

# 2020 Annual Report

## Camden Haven High School



8280

# Introduction

The Annual Report for 2020 is provided to the community of Camden Haven 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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## Message from the principal

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As our school focuses on the present, we challenge ourselves for the future. We continue to explore and embrace ways of supporting student learning and wellbeing as reflected in our school plan.

Camden Haven High School is a great school; usually a busy place involving everyone working together to provide the best learning experiences for all of our students. We provide a diverse range of quality programs and extra-curricular activities. The staff, both teaching and non-teaching, are dedicated and professional as they continually participate in professional learning to create new and exciting ways to enrich the learning for our students.

There is a sense of cohesion and purpose by staff, students, parents, families and the wider community which underpins all we undertake. This year the opportunities for students to participate in most sporting and cultural events was not possible due to the restrictions of the pandemic.

As members of the school community we can be proud of the achievements of all of our students, the quality learning, and above all, the real sense of community and pride which is demonstrated constantly in our school on a daily basis. In 2020, the school saw the Year 12 cohort produce the most outstanding HSC results and highest ATAR score since the school was established. This must be attributed to the collaboration and cooperation between teachers and parents in supporting their children.

Children do value their parent's support and involvement in school activities. Studies have shown that these students do in fact do better. Communicating expectations for achievement, discussing learning strategies, linking school content and learning to interests outside of school and fostering career aspirations, goal setting and plans for the future are all ways in which parents support the work of the school to maximise educational outcomes.

## Message from the school community

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2020 has continued to see the CHHS Parents and Citizen's Association (P&C) partnering with the school staff, executive, students and parents. We represent our school community on the school finance and health safety committees and teacher selection panels. The P&C operates the school canteen and caters for functions at the school. These are our main fundraising activities and are organised by a small group of dedicated volunteers. Monies raised through fundraising are donated to the school and used to fund equipment and learning programs for our students. This year the P&C were able to donate \$30,000 to teams across the school. Our meetings, where we are updated on school activities and provide input into school based programs, are open to all so come along and find out about what is happening to support your students in their learning.

## School vision

***We are an innovative learning community delivering excellence . We will;***

***Provide a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.***

***Equip our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum.***

***Strive to have our parents, teachers and community members actively involved with our student's learning. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.***

## School context

Camden Haven High School is a diverse, inclusive, flexible and safe learning environment. The school caters for students from Years 7-12 with both face to face and distance learning. 718 students attend onsite, with 359 fulltime and 712 single course students who study by distance.

Engagement in learning is ensured through the provision of rich learning experiences which are relevant and significant and planned around the capabilities of individual students and encompass universal, targeted and intensive student needs. School values are embedded in all programs, practices and relationships.

A broad academic curriculum, strong vocational program, highly experienced teaching staff, a variety of curriculum options in all stages, high quality creative and performing arts, a wide range of opportunities in cultural, debating and public speaking, leadership and sport. This is further supported by effective student wellbeing programs, personalized learning plans, transition programs, broad individualized career choice and a wide range of co-curricular programs. Parent and community support for the school is strong and the school has been recognized for its achievements, its work in quality teaching and leadership.

All students are encouraged to participate actively to enhance their learning and to develop strong connections to peers, teachers and the school. Student opportunities are further enhanced by our strong partnerships with families, the wider community, our local community of schools and all schools with distance learners across the state.

We are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

## 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

### Learning

Our Learning and Support Team works alongside staff, students and parents to support student learning, ensuring students are able to achieve their personal best through a range of strategies including differentiation, modification or acceleration in both teaching and learning activities and assessment tasks.

Analysis of student achievement underpins our learning culture. This ensures teachers can make informed judgements to correct identified gaps in learning to support student learning and achievement and to actively celebrate the successful student achievement. School teams have focussed on engaging students in learning by supporting their wellbeing, setting high expectations and having clear expectations of behaviour which are consistently reinforced to provide a rich learning environment through a number of different learning management systems, during the Learning from Home period and at school in classrooms that are respectful, caring and safe.

