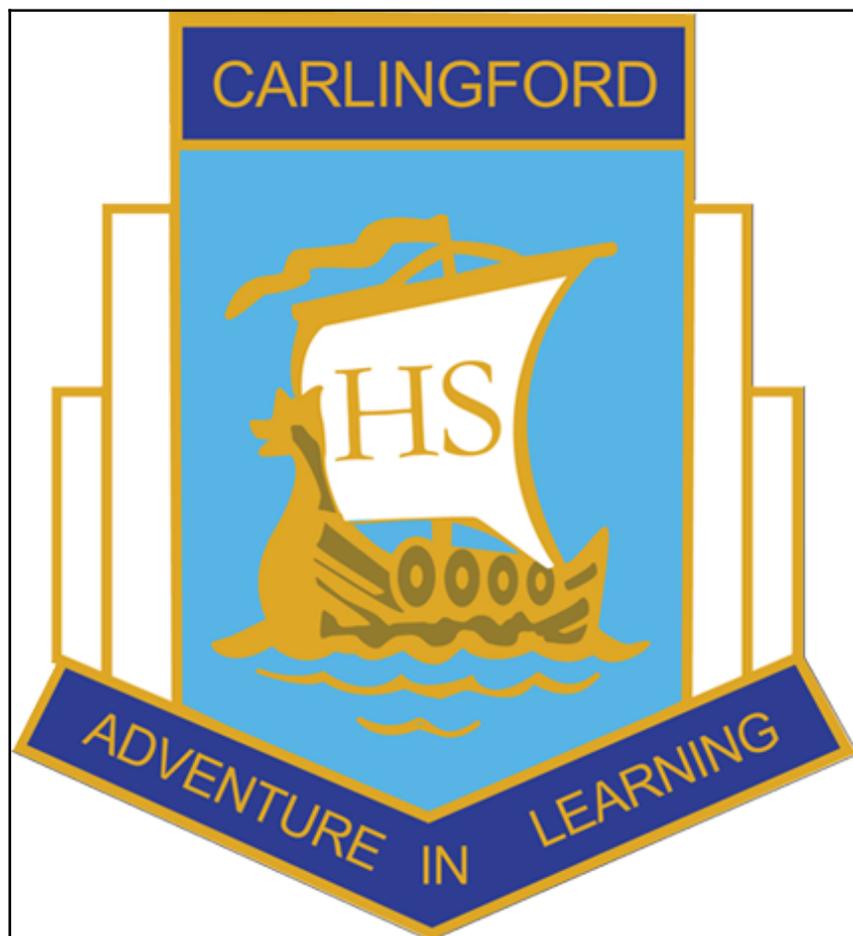


Carlingford High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Carlingford 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.

School contact details

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School background

School vision statement

Our school vision is 'To develop considerate, responsible people who can learn and act independently to achieve personal excellence'

In valuing our students we: –

- Genuinely care for their well being
- Consistently challenge students to give their personal best
- Always treat students fairly and with respect
- Aim to provide experiences that engage, motivate and maximise their learning
- See each student as an individual with particular learning needs

In valuing our staff we: –

- Work to ensure each teacher feels a sense of worth and belonging
- Aim to support each other in our daily work and responsibilities
- Believe in the importance of working and contributing as part of a cohesive team
- Recognise the expertise and skills of our colleagues
- Understand the importance of working flexibly with those around us to maintain positive relationships and a positive environment

In valuing our school culture, we: –

- Acknowledge the critical role each teacher plays in promoting our culture of high expectations and high achievement (personal excellence)
- Seek to share the responsibility for the maintenance of a safe, happy and effective learning environment
- Understand the importance of maintaining and following consistent approaches to school policy and procedures
- Celebrate the cultural diversity of our student population and understand the importance of promoting harmony and tolerance
- Recognize the importance of extra curricula programs and the efforts of staff in providing them.

School context

Carlingford is a large, successful, comprehensive, co-educational high school located in the northern suburbs of Sydney. The school enjoys strong parent and community support and prides itself on providing a quality education across all areas of school life.

With a large student population comprising 78% from a non-English speaking background, Carlingford has a clear focus on meeting the needs of students from diverse backgrounds. In support of this, the school employs Community Liaison Officers for both the Chinese and Korean communities. The school has a structured and supportive welfare system designed to ensure a safe, well-disciplined learning environment where positive behaviour is expected, and high expectations for participation and learning are set.

Our focus is on the promotion of an engaging and innovative learning environment where students want to learn and give their best. There are extensive services to support student learning and to ensure each student reaches their full potential. The school has strong links with local partner primary schools and tertiary institutions. The school aims to develop within each of its students the skills, knowledge, attitudes and values necessary to participate confidently and positively in society.

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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Delivering Quality Teaching and Learning Outcomes

Purpose

Quality teaching is at the essence of ensuring quality learning outcomes are achieved and students reach their full potential. Our 2018–2020 focus is on the continued development of strong literacy skills for students, particularly in the area of writing and in the ongoing development and refinement of exemplary teaching and learning programs and assessment in all new Preliminary and HSC courses.

Improvement Measures

Increase the 3 year trend average of year 9 students at proficiency (top 2 bands) in NAPLAN writing to 18%.

Decrease the 3 year trend average for year 9 students falling below the National Minimum Standard in writing to 6.5%

Quality programs developed and refined in all new Preliminary and HSC courses.

New assessment schedules developed for all Preliminary and HSC courses in 2018 –2019

Review of all current assessment tasks in Year 11 and 12 completed.

Where applicable new Preliminary and HSC assessment tasks developed, trialled and evaluated.

Enhanced understanding and use of quality feedback practices in the school

Progress towards achieving improvement measures

Process 1: Through lessons, classwork and assessments, students are exposed to relevant and contextualised literacy strategies which reinforce explicit skills in writing.

Senior students clearly understand the new assessment regime and requirements.

They participate in feedback focus groups.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved with the exception of the 3 year trend for Year 9 NAPLAN writing, which is slightly under the targeted improvement measure at 16.2%	\$8,500

Process 2: Focused literacy strategies targeting writing will be implemented across all faculties.

Staff clearly articulate and implement consistent assessment practices across Stage 6.

New stage 6 assessments developed which maximise 'assessment of and for' learning principles.

