2020 Annual Report

Sydney Distance Education High School

8587

Introduction

The Annual Report for 2020 is provided to the community of Sydney Distance Education 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 vision

We provide flexible blended learning opportunities for quality individualised education, ensuring excellence and equity. We lead to challenge and support both students and staff to achieve personal success with high expectations. We inspire creative and engaged learning with strong student and teacher connections. We work in partnership with our wider school and distance education communities.

School context

Sydney Distance Education High School is a public school committed to excellence and equity in distance education. We provide flexible blended learning programs, serving students from areas north of Wollongong, south of Newcastle, and west to the Blue Mountains. Close to the central business district of Sydney, we work on the land of the Traditional Custodians, the Cadigal People of Eora Country.

Students who meet specific enrolment requirements attend our school because they are not able to attend another school on a fulltime basis. We teach courses for fulltime and part program students who include students with medical conditions and those with additional support needs. We also teach students studying single courses which they are not able to access at their home schools. We offer a range of courses in Years 7-10 with our middle school program providing further courses for students who need additional literacy and numeracy support. We teach 41 courses for Years 11-12.

During 2020, our maximum enrolment was 1509 students with a fulltime equivalent student number of 750. We were entitled to 151.7 teachers with 21.85 support staff and employed more than 200 fulltime and part time staff.

We provide flexible blended learning opportunities for quality individualised education. Students may learn in many ways: through online lessons, written materials, web lessons, email and phone. We also engage students through videoconferencing, student online forums, study days, open days, excursions, peer support activities and teacher visits to schools and homes. Almost all of our Years 9 and 10 courses are delivered online and we have a number of learning hubs where students may work with teachers and other students in places closer to their homes.

Engagement with creative, challenging and blended learning opportunities is supplemented by inclusive student wellbeing programs and the school's partnerships with communities, families and other schools. We encourage students to take advantage of these opportunities to enhance their learning and sense of connection to their peers, their teachers and their school. Our high expectations are supported by a caring and nurturing environment with strong commitments to sustainability and social justice.

Distance education helps build independence and self discipline. We are proud of our students who have been placed into the top 10 in the state in Higher School Certificate courses and whose work has been selected for a range of prestigious exhibitions and performances. We are equally proud of all students whose courage and commitment is reflected in their determination to do their best.

Our website is for communication, collaboration and the celebration of student achievement. We inspire students to learn and to live their dreams.

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	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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Connected Teaching and Learning

Purpose

To increase real time teaching opportunities.

Improvement Measures

Increased focus on web lessons and field service visits, including learning hubs.

- 2018: Benchmark student and teacher engagement with web lessons and field service visits, including learning hubs.

- 2019: Improve by 10% on 2018 student and teacher engagement with web lessons and field service visits, including learning hubs.

- 2020: Improve by 10% on 2019 student and teacher engagement with web lessons and field service visits, including learning hubs.

Increased focus on NAPLAN Premier's Priority.

- 2018: Benchmark Year 9 students achieving at Band 8 or higher for NAPLAN Writing.

- 2019: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing.

- 2020: Improve by 10% Year 9 students achieving at Band 8 or higher for NAPLAN Writing.

Progress towards achieving improvement measures

Process 1: • Enhance communication and connections among students, teachers, parents and supervisors to improve student engagement and achievement.

Evaluation	Funds Expended (Resources)
• Web lessons Term 1 to Week 4 Term 4: all faculties have participated in web lessons: CAPA 306 (2019 - 168); Middle School 388 (2019 - 207); TAS 117 (2019 - 67); English 109 (2019 - 62); History 142 (2019 - 68); Social Sciences 224 (2019 - 92); Mathematics 546 (2019 - 180); Science 121 (2019-121); PDHPE 309 (2019 - 298) and VET 19 (2019 - 11). The total of 2,527 lessons compares to 1,277 lessons in 2019 (942 in 2018), a 98% improvement (2019-2020). There were 9,310, student attendances for 2020 web lessons (2019 - 4,422) an improvement of 111% with the average number of students for each lesson being 3.7 (2019 - 3.5) an improvement of 6% and with 85% of teachers conducting web lessons (2019 - 86%) a decrease of 1% (2019 - 2020). • Field Service Visits Terms 1-4: 482 Field Service Visits to students or groups of students at their homes or at their home centre or school, or at the learning hubs compared to 860 in 2019, which involved 484 trips by individual teachers, as in many cases two teachers travelled together to work with groups of students, compared to 904 in 2019. These numbers are significantly reduced from 2019 due to COVID-19 restrictions. • NAPLAN tests were not conducted in 2020 due to COVID-19.	School Staffing Entitlement - Teachers

Strategic Direction 2

Personalised Student Wellbeing

Purpose

To establish a safe and supportive school environment for students 'at risk' of school disengagement through which the wellbeing team can identify students' wellbeing needs and implement the necessary supports to successfully reengage these students with school.