## Teaching

The leadership team has an expectation of continuous improvement in teaching and learning. Teaching staff demonstrate personal responsibility for maintaining and developing their professional standards commensurate with their career stage. Teachers use the Australian Professional Standards for Teachers (APSTs) to inform the development of personal and professional learning goals, provide a framework by which they can judge the success of their learning and for self-reflection and self-assessment of their teaching practice. Teacher observations and collegial conferencing support continuous improvement of practice.

We use highly explicit teaching practice to provide a scaffold for students to increase their performance in literacy skills across all KLAs. PEEL is a whole school literacy approach that embeds a framework for effective writing strategies to improve the skills of students. The school has been working to embed the PEEL strategy not only with our student's onsite but also into all our distance education learning materials.

Teaching and learning for our students studying by distance mirrors that on offer to students onsite, however learning is delivered differently according to the identified needs of the individual student. Learning materials for all students may be provided as hard copies, on USB drives, Google classroom, Edrolo or CANVAS. CANVAS is the preferred Learning Management System (LMS) and faculties are moving learning materials from other platforms to CANVAS. Learning materials for all faculties have now been developed at three levels to cater for the differing needs of students. The three levels of work are standard, modified and significantly modified. The implementation of CANVAS as the school's preferred LMS provided a reliable platform for staff to engage students while they were Learning from Home. CANVAS provides course work and quizzes, as well as a forum for students to connect with each other as well as with their teacher. Canvas allows for immediate and relevant feedback to students.

## Leading

The leadership team provide professional learning for executive to support them with management and supervision. All staff have identified goals in their Performance Development Plan (PDP) to increase their knowledge and skills and improve teaching practice. Supervisors are aware of the professional needs of staff and this contributes to whole school planning and funding for professional learning opportunities. Staff are supported in achieving and maintaining accreditation, seeking to achieve higher levels of accreditation, the completion of mandatory training and NESA registration of teacher identified and registered professional learning. Professional learning was limited to online platforms during 2020. Collegial Leadership Networks (CLNs) provide the opportunity for staff to meet with teachers from other schools both locally and across the state. Through the distance education network of schools, teachers are able to share expertise and ideas.

Students are provided with leadership opportunities through the Student Representative Council (SRC), Aboriginal Leadership Team, Peer Leaders and curriculum opportunities such as work experience, transition to work and work placement, however these were restricted during 2020.

## Strategic Direction 1

GREAT LEARNING Connect, Succeed, Thrive, Learn

### Purpose

*To build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. All students are known, valued and cared for, becoming increasingly motivated learners with personal resources for future success and wellbeing.*

### Improvement Measures

- 10% increase in student engagement and wellbeing in "Tell Them From Me" student survey data
- All students meet or exceed state average growth in Literacy and Numeracy between Year 7 results, 2018 and Year 9 results
- School self evaluation against School Excellence Framework validates a growth from sustaining and growing to excelling in the areas of Learning Elements (Learning Culture and Wellbeing)

### Progress towards achieving improvement measures

#### Process 1: Wellbeing - Rob Schouten

A whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
A positive school wide culture of connectivity and evidenced in Tell Them From Me survey, student focus groups and millennium data. -Recognising Achievement- A 25% increase in students rewarded in our merit system	<b>Funding Sources:</b> Quality teaching successful students (QTSS) \$42000

#### Process 2: Learning Progressions (Literacy / Numeracy) - Cheryl Glover, Pru Walker

Teachers increase knowledge and implementation of learning progressions that will meet the demands of the HSC and NAPLAN minimum standards.

