2020 Annual Report

Moruya High School

8368

Introduction

The Annual Report for 2020 is provided to the community of Moruya 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.

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School vision

Moruya High School has a positive, respectful and supportive environment that enables students to confidently engage in their education. Students leave our school with an ongoing passion for learning and the skills and attributes essential to thrive in a rapidly changing world. Strong relationships with our whole school community provide the opportunities for **all** students to be able to reach their full potential as 21st Century citizens.

School context

Moruya High School is an inclusive, comprehensive public high school of some 600 students and 60 teaching staff. The school has developed a positive behaviour for learning culture based on respect, responsibility and aspiration. With a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties and a tutorial centre, the school offers a diverse curriculum and has developed numerous initiatives designed to meet the needs of our students. These initiatives include peer tutoring, the media group, a successful seniors program, a student representative council, a prefect group, a group focussed on sustainability and comprehensive transition programs. We promote academic acceleration for gifted students, student leadership, extra-curricular activities in sports and creative and performing arts and adolescent health programs all of which build resilience. The school has forged strong partnerships with other organisations to ensure Moruya High students have access to a broad range of educational opportunities. Attention is currently focussing on improving the quality of our information technology and computer systems and ensuring all students have access to flexible quality learning spaces.

Our school motto challenges students to learn. It states that while we live we must learn and we must learn in order to live productive and meaningful lives. We trust that our students take full advantage of the many opportunities available to them at Moruya High School - the first in the Eurobodalla.

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

Strategic Direction 1

Excellence in Teaching

Purpose

To continue to build a culture of teaching excellence by developing the professional knowledge and practice of staff. Underpinning this culture of teacher excellence is a professional, collaborative workplace where staff have a sense of pride, commitment and enthusiasm. This culture will foster student engagement, enable students to develop an ongoing passion for learning and develop the skills and attributes essential to thrive in a rapidly changing world.

Improvement Measures

Positive learning climate as measured by Tell Them from Me surveys increases and exceeds state average each year from 2017 baseline of 5.5.

All teachers maintaining current accreditation standards with at least five working towards higher accreditation (HA or Lead) achieved through leadership of professional learning and collective efficacy.

Progress towards achieving improvement measures

Process 1:   Evaluative Practice

> Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning in the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Our commitment to improving curriculum delivery and assessment is demonstrated by the implementation of a whole school external validation appraisal (EVA) in 2018 and 2019. A key focus of the EVA was on curriculum, assessment and teaching practice and the overall process has resulted in ongoing improvements in teaching and learning programs, so that they are working documents which are regularly revised based on reflection and feedback. Teaching programs include links to outcomes and content as well as explicit strategies for differentiating curriculum delivery to meet the needs of all students. Continued monitoring and reviews of the EVA recommendations has ensured that ongoing progress is made towards achieving all of the report recommendations. In addition, more explicit and consistent procedures for HSC monitoring has ensured that curriculum delivery of Stage 6 courses meets NESA requirements. The EVA process and HSC monitoring procedures have led to consistent practices for assessment across the school through the further development of specific policies, procedures and associated template. Unit and course evaluations incorporate the analysis of assessment data and student feedback to identify learning progress and inform future teaching practice. The use of formative assessment is a whole school focus which has been supported and integrated into every classroom through professional learning and collegial lesson observations. The opportunities for teachers to share curriculum knowledge has grown through the use of shared drives containing programs with digital links to resources, teaching and assessment ideas.. Increased collaboration across faculties is being reflected in the inclusion of progressively more teaching, learning and assessment strategies in programs. Program units include explicit techniques for questioning and scaffolding to explain and break down knowledge. Evidence based teaching strategies such as explicit teaching and the use of formative assessment were identified as a top priority in the EVA recommendations and subsequent planning, as tools for ensuring effective classroom practice.	Teacher release. **Funding Sources:** • Professional learning ($5000.00)