Improvement Measures

Increase overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

- 2018: Benchmark overall participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

- 2019: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

- 2020: Improve by 10% participation in coordinated support meetings and 'meet and greets' for students 'at risk' of school disengagement.

Increased student participation in student wellbeing programs.

- 2018: Benchmark student participation in student wellbeing programs.

- 2019: Improve by 10% participation in student wellbeing programs.

- 2020: Improve by 5% participation in student wellbeing programs.

Increased school based student wellbeing professional learning events.

- 2018: Benchmark school based student wellbeing professional learning events.

- 2019: Improve by 10% school based student wellbeing professional learning events.

- 2020: Improve by 10% school based student wellbeing professional learning events.

Progress towards achieving improvement measures

Process 1: • Wellbeing team leads professional learning for teachers and coordinated support discussions to support complex and individual student wellbeing needs in consultation with students, supervisors and parents/carers, as well as the implementation of strategies to promote and encourage student participation in the student wellbeing programs at the school.

Evaluation	Funds Expended (Resources)
• Terms 1-4: 164 coordinated support meetings. This compares to 120 coordinated support meetings during Terms 1-4 2019 (and 105 in 2018). • Terms 1-4: 36 'meet and greets'. This compares to 91 in Terms 1-4 2019 (138 in 2018). • Terms 1-4: 107 students participated in student wellbeing programs: Orientation Day (26), Big Day In (0), Harmony Day (0), Diversity Day (0), School Camp (0), Gold Award Picnic (0), Make-up Workshops (0), Coffee Club (6), Choir (15), Book Club (10), Volunteering (15) and Student Leadership Groups (35). This compares to 245 in Terms 1-4 in 2019, a 56% decrease (2019-2020) due to COVID-19 restrictions. Terms 1-4: 18 student wellbeing professional learning events including School Development Days (Term 1 - 4 workshops, Term 4 - total 6), Staff Meetings (12). This compares to 13 in Terms 1-4 in 2019, a 38% increase (2019-2020).	

Strategic Direction 3

Inspiring Leadership

Purpose

To strengthen innovative and creative teacher leadership and improve leadership continuity and expertise.

Improvement Measures

Teachers' innovative and creative engagement with students increases student value added attendance.

- 2018: Benchmark value added student attendance.

- 2019: Improve by 10% on 2018 value added student attendance.

- 2020: Improve by 10% on 2019 value added student attendance.

Implementation of new executive EOI processes improves leadership continuity and expertise.

- 2018: 20% fewer teachers relieve in executive positions compared to 2015-2017.

- 2019: Maintain 20% fewer teachers relieving in executive positions compared to 2015-2017.

- 2020: Maintain 20% fewer teachers relieving in executive positions compared to 2015-2017.

Progress towards achieving improvement measures

Process 1: • Implement system for measuring value added student attendance including comparison of attendance for 12 months before enrolment with attendance for 12 months following enrolment, as reflected in students' completion of work, and implement new Expressions of Interest (EOI) process for executive positions.

Evaluation	Funds Expended (Resources)
• For each new enrolment during Terms 1-4 2019 each student's attendance for the previous 12 months was recorded so a comparison could be made between attendance in a face to face school and attendance in distance education for the following 12 months. Outcomes for value added attendance included that 88% of the 206 students enrolled continuously for the previous 12 months had increased attendance, with an average of 42% value added attendance in distance education measured by the regular return of work in each course. • The number of teachers in relieving and acting positions has remained fairly consistent (2015-26; 2016-23; 2017-23; 2018-26; 2019-22; 2020-22). There was an average of 24 teachers in relieving and acting positions in 2015-2017, compared to 22 in 2020. This represents an 8% reduction in the number of teachers relieving in executive positions compared to the average throughout 2015-2017.	School Staffing Entitlement - Teachers - Support Staff

