caregiver, student, teacher satisfaction

In 2017, the school sought feedback from students in all year groups, parents and teachers using the Tell Them From Me survey tool to gather information on student outcomes and school climate. In most social, emotional and academic outcomes our student responses were very similar to the New South Wales government school norms.

Some of the responses which were measurably above state norms are summarised below:

- Students, parents and teachers display high levels of pride in the school. Parents and students noted students feel safe at school due to its orderly running and clearly set out behaviour and academic expectations.
- The students have high levels of optimism and happiness, particularly in the junior school. The school has a strong sense of belonging for teachers and students who feel accepted and valued by their peers and by others at school.
- Students have positive relationships with friends at school who they can trust and who encourage them to make positive choices.
- Students feel they have someone at home, or in their community, who consistently provides encouragement and can be turned to for positive advice.
- Aboriginal and Torres Strait Islander students feel proud of their culture when they are at school and teachers have a good understanding of Aboriginal culture.
- Students, parents and teachers feel learning activities for individual students, or groups of students, are well planned in a cooperative manner by staff. Teachers are clearly using multiple strategies in classrooms to cater for individual student learning needs.
- Students find school work challenging and testing of their skills, yet feel confident in class. They wish for more activities that use interactive technologies. Teachers also identified the need to do more in this area for students.
- Teachers are working with students to improve homework completion rates and to try harder in class and be motivated in their learning.
- There are positive teacher–student relations. Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students and parents appreciate the amount of written feedback given to students on how to improve academic performance.
- There are high levels of student participation in sport and extracurricular activities including art, drama, music, clubs or committees.
- Parents find the school staff very welcoming and helpful. Communications are helpful, positive and easily understood, particularly in the Administration area.
- There are low levels of whole day and part day truancy.

## Policy requirements

### Aboriginal education

All staff are responsible for implementing the policy and ensuring their actions comply with it.

We value and acknowledge the identities of Aboriginal and Torres Strait Islander students. All Aboriginal and Torres Strait Islander students are fostered and supported through the process of developing personal learning pathways (PLPs) which target their individual needs and are designed to encourage our students to pursue personal excellence, including a commitment to learning.

We provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through inclusion of Aboriginal cross–curriculum content, Aboriginal perspectives in education and culturally inclusive learning environments.

Staff ensure the learning needs of Aboriginal and Torres Strait Islander students are met through an integrated approach to quality teaching, curriculum and assessment. The 8 Ways of Learning strategy has been embedded in the school and clearly identified in teaching programs. The Positive Behaviour for Learning expectations are visibly present in rooms in the form of 8 Ways of Learning symbols.

Staff use data to inform planning and differentiate learning to maximise Aboriginal and Torres Strait Islander student learning outcomes. The employment of an Indigenous mentor and engagement of a Stage 6 tutor was informed by data. Data also informed the Beyond the Broncos program goals for Aboriginal and Torres Strait Islander girls at Wollumbin High School.

The Aboriginal Education Team actively supports students, families and staff to assist Aboriginal and Torres Strait Islander students to access educational opportunities in a range of settings designed to engage and motivate the students for successful participation in education.

The school maintains relationships with Aboriginal people and communities, celebrates and acknowledges Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures. Such activities as the Circular Rhythm workshop, NAIDOC week activities, buddy mentoring program, Beyond Broncos workshops, Connecting to Country professional learning, Bush Tucker Garden enhancement, Sorry Day, AECG membership and contribution to the Tweed 5 Aboriginal Education team assists the school to maintain effective, respectful and collaborative relationships with our community.

## Multicultural and anti-racism education

Implementation of the Multicultural Education Policy and Anti-racism Policy is a whole school process.

Multicultural education is acknowledged through the ongoing relationship with our sister school, Cheongju Foreign Language High School and video link-up lessons with schools in South Korea. KLAs promote multicultural perspectives through a range of learning opportunities.

Activities to develop understanding of racism and discrimination and the role of the Anti-Racism Contact Officer (ARCO) are incorporated into the mentoring program. The ARCO speaks on assembly, addresses issues promptly and models expected behaviours. Staff commitment and implementation of the positive behaviour for learning program emphasises respectful behaviour.