Progress towards achieving improvement measures

Process 2:   Collaborative Practice

Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
The EVA process has assisted in the development of explicit systems to improve teaching and learning practice. Teachers collaborate through the use of shared faculty, wellbeing and professional learning drives. Video observations of lessons, with pre and post observation feedback, are readily shared to model effective practice and provide timely feedback between teachers. This facilitates professional dialogue between teachers so that they can understand and implement effective teaching methods to improve professional knowledge and practice. A focus on formative assessment within the school plan has led to the creation and implementation of a formative assessment rubric, used for peer observations and the design and delivery of relevant professional learning. This has resulted in the routine delivery of formative assessment strategies at a whole-school level, substantiated by comparison of baseline data and a recent survey of staff also demonstrates how aspects of formative assessment are being used routinely according to a survey of students. The provision of effective feedback on student learning, resulting in increased student engagement, has also been demonstrated in peer observations and whole-school survey results.	Teacher release. **Funding Sources:** • Professional learning ($5000.00)

Process 3:   Incorporation of Research based Pedagogy

Ongoing application of educational best practice for example ALARM and Explicit Teaching. Strengthening staff capacity by sharing evidence based research and practices at staff meetings.

Evaluation	Funds Expended (Resources)
Teachers at MHS engage in professional discussions and collaborate to improve teaching across faculties and stages through the Triad peer observation process. Within the theme Coaching and Mentoring, teachers have undertaken professional development related to coaching and goal setting and pursued these goals through the Triad peer observation process. The formation of the School Improvement Team has resulted in the identification, support and development of aspiring leaders within the school. Foundation members of the School Improvement Team have shared and discussed learning from targeted professional development with other staff to improve whole-school practice, the results of which can be seen in the adoption of our first Curiosity and Powerful Learning Theory of Action, Formative Assessment. The Covid-19 online learning challenges of 2020 have demonstrated that, within the Expertise and Innovation theme, the school has identified online teaching expertise and used this to develop professional learning for all staff. Supported by online professional learning delivery, staff have produced evidence-based, future-focused practices which have led to increased student engagement and understanding. Three staff at MHS are working towards Higher Accreditation.	Teacher release and expenditure on program costs. **Funding Sources:** • Professional learning ($10000.00)

Strategic Direction 2

Excellence in Learning

Purpose

To build a learning culture where students are actively engaged in meaningful, challenging, future focussed learning experiences. Stimulating learning environments that support student engagement are evident throughout the school. Students will leave school with a strong foundation of literacy and numeracy skills. This learning culture recognises and supports the individual needs of all students, empowering them to achieve their full potential.

Improvement Measures

Increase the proportion of students achieving proficiency in line with Premiers priorities. Baseline 2015-2017 average 17.57%

NAPLAN Year 9 - HSC value added exceeds growth of similar school groups.

Year 7-9 NAPLAN value added results are excelling under the School Excellence Framework.

Progress towards achieving improvement measures

Process 1:   Personalised Learning and Assessment for Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice. Ongoing student access to tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
In the last 3 years the Learning &Support/Wellbeing team meetings have changed their structure, originally, they started as all stage meetings at lunchtimes every 2 weeks. As the involvement from staff increased resulting in more information and resulting in year groups not being covered adequately, senior executive made the decision to go weekly and discuss stage 4,5 and 6 individually on a rotation system. With all faculty areas being represented and senior executive present. Meeting minutes are continually recorded under Sentral - Communication -Meetings - Learning & Support Team meetings. These minutes form part of individual KLA faculty meeting agendas. Individualised student support ensures that students achieve success in literacy and numeracy. The improvement measures could not be monitored against NAPLAN as the NAPLAN assessments were cancelled due to the COVID -19 pandemic.	additional Learning Support officer employed to facilitate Multilit program. **Funding Sources:** • Low level adjustment for disability ($75158.00)

Process 2:   Strong Foundation in Literacy and Numeracy

Review a range of data sources in order to inform future practice and directions for literacy and numeracy. This includes:
 • inclusion of both summative and formative assessment practices
 • timely targeted intervention by staff for students at risk of not meeting literacy and numeracy standards and provision of targeted literacy and numeracy support