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM funding: Funding 2020 - $35,404 - Aboriginal Education Coordinator - Tutoring - Resources	2020 started with 32 students enrolled. Term 3 ended with 47 students. 22 students have enrolled since the start of the year and 7 have left. • Personalised Learning Pathways (PLPs) reviewed and updated in the context of Aboriginal students both enrolling and leaving the school: 54 (46 in Terms 1-4 2019). • Students tutored during Terms 1-3: 16 (8 in 2019). • Learning hub attendance by individual Aboriginal students, based on total number of Aboriginal students enrolled at end of Term 3. Note that learning hubs were closed from March to July due to COVID-19 restrictions. - Years 7-10, 10 out of 29 (35%), compared to 11 out of 25 (44%) in 2019 - Years 11-12, 2 out of 9 students (11%) • Student engagement: Work completed - Sets returned (weeks of work) for Terms 1-3 - Stage 4: 52% (30% in 2019)- Stage 5: 34% (33% in 2019)- Stage 6: 65% (74% in 2019) • Student engagement for Stages 4, 5 & 6 (Years 7-12) was 51% compared to 46% in 2019, a 5% improvement from 2019.
Low level adjustment for disability	School Staffing Entitlement - Teachers (Learning Support Faculty includes 1 Head Teacher and 6.3 FTE Learning and Support Teachers)	• 657 Flexible Learning Project days used across the school in 2020 to differentiate curriculum for students including 82 days for the Learning Support and elearning faculties to write and adjust learning materials for students with intellectual disabilities.
Socio-economic background	School Staffing Entitlement - Support Staff - Teachers - Learning hub staffing: 2.8 FTE teachers	**1. Learning Hubs** • **Field Service Visits:** to off-site learning hubs by staff (Terms 1-3, 2020) - Ingleburn: 8 (37 in 2019) - Tuggerah: 6 (28 in 2019) - Woy Woy: 4 (11 in 2019) - Glenbrook: 5 (39 in 2019) - Miranda: 5 (14 in 2019) Total: 28. This compares to the 2019 total of 129, a 78% decrease due to COVID-19 restrictions. • **Faculty Workshop Days:** off-site learning hubs (Terms 1-3, 2020) - Ingleburn: 0 (9 in 2019) - Tuggerah: 0 (10 in 2019) - Woy Woy: 0 (4 in 2019) - Glenbrook: 0 (7 in 2019) - Miranda: 0 (8 in 2019) Total: 0. This compares to the 2019 total of 38, a 100% decrease due to COVID-19

| Socio-economic background | School Staffing Entitlement

- Support Staff

- Teachers

- Learning hub staffing: 2.8 FTE teachers | restrictions.
 • **Student attendance:** measured for Woy Woy, Tuggerah, Ingleburn, Glenbrook, Miranda and SDEHS hubs from the start of Term 1 2020 to the end of Term 3 2020.
- Ingleburn: number of visits 69 (354 in 2019), number of individual students visiting 30 (65 in 2019)

- Woy Woy: number of visits 40 (155 in 2019), number of individual students visiting 18 (33 in 2019)

- Tuggerah: number of visits 97 (294 in 2019), number of individual students visiting 40 (66 in 2019)

- Glenbrook: number of visits 98 (440 in 2019), number of individual students visiting 42 (82 in 2019)

- Miranda: number of visits 44 (176 in 2019), number of individual students visiting 20 (38 in 2019)

- SDEHS: number of visits 166 (721 in 2019), number of individual students visiting 51 (188 in 2019)
 • Totals: all learning hubs
In 2020 (Terms 1-3), there were 514 student visits to learning hubs, a 76% decrease due to COVID-19 restrictions from the 2140 visits in 2019 (1845 visits in 2018).

In 2020 (Terms 1-3), 201 out of 600 home students attended the learning hubs. This compares to 472 out of 575 home students attending the learning hubs in 2019 (Terms 1-3), a decrease from 82% to 34% of students (2019-2020) due to COVID-19 restrictions.

