

# 2020 Annual Report

## Carlingford High School



8447

# Introduction

The Annual Report for 2020 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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Carlingford High School

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## School vision

**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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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)
PL sessions and workshops were run for all staff via Microsoft teams with a focus on faculty contextual literacy strategies. Feedback surveys were not completed by students given the disruptions caused by COVID-19.	The writing team were provided with relief days to develop resources. <b>Funding Sources:</b> • Professional learning (\$1500.00)

**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)
PL sessions and workshops were run for all staff via Microsoft teams with a focus on senior writing strategies and the development of a common understanding of writing scaffolds. These strategies were implemented across faculties following contextual discussions and strategic planning at faculty meetings. New assessment schedules were developed and delivered. A feedback survey was completed and identified a range of Teacher practice in terms of the variety of feedback provided to students.	Relief for literacy team to develop resources. <b>Funding Sources:</b> • Professional learning (\$1500.00)

## Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Due to COVID restrictions these planned sessions did not run for parents in 8-12.. There was, however, elements of literacy support provided in a forum for Year 7 parents run earlier in the year.	Relief time for coordinator. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$550.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
Due to COVID restrictions these planned sessions did not run, however, resources were developed and distributed.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$550.00)</li></ul>

## 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)
There were major disruptions to this program due to COVID. Students were however, involved in a limited offering of seminars and talks in Term 4 led by Year Advisers, HT Welfare and the Principal. Additionally, a great deal of time and effort went into the development of teacher driven welfare strategies that were implemented to support students during the Learning from Home phase.	Preparation and planning time for the welfare team. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$2000.00)</li></ul>

**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)
Whilst these resources were developed and planned, communication and delivery was kept on hold due to COVID restrictions. A readjustment of focus was also required to best support the Learning from Home phase and needs of students.	Planning time and resource development. <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$1650.00)</li></ul>

## 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)
Surveys revealed 97% of students had their own device and brought it to school as required. On task use by students in class was strongly identified by most teachers.	Lap top banks and loan out laptops were purchased to support students who could not afford their own machine or in cases where their machine needed repair.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$39000.00)</li></ul>

**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)
The Learning from Home phase greatly impacted the use of technology for teachers in two main ways. Firstly, staff were forced to quickly adopt common platforms namely Microsoft teams and Google classroom and become adept in their use. The upskilling of staff and need to effectively utilise technology in their lesson delivery during the Learning from Home phase was significant.	Resource development and technology support.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>

**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



## Progress towards achieving improvement measures

**Process 3:** and LMBR systems.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Programs were modified to accommodate the Learning from Home phase in a way which effectively incorporated technology into lessons.</p> <p>School Bytes was explored and its ability to sync with DoE systems and to simplify school billing, excursions and sport. Consideration to implementation in 2021.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<p>Additional EAL/D teaching staff were employed to support targeted students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$52 000.00)</li> </ul>	<p>Additional EAL/D teachers supported students with language learning needs in both mainstream and EAL/D classes.</p>
<b>Low level adjustment for disability</b>	<p>Employment of SLSO support and additional teacher support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$75 000.00)</li> </ul>	<p>The employment of SLSO support and additional teacher support provided both in class, small group and individual withdrawal to work with targeted students on specific programs. A focus on tracking and measuring progress was implemented in order to measure the impact of the interventions with these students.</p>
<b>Socio-economic background</b>	<p>Additional EAL/D teachers and SLSO support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$37 000.00)</li> </ul>	<p>Additional teaching staff above establishment worked with identified students to support their language learning needs in both mainstream and EAL/D classes.</p>
<b>Support for beginning teachers</b>	<p>Relief time for beginning teachers and their mentors.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$53 000.00)</li> <li>• Professional learning (\$4 500.00)</li> </ul>	<p>All beginning teachers had a reduced load and their supervisors were provided with relief time. A comprehensive induction program was run along with regular early career workshops. Mentors worked closely with the beginning teachers over the course of the year and through the Learning from Home phase.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	748	765	784	855
Girls	480	465	476	526

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.8	96.5	96.1	95.4
8	95.1	95.4	93.7	95.7
9	95.1	94.1	94.8	94.5
10	94.2	93.2	94.7	95.1
11	94.3	95.4	93	96.1
12	95	95.2	93.1	94.9
All Years	95.1	95	94.3	95.3
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	N/A	N/A	4
Employment	N/A	0.5	N/A
TAFE entry	N/A	2	N/A
University Entry	N/A	N/A	72
Other	N/A	N/A	0
Unknown	N/A	N/A	15

## Year 12 students undertaking vocational or trade training

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12.14% of Year 12 students at Carlingford High School undertook vocational education and training in 2020.

