

2020 Annual Report

Kariong Mountains High School



8292

Introduction

The Annual Report for 2020 is provided to the community of Kariong Mountains 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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Message from the principal

I am proud of the academic, social and co-curricular achievements of our students and the collaborative, reflective practice of school staff to initiate and support strategies aimed at achieving our school's vision of developing skills that enable students to become respected and successful citizens in twenty-first century society.

The pandemic created a situation for which no one was prepared and schools had to be able to shift from a traditional face to face model of learning to a totally online model of learning within a matter of weeks. It is a great disruption like this that shows the calibre of your workforce. The time that staff had already put into developing and refining skills in areas such as formative assessment, future-focused learning and using Google Classroom for effective teaching, led to a smooth transition and continuity of high quality of learning, that reinforced the cutting edge teaching practice delivered by our staff, each and every day. Our understanding that wellbeing also needed to be supported led to check-ins, challenges and PBL and STARS awards continuing under these different and difficult conditions. These actions reinforce the commitment and expertise of our staff to put students first and undertake ongoing professional learning in order to provide the most relevant and quality learning experiences for our students. I am so proud and grateful of the staff at Kariong Mountains High School for the way in which they ensured that students' overall learning, throughout the year, stayed on track. I also want to thank our families and students for the collaborative and resilient way in which this partnership in learning persevered. Our end of year results, including the HSC, demonstrate the effectiveness of our approach.

Even as these major and frequent changes were occurring, staff continued to undertake substantial professional learning, particularly in the areas of future-focused learning and high potential and gifted education. It is due to this whole school approach that we will be able to confidently adopt new models of learning in 2021.

A key initiative in 2020 was the expansion of our Aboriginal Education program to include an Aboriginal SLSO and a cultural tutor program, culminating in a student dance performance at our NAIDOC celebrations in November. A survey of Aboriginal students demonstrated that this program was very well received and helped build pride in their Aboriginal identity.

We have achieved much throughout 2020 and this report provides information on our school's progress. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account

School vision

Kariong Mountains High School is committed to challenge students to reach their full potential, having the skills necessary to be respected and successful citizens in an ever changing society. The school values of 'Unity Knowledge Respect' are embedded in all practices. In 2019, a partnership with IBM's P-Tech program was commenced, which will lead to enhanced career opportunities for our students.

School context

Kariong Mountains High School is a comprehensive Years 7-12 school, which opened in 2010 with a mandate to focus on the biosciences and technology and has now refined that focus into enhancing twenty-first century learning with STEAM in Stage 4. A middle school operates in Stage 4 with curriculum designed to maximise student potential and wellbeing. The first HSC cohort was in 2014 and from this time forward, school enrolment figures have averaged around 540, with 4% acknowledging Aboriginality. The school has formed links with local industries, TAFE and universities and is providing students with relevant future-focussed learning opportunities. The school has a strong partnership with its Learning Community of Schools and is committed to enhancing a continuum of learning across K-12. It is a proud member of the Cooinda AECG and has a small, but very supportive P&C who engage with the school in governance and resourcing to enhance opportunities for all.

School priorities are to implement quality teaching programs that support the needs of all students, now and for future success, utilising the evidence based framework of John Hattie's Visible Learning and Dylan William's work on formative assessment. The importance of a growth mindset is communicated to the school community and underpins the school's expectations of success.

Wellbeing of students and staff is evident in the range of programs and support structures in place across the school. The student services room, Ngara Ngunga and the Personalised Learning Plans/Mentoring for Aboriginal students are examples of such support. In addition, a range of programs are in operation, for example 'Food Forest', to provide support at time of need. There is a commitment to student voice and the student leadership team drives change associated with the Positive Behaviour for Learning house system.



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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To ensure that all curriculum programs and assessments are designed to maximise student learning outcomes, within a growth mindset framework, through application of best practice pedagogical strategies, quality feedback and use of data to provide evidence of success.

Improvement Measures

The percentage of Year 9 students in the top two NAPLAN (reading and numeracy) Bands has increased by 10% to 27% and 28% respectively from 2017 data (17% and 18%).