Evaluation	Funds Expended (Resources)
A consistent, whole school approach to writing and numeracy which uses effective based teaching methods (PEEL) optimising learning progress for all students. Evidence through supervision protocols, teaching programs, scope and sequences of syllabus and assessment schedules  Hastings Writing Project evaluated	<b>Funding Sources:</b> Professional Learning \$15000 Literacy and Numeracy \$5000

#### Process 3:

Evaluation	Funds Expended (Resources)
Whole school professional learning is strategic, aligned to DoE priorities and APST evidenced in PDP's, accreditation and staff reflections.	<b>Funding Sources:</b> Professional learning \$28000

## Strategic Direction 2

INSPIRED TEACHING Curriculum, Differentiation, Feedback and Assessment

### Purpose

*To enhance the capacity of all staff to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Formative assessment is integrated into daily teaching practice in every classroom and teachers effectively analyse student assessment data to inform future teaching and learning.*

### Improvement Measures

Teaching programs are dynamic showing evidence of differentiation informed by feedback of teaching practices through lesson observations, consistent assessment and tracking of student progress

- The school is able to evidence growth from sustaining and growing to excelling in the Teaching Domain element of Effective Classroom Practice and in the Learning element of Assessment.

### Progress towards achieving improvement measures

#### Process 1: Differentiation - Di Stevens

School protocols, practices and programs further developed and implemented to support teachers in providing differentiated learning for all students.

The school encourages students to recognise and respect cultural identity and diversity.

The school has processes in place for teacher's performance and development.

Evaluation	Funds Expended (Resources)
Teaching and learning programs are dynamic, showing evidence of differentiation informed by feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement	<b>Funding Sources:</b> Distance Education Grant \$80000 Socio- Economic \$ 15000 Professional Learning \$10000

#### Process 2: Feedback & Assessment - Michaela Clough

Development and implementation of formative and summative assessment strategies are consistent and routine

The school analyses internal and external data to monitor, track and report on student and school performance.

Evaluation	Funds Expended (Resources)
Meaningful, timely and consistent feedback ensures students have a clear understanding of how to improve  Consistent school-wide practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and professional learning records  All students engage in quality assessment that meet personal and cultural needs and attain expected educational outcomes	<b>Funding Sources:</b> Professional Learning \$12500 Aboriginal education \$5000

#### Process 3:

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Consistent school-wide practices for assessment are used to monitor, plan and report on student learning as evidenced in scope and sequences, assessment schedules and professional learning records	<b>Funding Sources:</b> Low level adjustment for disability \$15,000



## Strategic Direction 3

EFFECTIVE CONNECTIONS Promote the school, Engage, Build Leadership

### Purpose

*Strive to have our parents, teachers and community members actively involved with our student's learning. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Foster leadership opportunities and devote time to supporting students to effectively transition to and beyond school.*

### Improvement Measures

- Increased enrolment of feeder school students attending Camden Haven High School

All programs support equitable and ongoing opportunities for participation by all students in engaging in and developing collaborative relationships with community and parents/carers

- All Stage 6 students attain the schools expectations for success e.g. a credential, transition to work/further education

### Progress towards achieving improvement measures

#### Process 1: Promotions - Michelle Marotte

Positive partnerships with parents and carers developed through regular meetings.

Develop an action plan which targets a wide range of curricula and extra curricula academic, sporting, cultural and agriculture activities and the strategies to promote these within the local and wider community.

Evaluation	Funds Expended (Resources)
<p>Increased parent and community engagement in student learning through social media posts/ school website and local media outlets</p> <p>The school has an effective plan for student transitions in place. All stage 6 students attain expectations for success via credentials, transition to work or other educational settings</p>	<p><b>Funding Sources:</b></p> <p>Quality teaching successful students (QTSS) \$45000</p>

#### Process 2:

Evaluation	Funds Expended (Resources)
<p>All students have the opportunity to engage in a wide range of activities to enhance personal learning and leadership skills</p>	<p><b>Funding Sources:</b></p> <p>Socio-economic background \$55000</p> <p>Low level adjustment for disability \$45000</p>