Staff complete a survey on feedback practices.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved with the exception of the 3 year trend for Year 9 NAPLAN writing, which is slightly under the targeted improvement measure at 16.2%	\$17,000

Process 3: Parents attend Literacy workshops at school to support students learning at home.

Evaluation	Funds Expended (Resources)
CHS successfully ran well attended parent literacy workshops in 2019.	\$2,800

Progress towards achieving improvement measures

Process 4: Parents attend presentations on senior assessment and literacy.

Evaluation	Funds Expended (Resources)
CHS successfully ran well attended parent senior assessment and literacy workshops in 2019.	\$1,400

Strategic Direction 2

Nurturing and enhancing a quality school culture

Purpose

Underpinning a quality school culture is the development of a comprehensive and inclusive welfare framework which supports both staff and students.

The framework should identify those activities, programs and strategies, which support the cognitive, social, physical and spiritual well-being of students and staff, which in turn improves individual and collective well-being.

Improvement Measures

The school develops a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which improves individual and collective wellbeing. (SEF)

PL and surveys reflect ongoing consideration for the wellbeing of all staff in carrying out their roles and responsibilities.

Individual learning for targeted students is informed by the effective use of data analysis and in the strategic development of learning plans and in-class adjustments.

All teachers have developed sound Performance and Development Plans and have effectively used coaching and mentoring principles in classroom observations with their peers.

Progress towards achieving improvement measures

Process 1: Students have the opportunity to participate in a range of carefully planned and coordinated welfare activities aimed specifically at their year group.

Mindmatters elements are incorporated into the Welfare program at Year assemblies with a focus on building resilience.

Targeted programs as per the master schedule operate along with coordinated Year Assemblies (one per term) and placed on the calendar in advance.

Effective differentiated learning support plans are developed and delivered to targeted students in class and via small group withdrawal.

Teachers participate in wellbeing PL.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved.	\$4,800

Process 2: Welfare Team ensure the framework is delivered by developing a clear action plan and communicating this clearly with both students and parents.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved.	\$6,500

Strategic Direction 3

Enhancing an ICT environment which supports student learning

Purpose

All teachers continue to build on their skills in effectively applying ICT in the classroom through targeted PL.

The school continues to expand its mandatory BYOD program for all students in Years 7–9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective ICT systems are integrated and school practices developed and refined which support the successful, ongoing implementation of LMBR.

Improvement Measures

80% of Teachers identify that they have extended their skills in effectively applying ICT in the classroom as validated through survey data.

The school continues to expand its mandatory BYOD program for all students in Years 7–9, 11 in 2018, 7–10 in 2019 and 7–12 in 2020. The program enhances learning opportunities and outcomes for students.

Effective third party ICT systems are successfully trialled and integrated which support the implementation of SAP and LMBR.

Progress towards achieving improvement measures

Process 1: Students adopt the BYOD program and effectively and appropriately use their devices in lessons.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved.	\$8,500

Process 2: Staff regularly utilise the available technology in their programs to maximise and enhance student learning and engagement.

Ongoing development of teaching programs clearly embeds technology in the classroom.

Each faculty updates Moodle to include resources for each BYOD year group.

Staff PL on innovative use of technology in the classroom.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved.	\$6,500

Process 3: All Head Teachers ensure programs embed the strategic and effective use of technology in the classroom including the BYOD program.

Ongoing evaluation and refinement of third party software which integrates effectively with SAP and LMBR systems.

Evaluation	Funds Expended (Resources)
All improvement measures have been achieved.	\$7,500

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$42836	These funds allowed for the employment of additional teaching staff with specific language teaching expertise to support students with additional learning needs associated with their English language proficiency. This included one on one support, small group withdrawal and team teaching. Targeted and specific Professional Learning was provided to raise staff capacity and skills in specific language teaching areas.
Low level adjustment for disability	\$75896	Under the Every Student Every School initiative (Learning Support), students with additional learning needs in accordance with their individual learning plans received funding for additional teacher time, additional School Learning Support Officer time and teacher release for related professional learning and program coordination.
Socio-economic background	\$32072	This flexible funding was used to support whole school programs and strategies as well as groups and individuals. Students with additional learning needs associated with their socioeconomic background were provided with student assistance to allow access to elective courses, learning support and provision of learning resources.
Support for beginning teachers	\$44992	The funds were expended to release teachers to strategically and collaboratively plan and deliver quality teaching and learning programs and resources in the classroom. Further release time was provided to mentor teachers to facilitate the delivery of coaching and mentoring programs for beginning teachers . Additional funds were allocated for the provision of Professional Learning opportunities for staff at the beginning of their careers including support for gaining accreditation at proficient.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	713	748	765	784
Girls	467	480	465	476

Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.2	96.8	96.5	96.1
8	95.4	95.1	95.4	93.7
9	95.6	95.1	94.1	94.8
10	94.7	94.2	93.2	94.7
11	94.9	94.3	95.4	93
12	96	95	95.2	93.1
All Years	95.4	95.1	95	94.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	0	0	3.5
TAFE entry	0	0	2.5
University Entry	0	0	79
Other	0	0	1.5
Unknown	0	0	9.5

Year 12 students undertaking vocational or trade training

15.23% of Year 12 students at Carlingford High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99% of all Year 12 students at Carlingford High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	13.77
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,803,053
Revenue	13,628,790
Appropriation	12,269,014
Sale of Goods and Services	109,828
Grants and contributions	1,225,019
Investment income	21,982
Other revenue	2,946
Expenses	-12,805,653
Employee related	-11,152,992
Operating expenses	-1,652,661
Surplus / deficit for the year	823,138

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.