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

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97% of all Year 12 students at Carlingford 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)	2
Head Teacher(s)	13
Classroom Teacher(s)	68
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	14.97
Other Positions	1.2

\*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>	2,626,191
<b>Revenue</b>	14,360,525
Appropriation	13,503,798
Sale of Goods and Services	99,002
Grants and contributions	746,698
Investment income	7,226
Other revenue	3,800
<b>Expenses</b>	-13,872,062
Employee related	-12,114,330
Operating expenses	-1,757,732
<b>Surplus / deficit for the year</b>	488,462
<b>Closing Balance</b>	3,114,653

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>	30,428
<b>Equity Total</b>	616,851
Equity - Aboriginal	1,354
Equity - Socio-economic	37,278
Equity - Language	424,315
Equity - Disability	153,904
<b>Base Total</b>	12,197,290
Base - Per Capita	302,987
Base - Location	0
Base - Other	11,894,303
<b>Other Total</b>	439,200
<b>Grand Total</b>	13,283,769

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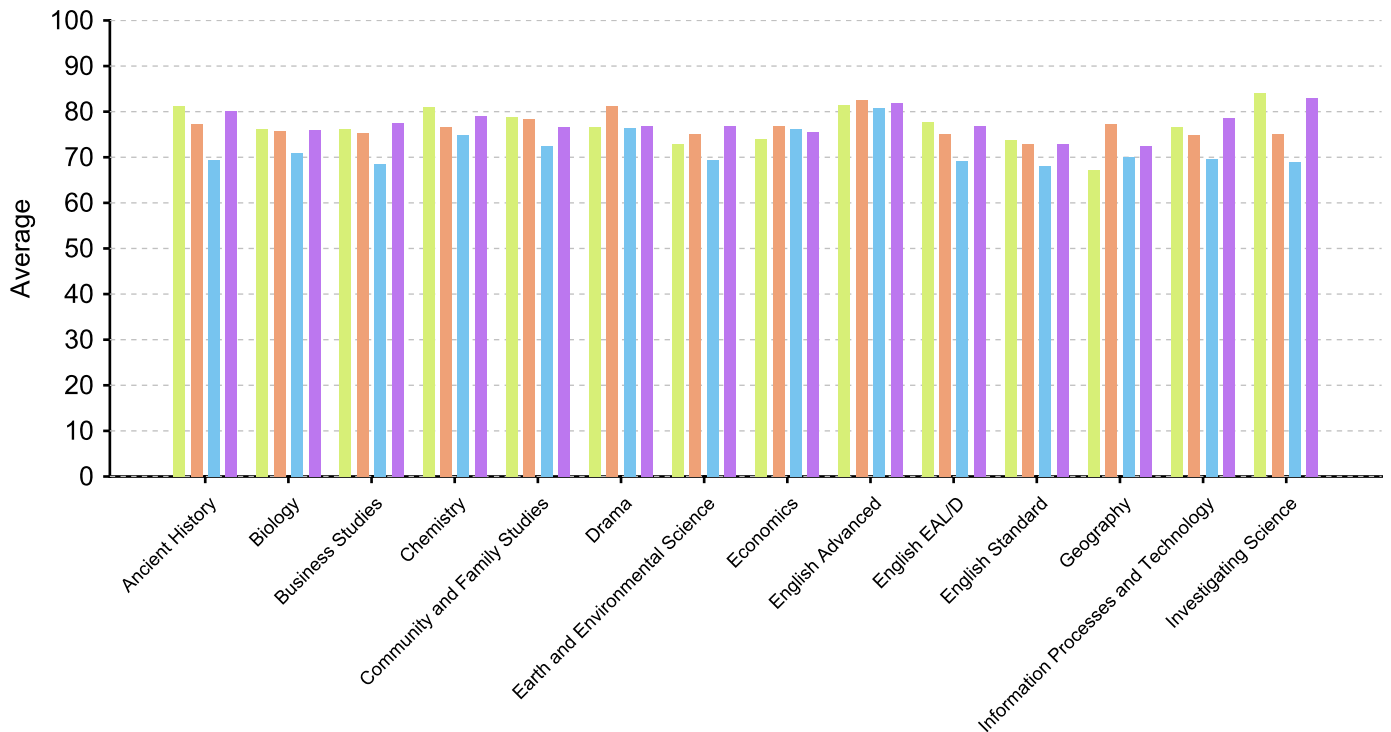
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