#### Process 3:

Evaluation	Funds Expended (Resources)
<p>All teachers participate in professional and community networks and forums (including in-school teams) to broaden knowledge and improve practice</p>	<p><b>Funding Sources:</b></p> <p>Professional learning \$25000</p>

## Progress towards achieving improvement measures

### Process 4:

Evaluation	Funds Expended (Resources)
The school has an effective plan for student transitions in place. All Stage 6 students attain expectations for success via credentials, and are well prepared for transition to work or to other educational settings	<b>Funding Sources:</b> Professional Learning \$15000 Quality teaching successful students \$25000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Community Consultation Project</b>		This project was a grant received and expended in 2018. Please refer to the 2018 Annual Report for impact of the initiative.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	541	535	541	519
Girls	507	506	502	496

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.2	86.8	91.2	92.4
8	87	85.3	87.9	88.9
9	88.9	83.1	86.8	87
10	83.6	81.2	84.7	88.6
11	84.9	84.4	85.8	86.1
12	89.5	87.3	87.1	91.1
All Years	87	84.5	87.5	89.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

## 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	2	6	8
Employment	8	10	30
TAFE entry	3	6	11
University Entry	0	0	25
Other	0	0	5
Unknown	0	2	13

## Year 12 students undertaking vocational or trade training

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39.47% of Year 12 students at Camden Haven High School undertook vocational education and training in 2020.

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

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50% of all Year 12 students at Camden Haven High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	21
Classroom Teacher(s)	114.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	23.49
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	5,308,651
<b>Revenue</b>	22,603,075
Appropriation	22,214,470
Sale of Goods and Services	67,176
Grants and contributions	305,923
Investment income	3,507
Other revenue	11,998
<b>Expenses</b>	-22,622,499
Employee related	-19,840,681
Operating expenses	-2,781,818
<b>Surplus / deficit for the year</b>	-19,425
<b>Closing Balance</b>	5,289,226

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	670,929
<b>Equity Total</b>	1,171,650
Equity - Aboriginal	149,155
Equity - Socio-economic	696,477
Equity - Language	1,859
Equity - Disability	324,159
<b>Base Total</b>	7,998,612
Base - Per Capita	273,886
Base - Location	22,321
Base - Other	7,702,404
<b>Other Total</b>	12,098,219
<b>Grand Total</b>	21,939,410