	2019 Approved SBA (\$)
Targeted Total	44,081
Equity Total	631,683
Equity - Aboriginal	658
Equity - Socio-economic	32,072
Equity - Language	448,356
Equity - Disability	150,597
Base Total	10,824,681
Base - Per Capita	288,699
Base - Location	0
Base - Other	10,535,982
Other Total	458,524
Grand Total	11,958,968

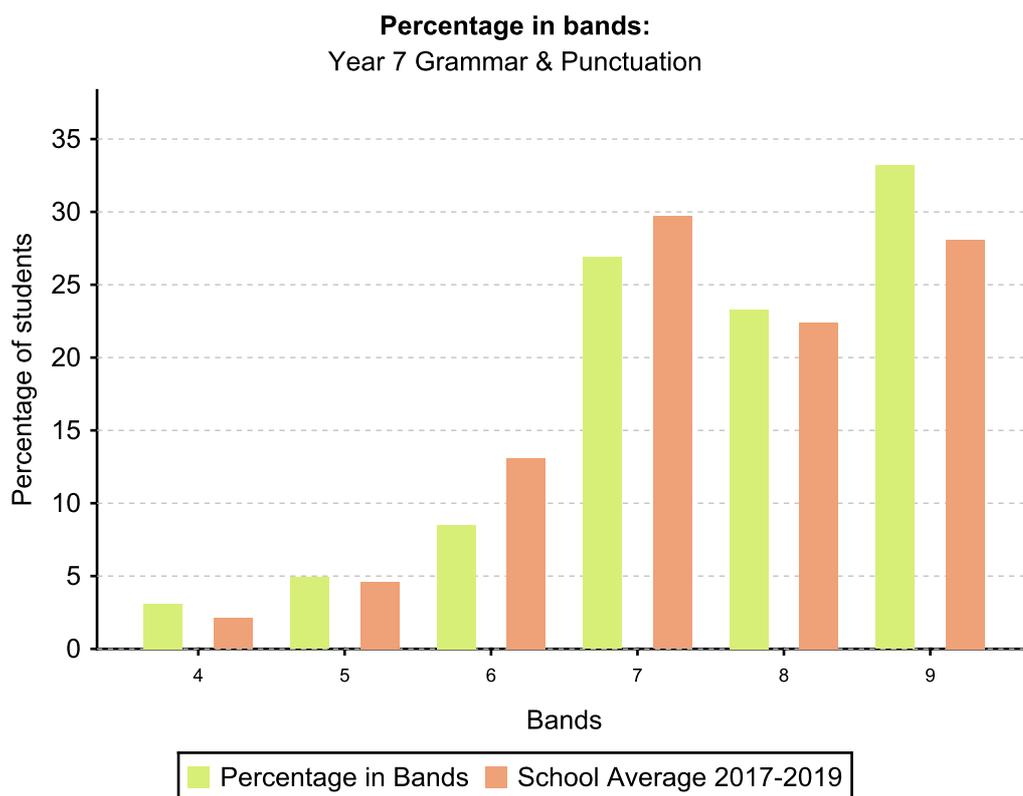
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School performance - NAPLAN

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.

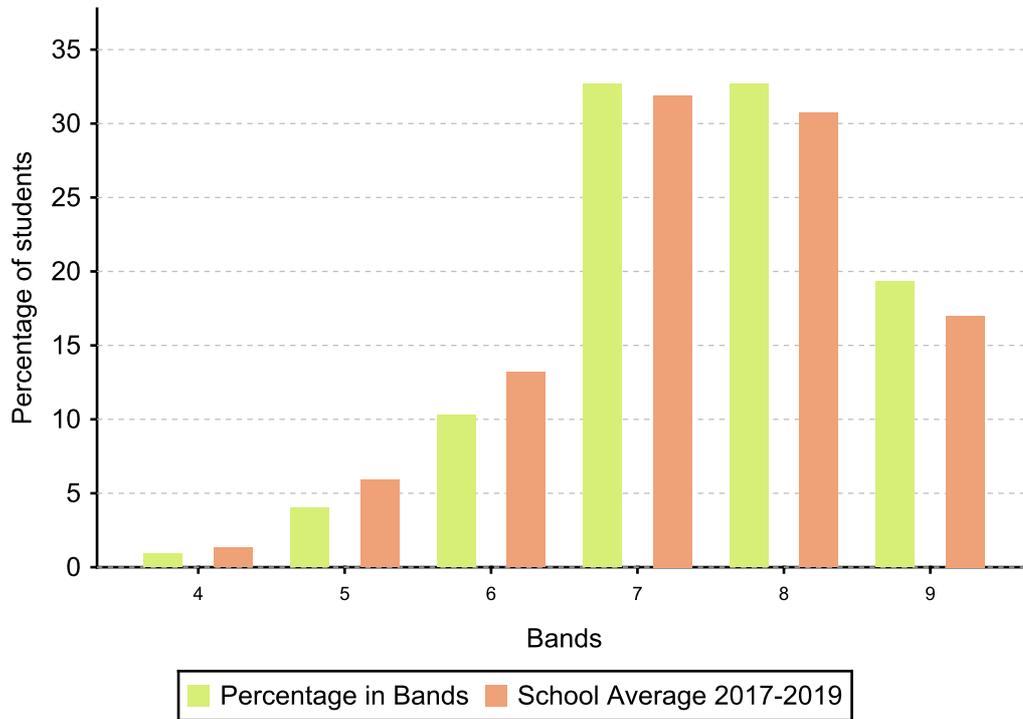
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



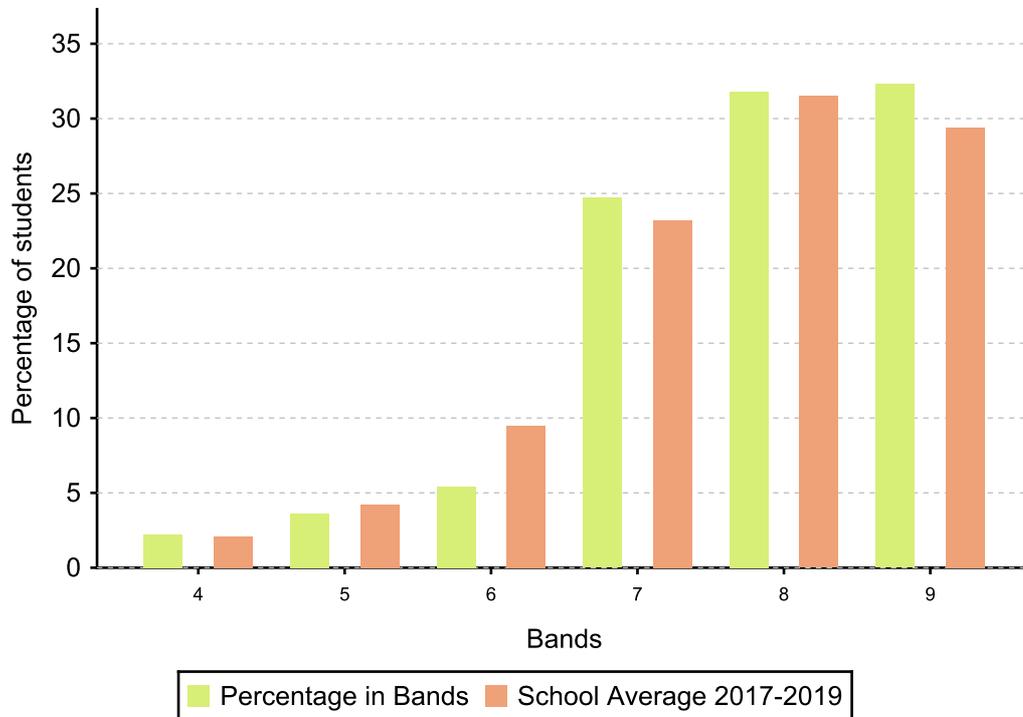
Band	4	5	6	7	8	9
Percentage of students	3.1	4.9	8.5	26.9	23.3	33.2
School avg 2017-2019	2.1	4.6	13.1	29.7	22.4	28.1