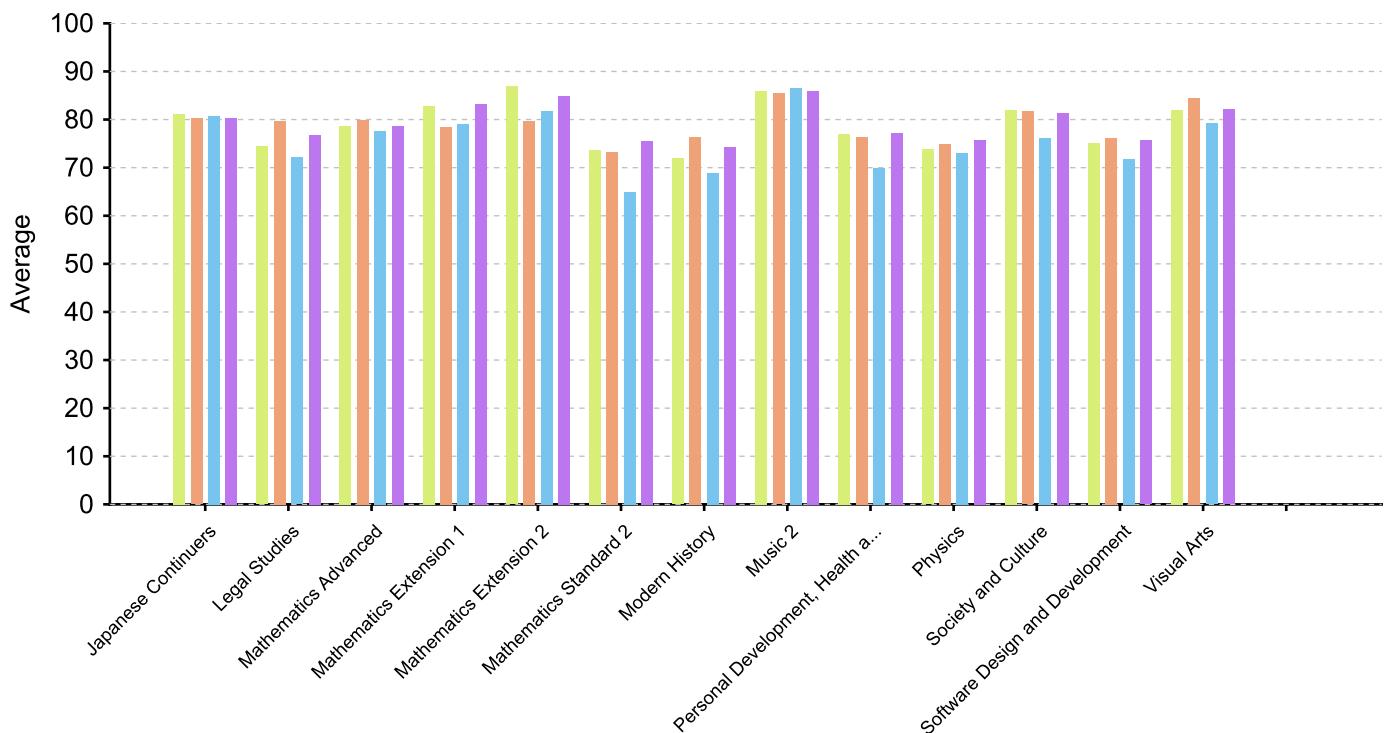
# School performance - HSC

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.