2. Curriculum differentiation
 • Desktop publishing support for differentiated learning materials provided. |
| **Support for beginning teachers** | Beginning Teacher funds: $0 | • Induction program implemented with ongoing supervision and support.
- 19 teachers

- 10 induction program sessions
 • Beginning teachers supported with accreditation processes
- 2 teachers |

Student information

Student enrolment profile

	Enrolments			
Students	**2017**	**2018**	**2019**	**2020**
Boys	170	178	205	218
Girls	259	252	297	307

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	14	15	14
Employment	10	12	11
TAFE entry	64	60	30
University Entry	0	1	35
Other	9	3	8
Unknown	3	9	2

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Distance Education High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

21.5% of all Year 12 students at Sydney Distance Education 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)	25
Classroom Teacher(s)	116.6
Learning and Support Teacher(s)	0.5
School Administration and Support Staff	21.18

*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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	2,951,012
Revenue	21,255,650
Appropriation	20,755,443
Sale of Goods and Services	345,902
Grants and contributions	148,476
Investment income	5,830
Expenses	-21,089,631
Employee related	-19,421,481
Operating expenses	-1,668,150
Surplus / deficit for the year	166,019
Closing Balance	3,117,031

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.

	2020 **Approved SBA** ($)
Targeted Total	0
Equity Total	226,237
Equity - Aboriginal	35,404
Equity - Socio-economic	96,366
Equity - Language	0
Equity - Disability	94,467
Base Total	1,068,847
Base - Per Capita	161,859
Base - Location	0
Base - Other	906,988
Other Total	18,883,798
Grand Total	20,178,881

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

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.
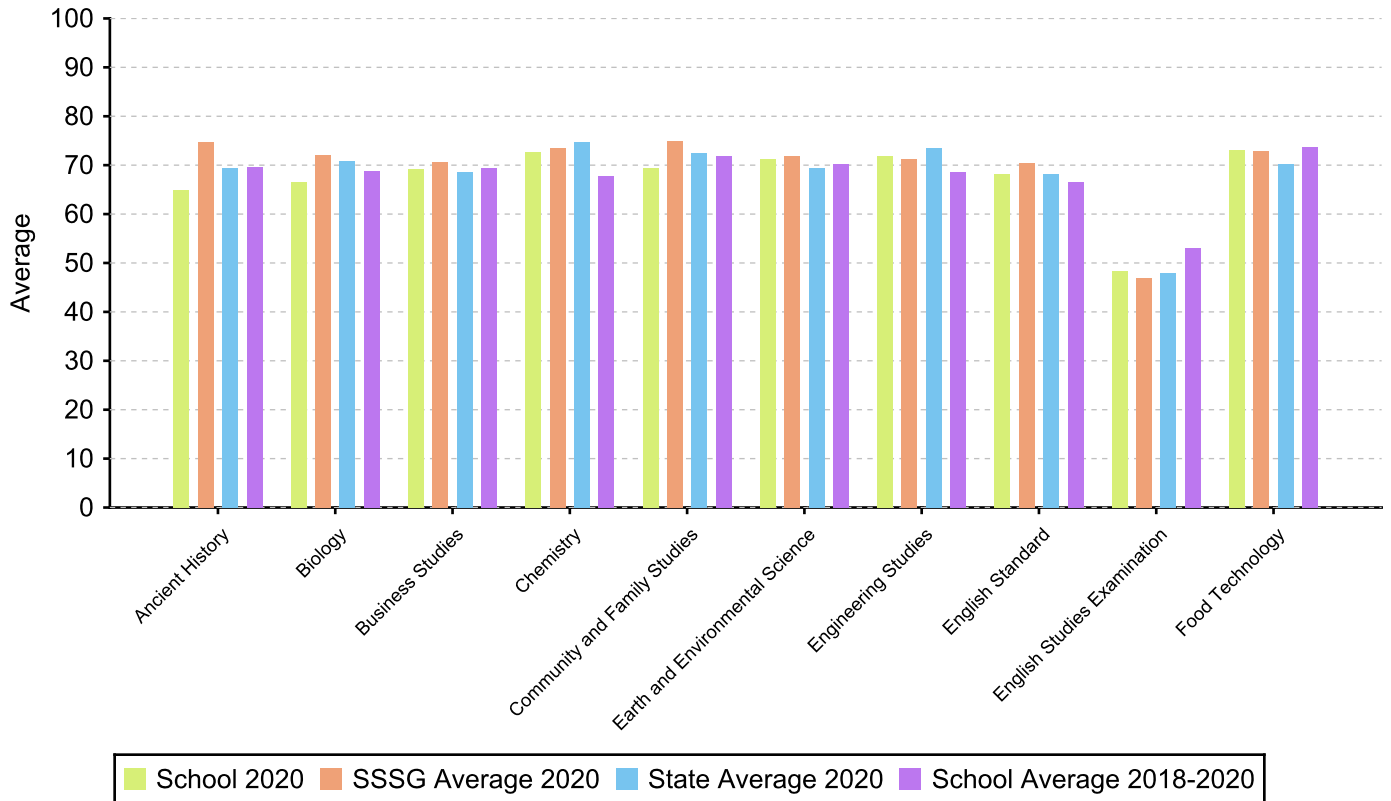
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	64.9	74.6	69.4	69.6
Biology	66.5	72.1	70.8	68.9
Business Studies	69.3	70.7	68.6	69.4
Chemistry	72.7	73.6	74.8	67.7
Community and Family Studies	69.4	74.9	72.4	71.8
Earth and Environmental Science	71.3	71.9	69.5	70.3
Engineering Studies	71.8	71.2	73.6	68.7
English Standard	68.2	70.5	68.1	66.5
English Studies Examination	48.4	47.0	47.9	53.1
Food Technology	73.1	73.0	70.2	73.7
Geography	68.2	70.8	70.1	71.2
Industrial Technology	76.4	70.3	67.5	76.8
Legal Studies	69.9	74.4	72.1	69.1
Mathematics Standard 2	71.9	68.1	64.9	72.7
Modern History	62.8	71.5	68.9	66.3
Music 1	74.3	82.6	79.8	76.8
Personal Development, Health and Physical Education	68.5	71.5	69.9	69.2
Textiles and Design	87.0	80.7	77.9	83.1
Visual Arts	77.1	81.1	79.2	78.3