**Percentage in bands:
Year 7 Reading**



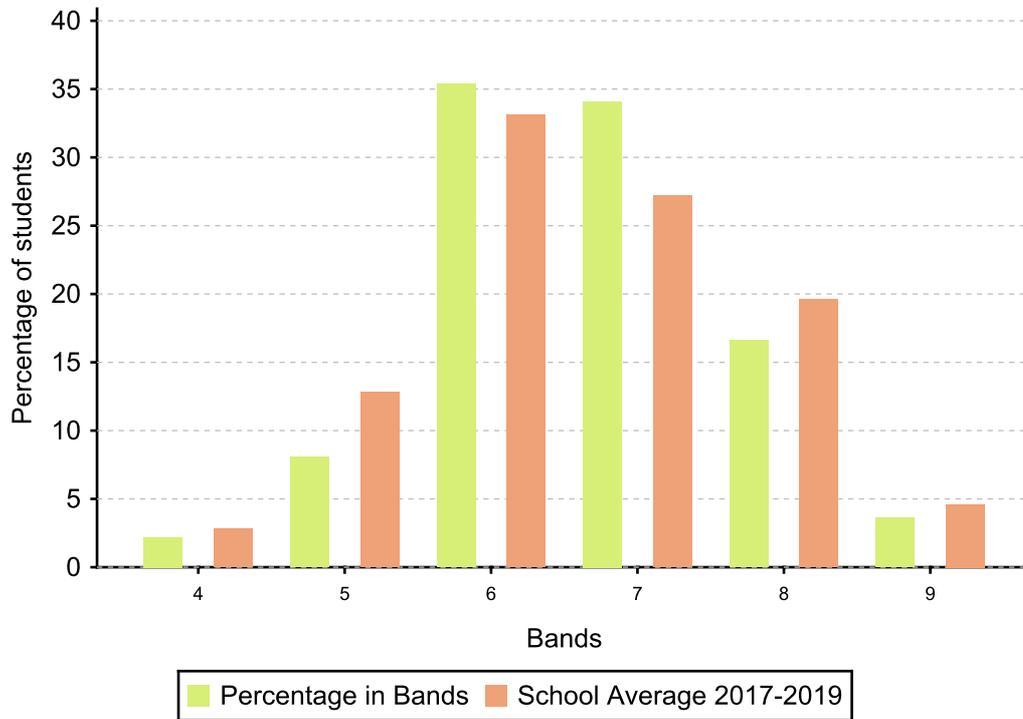
Band	4	5	6	7	8	9
Percentage of students	0.9	4.0	10.3	32.7	32.7	19.3
School avg 2017-2019	1.3	5.9	13.2	31.9	30.7	17

**Percentage in bands:
Year 7 Spelling**



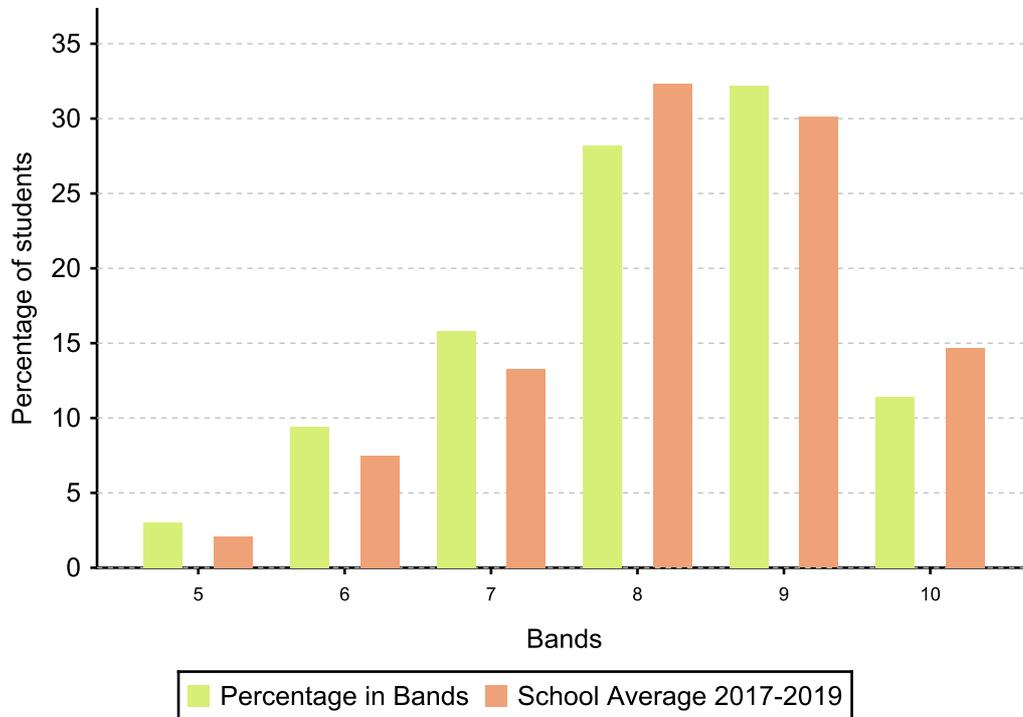
Band	4	5	6	7	8	9
Percentage of students	2.2	3.6	5.4	24.7	31.8	32.3
School avg 2017-2019	2.1	4.2	9.5	23.2	31.5	29.4