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Light Blue), School Average 2018-2020 (Purple)



Legend: School 2020 (Light Green), SSSG Average 2020 (Orange), State Average 2020 (Light Blue), School Average 2018-2020 (Purple)

<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	81.2	77.3	69.4	80.1
Biology	76.2	75.7	70.8	76.0
Business Studies	76.3	75.3	68.6	77.4
Chemistry	81.0	76.7	74.8	78.9
Community and Family Studies	78.8	78.3	72.4	76.6
Drama	76.7	81.3	76.4	76.8
Earth and Environmental Science	72.8	75.2	69.5	76.9
Economics	74.1	77.0	76.1	75.6
English Advanced	81.5	82.5	80.8	81.8
English EAL/D	77.7	75.1	69.3	76.8
English Standard	73.7	72.9	68.1	72.9
Geography	67.2	77.3	70.1	72.6
Information Processes and Technology	76.6	74.8	69.6	78.6
Investigating Science	84.0	75.1	69.0	83.0
Japanese Continuers	81.2	80.2	80.8	80.3
Legal Studies	74.4	79.7	72.1	76.8
Mathematics Advanced	78.6	79.9	77.7	78.6
Mathematics Extension 1	82.8	78.5	79.1	83.3
Mathematics Extension 2	86.9	79.7	81.8	84.9
Mathematics Standard 2	73.6	73.2	64.9	75.6
Modern History	71.9	76.3	68.9	74.3
Music 2	85.9	85.4	86.6	86.0
Personal Development, Health and Physical Education	77.0	76.4	69.9	77.3
Physics	73.8	74.9	73.0	75.8
Society and Culture	82.0	81.7	76.2	81.4
Software Design and Development	75.1	76.1	71.8	75.7
Visual Arts	82.0	84.5	79.2	82.1

## Parent/caregiver, student, teacher satisfaction

In 2020, Carlingford High School participated in the Tell Them From Me survey. The surveys were made available for all students to complete. Participation in this survey, provided the school with valuable data to assess student wellbeing in three main areas: 1. Sense of belonging, which refers to students' perceptions of being accepted, valued and included in their school setting 2. Expectations for success, which refers to the extent to which teachers value academic achievement and hold high expectations of all students and 3. Advocacy at School, which refers to the active consideration and support of individual students' academic and wellbeing needs.

In each of these areas, Carlingford students demonstrated a majority of positive responses. In Sense of belonging 74% indicated a positive response, in Expectations for success, 93% of students indicated a positive response and in Advocacy at school, 63% indicated a positive response. On average, these positive responses were 10 percentage points above the State in each category.

Staff reported that the school has a strong learning culture, with staff setting high expectations for student learning, closely monitoring student progress and giving written feedback on student work. Staff also reported a strong use of data to inform teaching practice including lesson plans and student assessments. Staff rated the school highly on being an inclusive school assisting students with special learning needs and setting clear expectations for classroom behaviour. Staff also use a range of strategies to help students achieve learning goals and give feedback on progress. Staff reported they work collaboratively with other staff to improve teaching practice and assessment strategies.

Carlingford High School enjoys strong parental support as well as an active Parent and Citizen's Association which meets regularly and works to use the funds they raise to enhance school resources. In 2020, the P&C raised over \$100,000 in Government grants and parent contributions to the General and Building Funds. The most recent parent survey strongly indicated that they felt their children are safe when they come to school and that behaviour issues are dealt with in a timely manner. Parents also reported that positive behaviour is very strong in the school and that their children are overall, very clear about the school rules. Parents felt that teachers expect their children to work hard and that teachers have high expectations in the classroom. Parents reported that they feel very welcome when they visit the school and that the office staff are very helpful. Parents reported that written communications are in clear, plain language and easily understood. Some parents indicated they would like some improvements to the frequency and timing of communications about upcoming school events. In addition, some parents indicated that they would like earlier communication from teachers if their child is experiencing issues with their learning.

# 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.