Evaluation	Funds Expended (Resources)
Teaching programs include explicit strategies for teaching and differentiation to both support learning and extend students. Unit evaluations contain reflection and evaluation components which are used to inform future programming and practice. This includes reflections on assessment and student feedback on the teaching and learning. Marker feedback for assessments and data analysis is used to identify, target and evaluate the impact of the modifications to teaching practice. All programs are working documents that are regularly updated to meet the	

Progress towards achieving improvement measures	
needs of students.	

Process 3:   **Wellbeing**

Continue to build whole school capacity implementing an integrated approach to well-being in which the school community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
MHS uses PBL systems to collaborate with parents of students whose continuity of learning is at risk and that we are focused on ongoing performance improvement. The review of monitoring cards at Learning and Support meetings indicate improvements in student behaviour through the use of this system. The building of educational aspiration and ongoing performance improvement is represented in our PBL signage and our core values and this is further supported by the implementation of Aspirational awards to foster high expectations. Teachers at MHS collaborate across faculties (PBL team has representatives from each faculty) to share, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and Explicit PBL lessons, which meet the needs of all students. It is also evident that PBL is a school wide approach to effective and positive classroom management and that support is provided to teachers where needed to ensure an optimum learning environment, staff agree that PBL is having a positive impact, and that targeted evidence based Professional Learning is implemented to support staff.	PBL coordinator allocated 0.1 release and funds allocated to professional learning for all staff. **Funding Sources:** • Professional learning ($10000.00) • Socio-economic background ($10938.00)

Strategic Direction 3

Excellence In Relationships

Purpose

To ensure Moruya High School is recognised by the community as the school of choice in the Eurobodalla region. This is underpinned by an organisational culture where strong partnerships with our whole school community are valued.

Improvement Measures

Tell Them from Me survey results on two-way communication with parents exceeds State Government school norms.

Increased retention of students from primary partner schools.

An increase in engagement with school communications articulated through reach to community members using Facebook Insights.

Retention of Aboriginal students increases from Years 10 to 11 and 11 to 12 using baseline of 2015-2017 historical data.

Progress towards achieving improvement measures

Process 1:   Aboriginal Education

Improved educational outcomes for aboriginal students through access to programs with ATSI agencies.

Ongoing acknowledgement and celebration of ATSI events.

Evaluation	Funds Expended (Resources)
In 2019-2020, Personalised Learning Pathway plans were implemented for all Aboriginal students. A Clontarf Academy was established and this resulted in improved attendance for Aboriginal boys in Years 7-10. Retention of Aboriginal students is trending upwards. In 2021, MHS will continue to monitor where our school is at with Indigenous students and why are we there? And what needs to change to improve achievement? Continuous monitoring must also become part of the school culture to evaluate if the changes are appropriate and contributing to raising achievement.	Clontarf Academy program costs. **Funding Sources:** • Socio-economic background ($48750.00)

Process 2:   **Community Engagement**

Deliver excellence in communication with the school community, to foster trust and continue to improve the school's reputation in the Eurobodalla region.

Evaluation	Funds Expended (Resources)
School media channels were used to communicate and report to parents during the period of online learning as parent/ teacher nights were cancelled due to the Covid - 19 pandemic. Updates were provided to parents and learning and wellbeing phone calls were made each week to ensure that parents were well informed on how to best support their children's progress. Clear communication about HSC advice for parents and their children was also communicated. Due to the pandemic parent teacher interviews could not take place so communication and reporting in a timely manner was critical to support the progress of students. Consequently, there was a significant increase in engagement with our social media channels.	Salary for communications officer. $13650

Process 3:   Community of Schools

Develop an active plan for transition from K to 12 and a shared understanding of quality teaching

Progress towards achieving improvement measures

Process 3:   practices across all schools.

Seek opportunities to work closely with and engage partner primary schools to improve student outcomes.