Percentage in bands:
Year 7 Writing



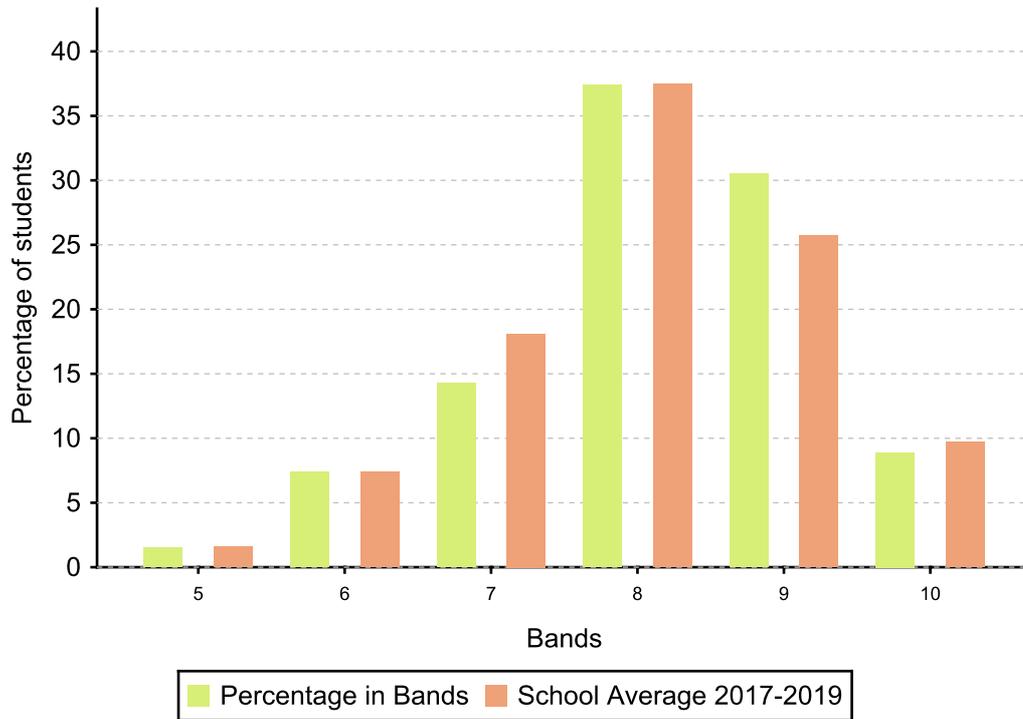
Band	4	5	6	7	8	9
Percentage of students	2.2	8.1	35.4	34.1	16.6	3.6
School avg 2017-2019	2.8	12.8	33.1	27.2	19.6	4.6

Percentage in bands:
Year 9 Grammar & Punctuation



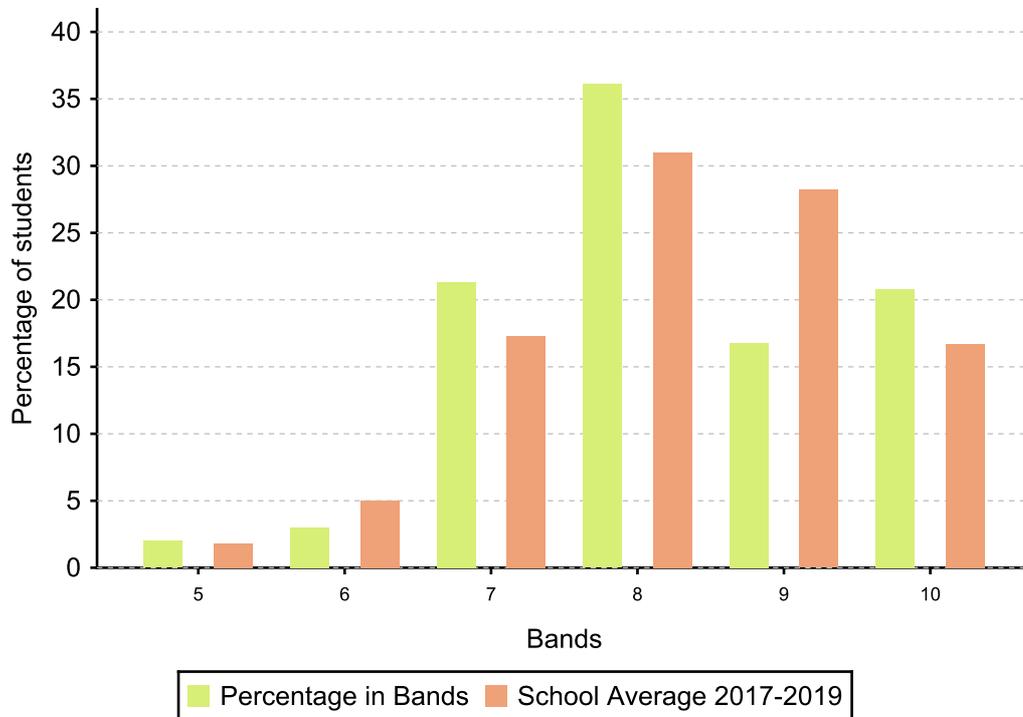
Band	5	6	7	8	9	10
Percentage of students	3.0	9.4	15.8	28.2	32.2	11.4
School avg 2017-2019	2.1	7.5	13.3	32.3	30.1	14.7