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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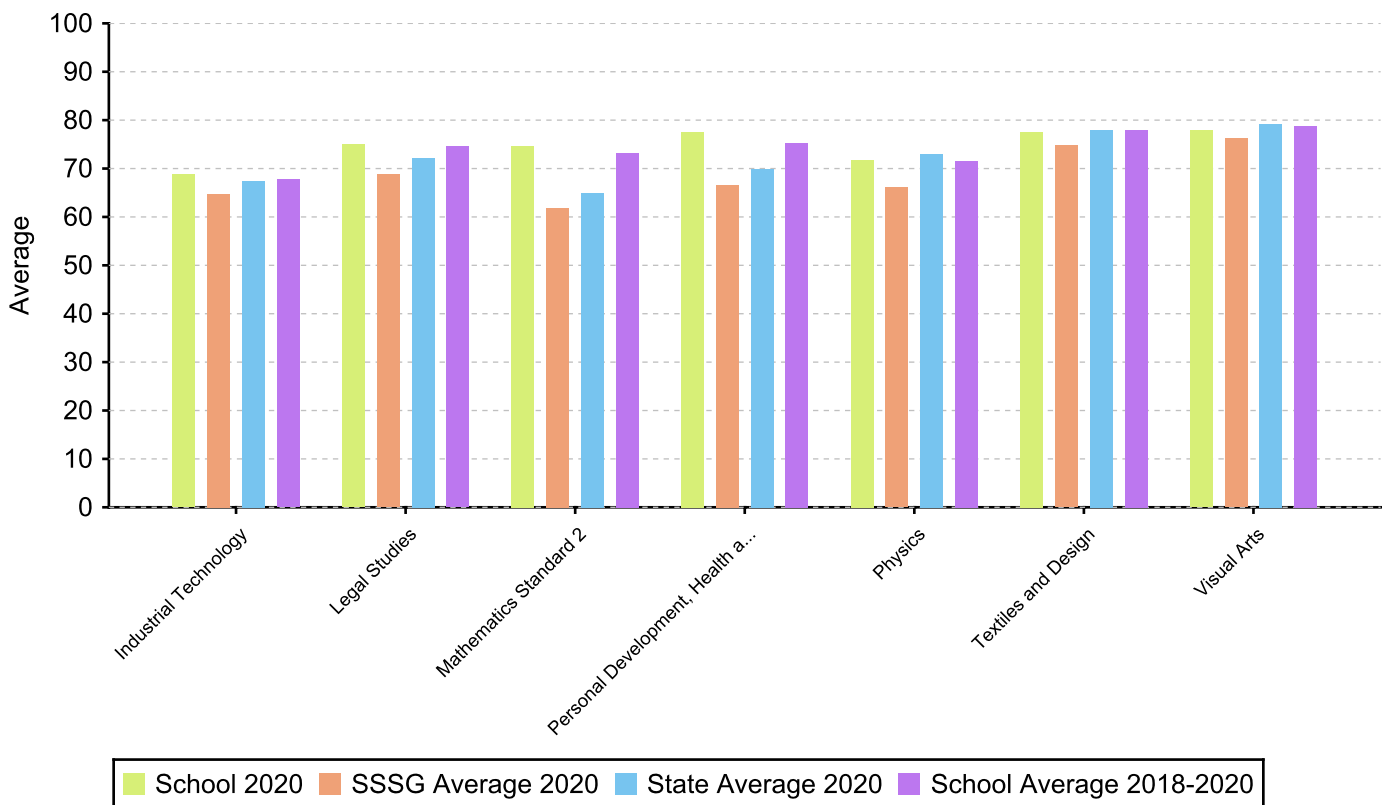
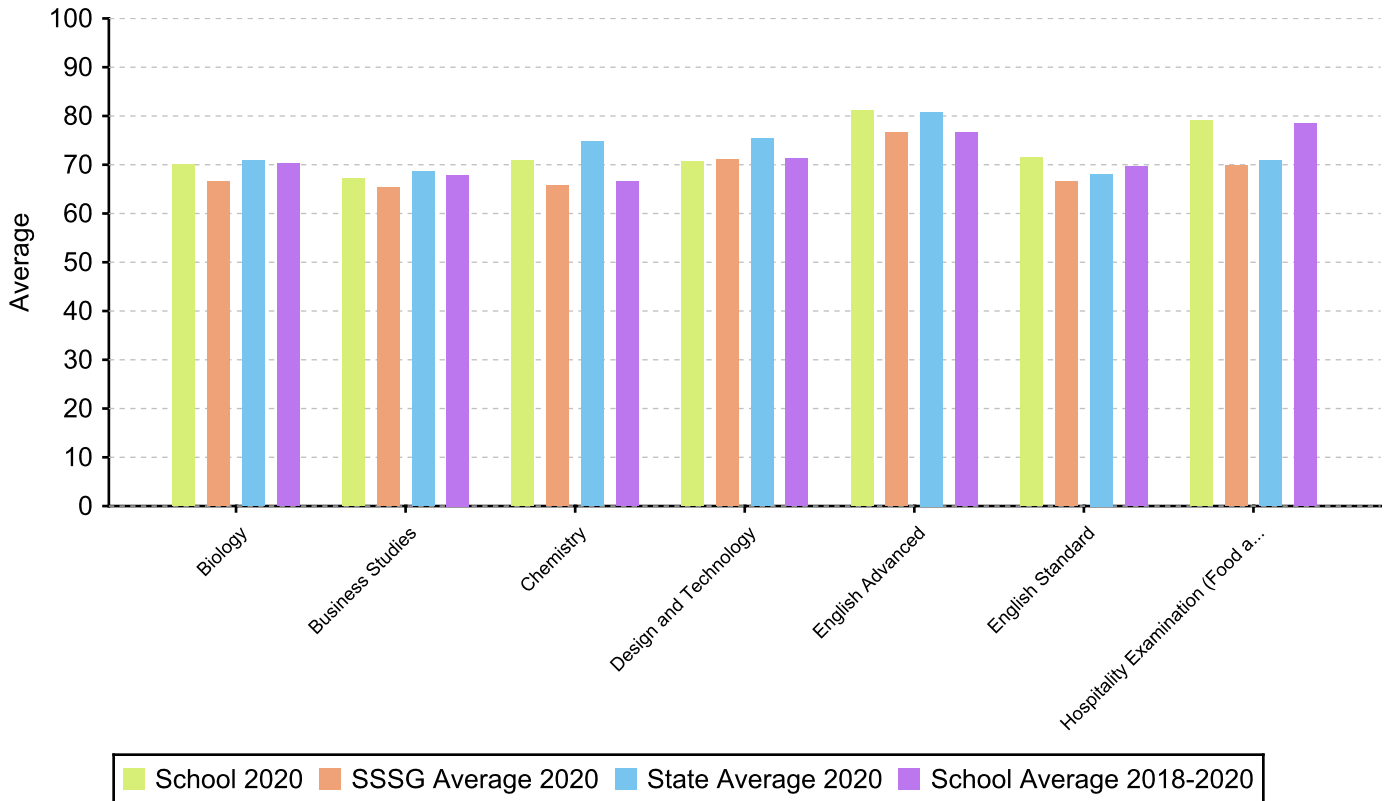
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Biology	70.1	66.6	70.8	70.3
Business Studies	67.1	65.4	68.6	67.9
Chemistry	70.8	65.7	74.8	66.6
Design and Technology	70.7	71.0	75.4	71.3
English Advanced	81.2	76.6	80.8	76.6
English Standard	71.5	66.6	68.1	69.6
Hospitality Examination (Food and Beverage)	79.1	69.9	70.8	78.4
Industrial Technology	68.8	64.7	67.5	67.7
Legal Studies	75.0	68.8	72.1	74.5
Mathematics Standard 2	74.7	61.9	64.9	73.3
Personal Development, Health and Physical Education	77.6	66.6	69.9	75.3
Physics	71.8	66.0	73.0	71.6
Textiles and Design	77.6	74.8	77.9	78.0
Visual Arts	77.9	76.2	79.2	78.8

There was a very strong performance by students in the HSC cohort in 2020, the highest ATAR ever achieved by a student at the school since it was established. Performances across a range of subjects was inline with or above the state average and many students achieved personal bests in their results.

## Parent/caregiver, student, teacher satisfaction

The school sought the opinions of students, parents and staff were surveyed utilising data from The Tell From Me (TTFM) surveys. Strong data from the TTFM indicates there is an overall sense of positive wellbeing for students at the school, not only in belonging, but in relationships and the learning environment. The effectiveness of the implementation of Positive Behaviour for Learning (PBL) indicate a decline in negative behaviours and indicate that the majority of students at the school demonstrate positive behaviours towards school and learning.

TTFM data also indicates that students believe that learning time is effective and classrooms are positive learning environments which indicates the support both staff and students receive from consistent application of the Expected Behaviours we have developed and successfully implemented across the whole school through PBL over time. Parents are also aware of this initiative and support the school in their implementation of PBL.

Effective communication between the school, students, parents and the wider community forms the foundation in developing and maintaining partnerships. The school uses a range of communication methods to keep our families and the community and our partner schools updated and well informed. These include our website, Facebook page, newsletters and SMS messages.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.