Evaluation	Funds Expended (Resources)
In 2020, in consultation with the local primary schools, Moruya High School was able to develop meaningful transition activities to support students successful transition to high school notwithstanding the extraordinary challenges that Covid-19 presented to schools throughout 2020. In 2021, Moruya High School will continue to engage in effective collaboration with parents, students and the community. This collaboration will include a dedicated Mathematics and Music program where MHS staff will work with stage 3 students at each local primary school.	Teacher release - $3000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$120,905	Funds were expended to employ an Aboriginal Education Officer, an additional School Learning support Officer. Funds were also expended on targeted professional learning for these two staff members, the design and development of a Bushtucker garden and cultural dance training for students. As a result of this expenditure overall attendance and engagement increased.
Low level adjustment for disability	$228,316	$153,138 of this funding is allocated to permanent staffing which is equivalent to 1.4 full-time. The remaining funds were used to employ additional SLSO's during the year.. This resulted in improved completion rates of assessment tasks across all cohorts and a decrease in N - warning letters to students.
Socio-economic background	$238,786	Funds were used to support whole of school programs and strategies including; Positive Behaviour for Learning, Curiosity and Powerful Learning, Literacy and Numeracy and Learning Support to support particular groups of students or individual students. Funds were also used to create additional executive positions to develop leadership capacity and support the whole school focus on Curiosity and Powerful learning.
Support for beginning teachers	$10,463	This funding was used in a variety of ways including; observing other teachers' lessons, enabling other teachers to observe their lessons, engaging in collaborative practices, receiving structured feedback based on observation, evaluating impact of their teaching on student progress and achievement, implementing effective classroom management strategies, engaging in professional discussion and personal reflection, assessing and evaluating student work, planning quality lessons to maximise their impact on learning, compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	318	307	309	270
Girls	262	264	248	257

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.2	87.4	88.7	88.8
8	86	86.3	84.3	85.2
9	85.8	84.5	81.9	80.9
10	82.7	82.9	77	82.6
11	86.6	90.2	87.9	76.1
12	90.2	87.8	91.1	92.5
All Years	86.8	86.6	84.8	84.2
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	0	0	14
Employment	4	26	23
TAFE entry	3	1	8
University Entry	0	0	31
Other	9	4	4
Unknown	3	10	2

Year 12 students undertaking vocational or trade training

20.25% of Year 12 students at Moruya High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

93.1% of all Year 12 students at Moruya 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	41.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.48
Other Positions	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[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	1,183,174
Revenue	9,790,811
Appropriation	9,688,476
Sale of Goods and Services	41,843
Grants and contributions	59,517
Investment income	975
Expenses	-9,971,941
Employee related	-9,079,493
Operating expenses	-892,448
Surplus / deficit for the year	-181,130
Closing Balance	1,002,044

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	215,513
Equity Total	583,877
Equity - Aboriginal	116,775
Equity - Socio-economic	238,786
Equity - Language	0
Equity - Disability	228,316
Base Total	7,751,000
Base - Per Capita	141,590
Base - Location	20,484
Base - Other	7,588,926
Other Total	750,272
Grand Total	9,300,661