Percentage in bands:
Year 9 Reading



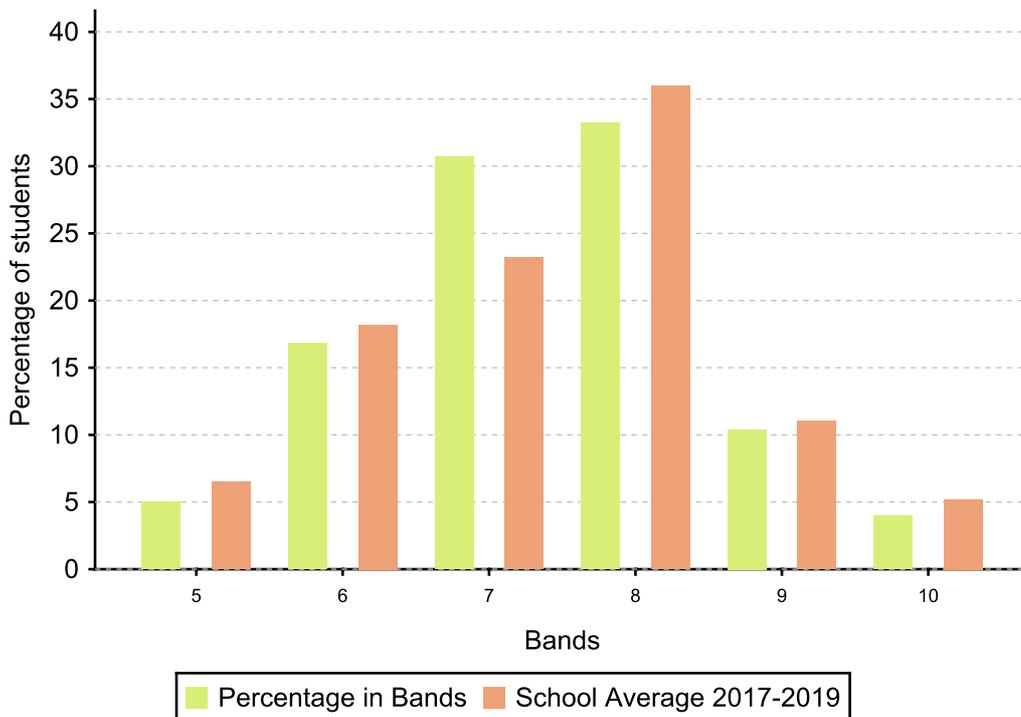
Band	5	6	7	8	9	10
Percentage of students	1.5	7.4	14.3	37.4	30.5	8.9
School avg 2017-2019	1.6	7.4	18.1	37.5	25.7	9.7

Percentage in bands:
Year 9 Spelling



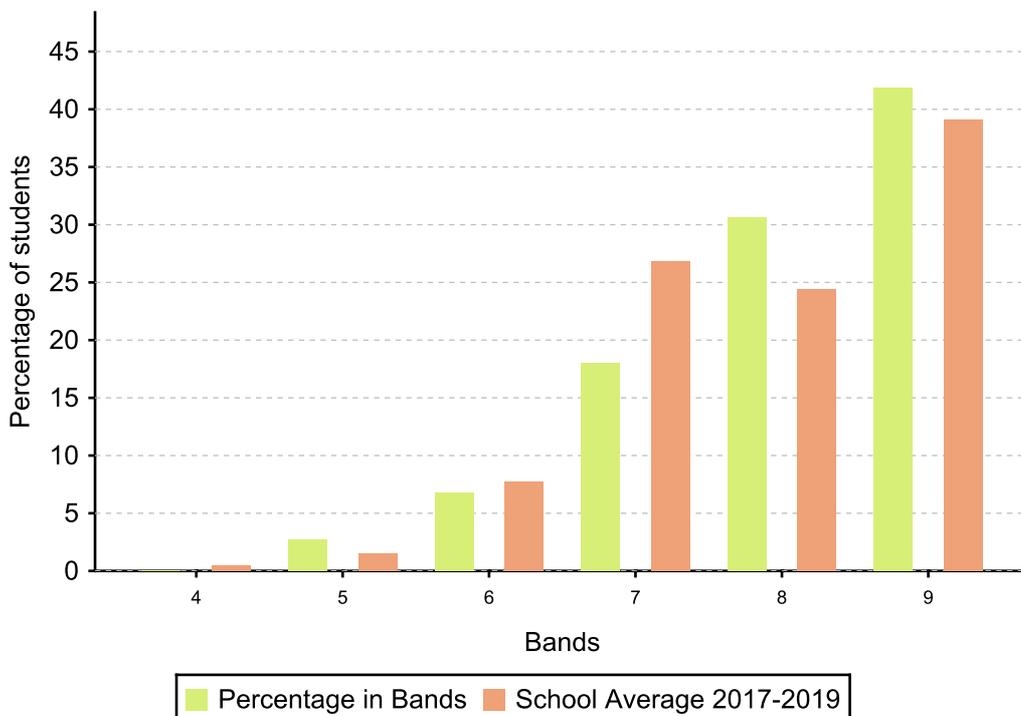
Band	5	6	7	8	9	10
Percentage of students	2.0	3.0	21.3	36.1	16.8	20.8
School avg 2017-2019	1.8	5.0	17.3	31.0	28.2	16.7

Percentage in bands:
Year 9 Writing



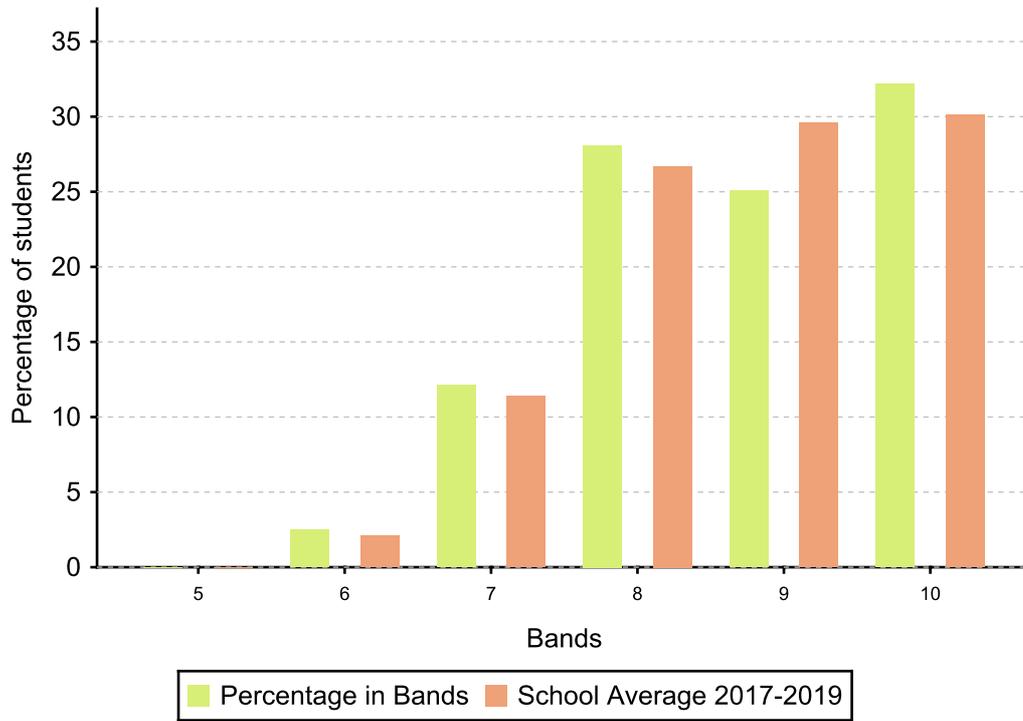
Band	5	6	7	8	9	10
Percentage of students	5.0	16.8	30.7	33.2	10.4	4.0
School avg 2017-2019	6.5	18.2	23.2	36	11	5.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	2.7	6.8	18.0	30.6	41.9
School avg 2017-2019	0.5	1.5	7.7	26.8	24.4	39.1