Our school's HSC results included outstanding individual successes, and a number of students received excellent Australian Tertiary Admission Ranks (ATARs), which have resulted in successful university admissions.

Congratulations to the students placed in the top ten in the state in their courses:
- Isla Eckstein - Earth and Environmental Science, 4th place
- Olive Lenehan Choo - Aboriginal Studies, 5th place
- Conrad Petrovic - Engineering Studies, 6th place

Congratulations to the Sydney Distance Education High School students who achieved a result in the highest band (Band 6 or Band E4) for one or more courses on the NSW Education Standards Authority (NESA) Distinguished Achievers List. There were 53 results in the highest band, in 20 courses. This number includes results for students enrolled at this school (5) and single course students in both public and non-government schools (47).

The graphs show 19 courses with 10 public school students or more, out of the 41 courses we taught for 418 students. These graphs include students enrolled at this school and single course students in both public and non-government schools. We were particularly pleased that there were 190 (35%) Band 5 and Band 6 results awarded to our students for the 2020 HSC.

Parent/caregiver, student, teacher satisfaction

In response to the question "How good is this school for You?" in the 2020 *Tell Them From Me* surveys, 81% of students, 92% of staff and 93% of parents responded with either good, very good or excellent.

In 2020, the school received a significant amount of correspondence reflecting the high degree of student, parent and carer appreciation of the work done in supporting our students. This is reflected in the following comments.

I wholeheartedly would like to thank everyone at SDEHS who have greatly supported my daughter. She finally completed her HSC! and beyond that she is thrilled with her results. She wouldn't have achieved it without your understanding, caring, and thorough patience. (Parent)

Your school has enabled my son to continue learning which has restored his sense of confidence and self. I cannot speak highly enough of the dedication and genuine concern shown by all of my sons' teachers and support teams over the past 18 months through their persistence, and the wonderful way that they have engaged with him. I am also especially grateful for the support and understanding shown to me. I have been met at every turn by supportive school staff and through the ups and downs by compassion, understanding and hope. (Parent)

You have done so much to support my son this year and you have made such a difference to his life. He is happier and more engaged in learning and has been attending the Hub all because of you. I can't express how appreciative I am of the time you take every week to connect with my son, to engage him in learning and to simply care about him. Every student needs that one teacher to take an interest in them and connect with them and when they find that teacher and have made those connections they are willing to work. (Parent)

Thank you so much for teaching me to love learning again. I would like to let you know that I received an A in Geography at my new school! (Student)

I would just like to say that my daughter has flourished this year completing year 10 through SDEHS. Once we discovered how it all works, she worked hard to catch up and has really enjoyed this style of learning. All of the teachers have been so supportive and we really appreciate everything everyone has done to support both of us. (Parent)

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.