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.
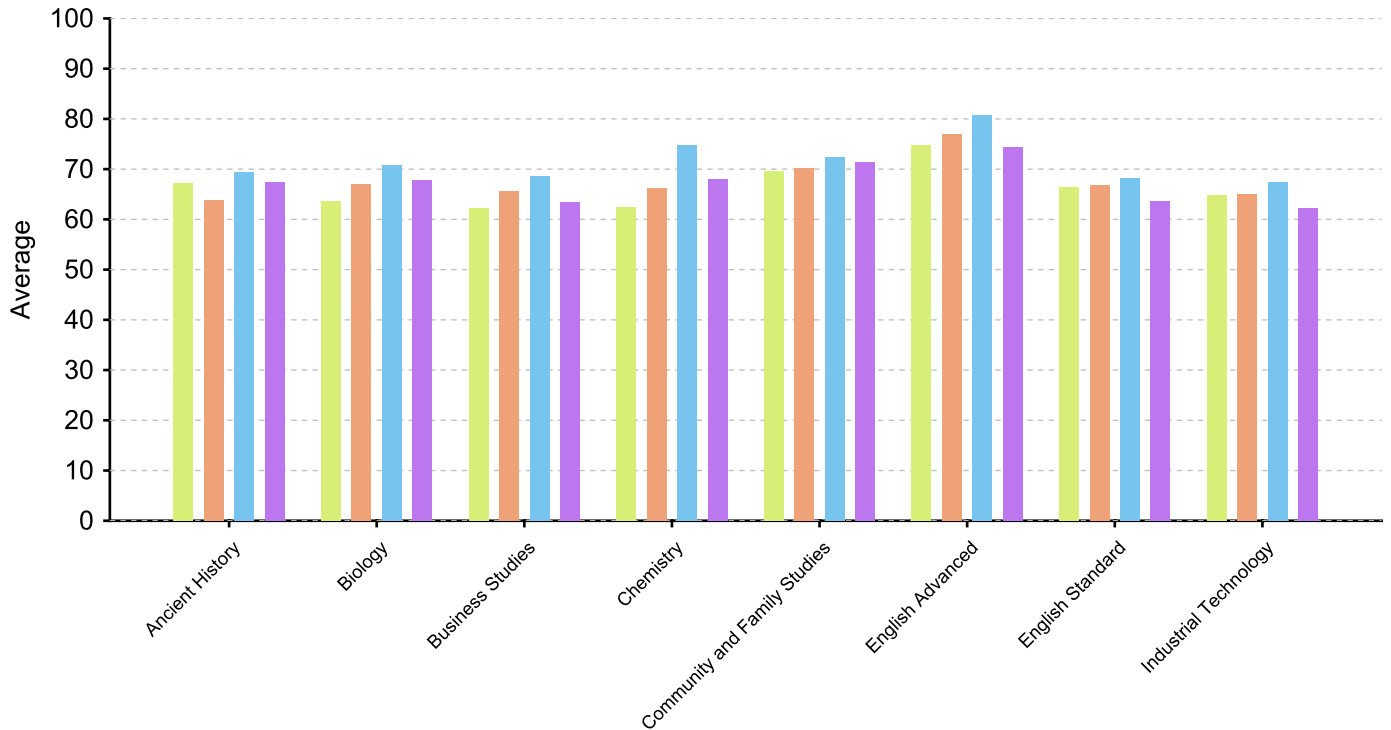
2020 NAPLAN