Percentage in bands:
Year 9 Numeracy

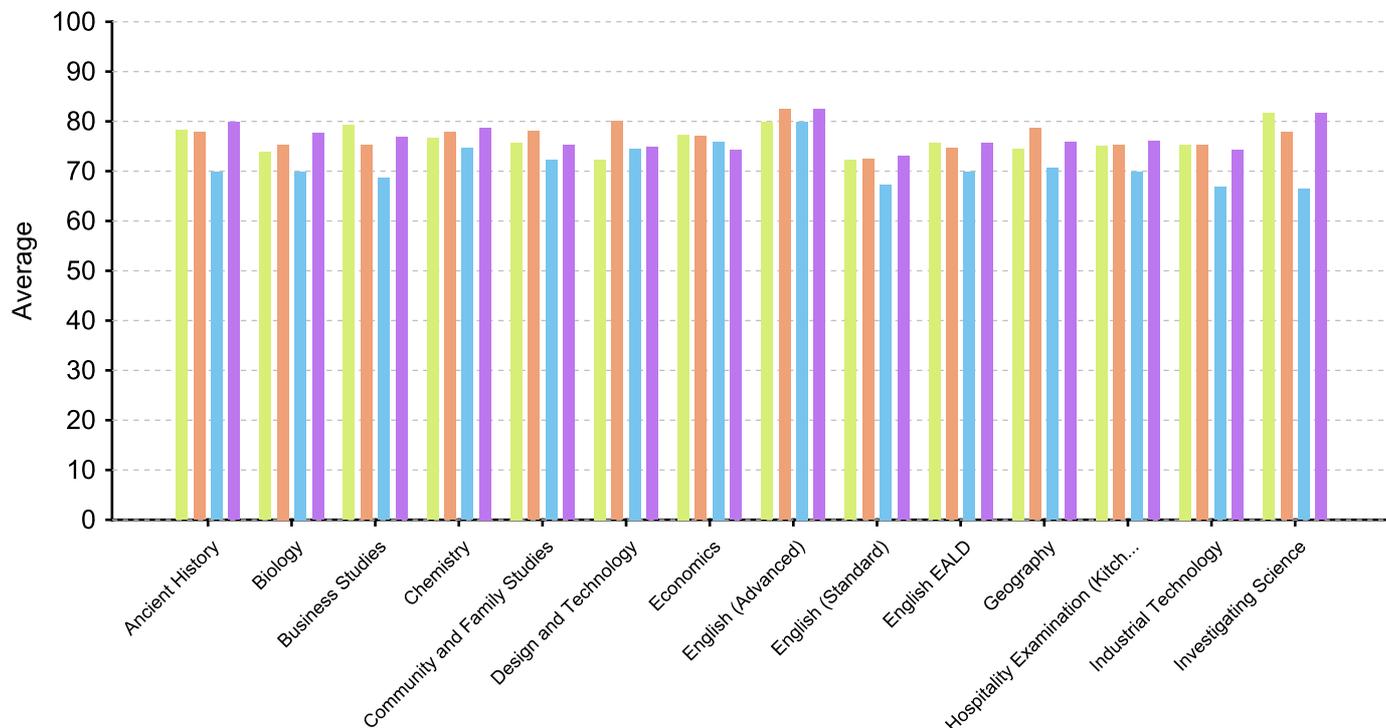


Band	5	6	7	8	9	10
Percentage of students	0.0	2.5	12.1	28.1	25.1	32.2
School avg 2017-2019	0	2.1	11.4	26.7	29.6	30.1