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.
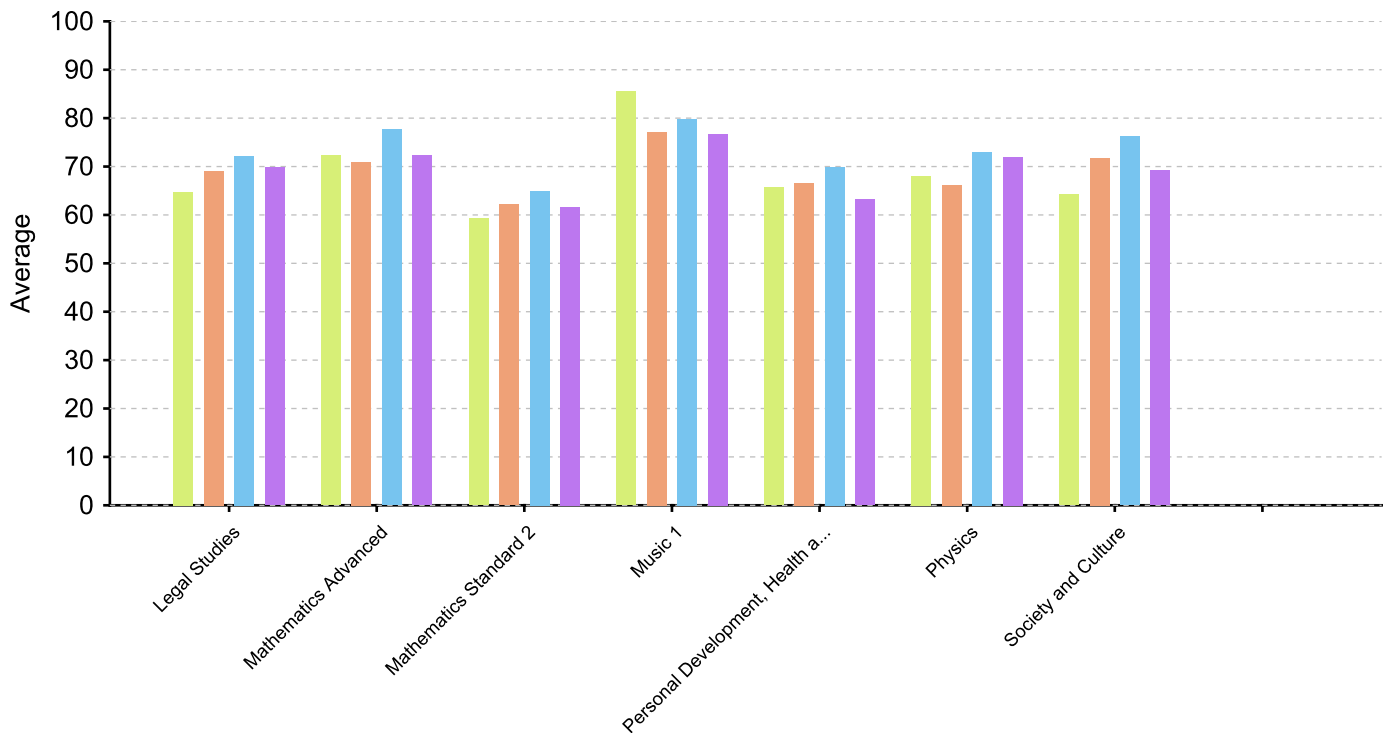
School performance - HSC

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	67.2	63.8	69.4	67.4
Biology	63.7	67.0	70.8	67.8
Business Studies	62.3	65.6	68.6	63.5
Chemistry	62.4	66.2	74.8	68.0
Community and Family Studies	69.6	70.2	72.4	71.3
English Advanced	74.7	76.9	80.8	74.4
English Standard	66.3	66.8	68.1	63.7
Industrial Technology	64.9	65.1	67.5	62.3
Legal Studies	64.8	69.1	72.1	69.8
Mathematics Advanced	72.3	71.0	77.7	72.3
Mathematics Standard 2	59.3	62.2	64.9	61.7
Music 1	85.5	77.2	79.8	76.8
Personal Development, Health and Physical Education	65.7	66.6	69.9	63.2
Physics	68.0	66.2	73.0	72.0
Society and Culture	64.2	71.8	76.2	69.2

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Parent/caregiver, student, teacher satisfaction

In 2020, Moruya High School sought the opinions of students, parents and staff. The responses of these three stakeholder groups are presented below: * Parents feel welcome when they visit the school and important events are scheduled at times when parents are able to attend. * Parents report that teachers are interested in their child's learning and academic reports are presented in a way that parents understand * Parents indicated that their children feel safe going to and from school as well as while they are at school * The majority of students indicated that they had friends at school that they could trust and who would encourage them to make positive choices * The majority of students feel teachers are responsive to their needs and encourage independence with an academic approach * The majority of students feel that there has been an increase in effective learning time and the use of explicit teaching practices and feedback from teachers. * The majority of students reported that there was an increase in positive teacher -student relationships and an increase in expectations for success. * Teachers indicated that they value a positive learning culture and have high expectations for student learning * Teachers are involved in collaboration with colleagues and parents in order to support student learning * Teachers develop and implement various teaching strategies for implementation in the classroom.

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.