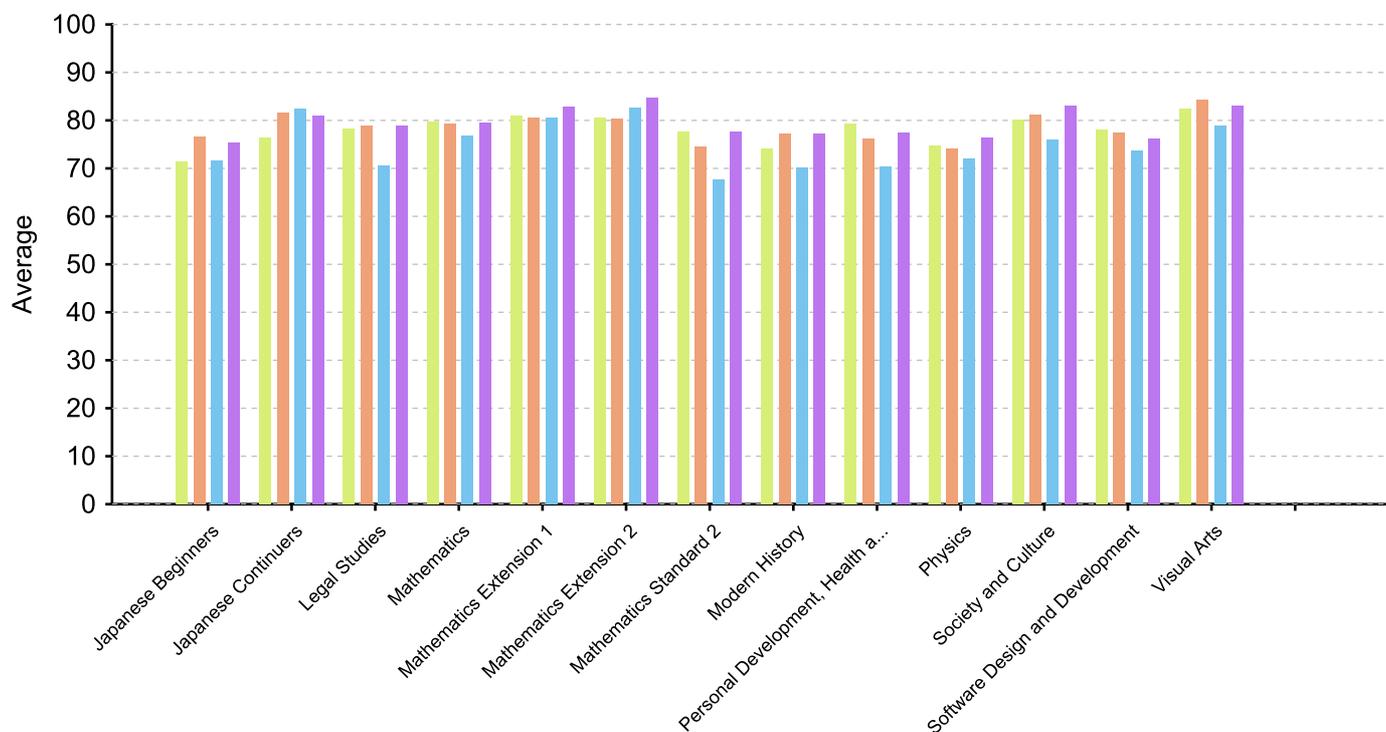
School performance - HSC

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.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (light blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	78.2	77.8	69.9	79.9
Biology	73.8	75.3	69.9	77.7
Business Studies	79.2	75.2	68.6	76.8
Chemistry	76.6	77.8	74.7	78.7
Community and Family Studies	75.7	78.0	72.2	75.3
Design and Technology	72.3	80.0	74.5	74.8
Economics	77.3	77.1	75.9	74.3
English (Advanced)	79.9	82.5	80.0	82.4
English (Standard)	72.2	72.4	67.3	73.1
English EALD	75.6	74.7	70.0	75.6
Geography	74.5	78.6	70.6	75.9
Hospitality Examination (Kitchen Operations and Cookery)	75.1	75.2	70.0	76.0
Industrial Technology	75.3	75.2	66.8	74.2
Investigating Science	81.7	77.8	66.5	81.7
Japanese Beginners	71.5	76.6	71.6	75.3
Japanese Continuers	76.5	81.7	82.5	81.0
Legal Studies	78.2	78.8	70.6	78.9
Mathematics	79.7	79.4	76.9	79.5
Mathematics Extension 1	80.9	80.6	80.6	82.8
Mathematics Extension 2	80.6	80.3	82.7	84.6
Mathematics Standard 2	77.7	74.6	67.7	77.7
Modern History	74.2	77.2	70.2	77.2
Personal Development, Health and Physical Education	79.4	76.2	70.5	77.5
Physics	74.7	74.2	72.1	76.4
Society and Culture	80.1	81.2	75.9	83.1
Software Design and Development	78.0	77.5	73.8	76.2
Visual Arts	82.5	84.2	78.8	83.2

Parent/caregiver, student, teacher satisfaction

In 2019, Carlingford High School completed the **Tell Them From Me** survey for students, staff and parents.

Students

1169 students completed the survey (approximately 95% of all students). Carlingford High School students scored well above the NSW mean in most social–emotional outcomes, including participation in sport and extra–curricular activities, their positive sense of belonging, positive relationships with others, valuing school outcomes, positive homework behaviours, positive behaviour at school, intellectual engagement, and effort. Carlingford's results were below the NSW mean in truancy and motivation. Carlingford students believe that communicating with others is the most important skill for future job or career plans, and 83% of students felt hopeful and have positive expectations for the future.

Our students scored well above the NSW mean in the drivers of student outcomes including effective learning time in class, relevance of classroom instruction, rigour of classroom instruction, advocacy at school, positive student–teacher relations, positive classroom learning climate, teacher expectation of success, advocacy outside of school, intention to finish year 12 and intention to go to university. Carlingford students scored under the NSW mean for victims of bullying and intentions to do an apprenticeship or TAFE course. 55% of Carlingford students felt proud of their school with another 32% taking a neutral stance on school pride. 72% of students felt they can do well in their school work and 89% believed they could pursue their goals to completion, even when faced with obstacles.

Parent/Caregiver

Only 134 parents (representing approximately 11% of families) completed the survey. These parents reported that they feel welcome when they visit the school, find the administration staff to be helpful and feel written information from the school is in clear, plain language. Those parents who responded, felt progress reports are written in terms they understand and feel confident they would be immediately informed if there were concerns about their child's behaviour. They indicated they would like more information about their child's social and emotional development.

Parents reported that they encourage their child to do well at school and provide praise, but do not always discuss how well their child is doing in particular classes. They believe teachers expect homework to be done on time and expect students to work hard. Parents believe their child is clear about the rules for school behaviour, and that their child feels safe going to and from school and while at school. Parents were less certain, that staff create opportunities for students who learn at a slower pace.

88% of parents surveyed would recommend Carlingford High School to primary school parents, while 12% would neither recommend nor not recommend. 93% of parents surveyed, believe the school has a good reputation in the local community.

Staff

34 teachers completed the staff survey (approximately 41% of all staff). These teachers felt strongly that the school leaders create a safe and orderly school environment. They enjoy high levels of collaboration with other staff, but recognise the need for more cross faculty collaboration. Staff set high expectations for student learning and employ effective feedback techniques. Staff scored higher than the NSW mean for using data to inform practice.

Staff at Carlingford High School link new concepts to previously mastered skills and knowledge. They provide students with frequent opportunities to use their device and other interactive technologies. Staff make an effort to include students with special learning needs in class activities. Involving parents in student learning goals and learning plans was an identified area to consider in the future.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.