70% of Year 10 students meet the NESA HSC minimum standards in 2020 (baseline data 2019).

The percentage of students achieving in the top two bands of the HSC increases from 17% (2015-2017 average across all courses) to 25% (2018 - 2020 average across all courses).

80% of students value add to their results across all KLAs as they move across Stages 4 or 5 (based on school developed measures from 2018 data).

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement and embed a quality whole school approach to programming that explicitly demonstrates differentiated teaching and learning programs.

Implement and embed a systematic and evidenced based approach to analysing data for student improvement.

Implement and embed research based authentic assessment practices across all years.

Evaluation	Funds Expended (Resources)
<p>Learning intentions and success criteria were embedded into all 7-10 teaching programs, with evidence of use identified through classroom observations, teaching programs and student responses. Use of these and formative assessment strategies improved our differentiated approach to teaching and learning.</p> <p>Professional learning on use of formative assessment in the online environment saw students supported so that student progress at end of year was in line with previous cohorts' achievements.</p> <p>A collaborative approach to HSC data analysis continued to be refined, with increasing use of SCOUT data to support deeper analysis. The full implementation of our process was interrupted due to COVID-19. Use of Best Start and Check-in data also supported in-school analysis, which was achieved using programs such as Education Perfect.</p> <p>Analysis of data, led to a strategic and targeted program of learning and saw over 86% of Year 10 students meet the minimum standards in reading and 66% in numeracy, with 100% of all 12 students, meeting the minimum standards requirements before the end of Term 3 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$28000.00)• Professional learning (\$5000.00)• Low level adjustment for disability (\$52000.00)

Next Steps

- improved awareness and understanding of differentiating the curriculum for HPGE students.

- Implementation of more data reflection points on student progress, to support achieving targets in school plan.



Strategic Direction 2

Inclusive school culture supporting individual growth

Purpose

To develop a positive school culture that promotes diversity, encourages student voice and is aspirational through recognition of individual pathways to success and a positive behaviour to learning approach.

Improvement Measures

The percentage of Year 9 students showing at or above expected growth in NAPLAN increases from 2017 baseline data of 60% reading, 56% writing and 71% numeracy to 70% reading, 65% writing and 75% numeracy by 2020.

Measureable improvements by 2020 in positive relationships are evidenced by 20% decrease in referrals linked to conflict (60% of total in 2017).

Increase in engagement with learning is evidenced by a 10% increase in % of STARS awards issued in 2020 from 2018 baseline data.

The 'Advocacy at School' aspect of the Drivers of Student Outcomes increase to meet or exceed the NSW government norm (baseline 5.3% for the school compared to 6% in the 2017 TTFM student survey).

The 'Students with High Levels of Academic Self-Concept' aspect of the 'Social-Emotional Outcomes' increases to meet or exceed the NSW Government norm for students (baseline 51% for the school compared to 65% in the 2017 TTFM student survey).

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement a whole school integrated approach to student wellbeing that is linked to improvement in student learning and wellbeing outcomes.

Implement staff wellbeing local practices for better staff performance and wellbeing.

Review and strengthen practices that support responsive teaching for specific student groups (Aboriginal, EALD) to ensure that they are achieving success targets and this data informs future practice.

Evaluation	Funds Expended (Resources)
<p>With the changes brought about by COVID-19, the school was not able to obtain end-point data for most of the improvement measures. With the TTFM data, we did not meet the goal for 'high level of academic concept' and, in fact, decreased to 49%. This may have been the result of disrupted learning routines throughout the year. The 'advocacy at school' goal was exceeded, with the result increasing to 5.7 (up from 5.3).</p> <p>Support for Aboriginal students was enhanced by the employment of an Aboriginal SLISO and his capacity to forge stronger links with families, students and the school staff. This was particularly evident during online learning, when he worked with students and families to ensure that Aboriginal students were able to stay current with the workload. An improved and structured cultural program was initiated and led to students having the confidence to dance in front of their peers at the NAIDOC celebrations.</p> <p>A number of strategies were utilised, including some online learning programs and celebrations to support staff, particularly during the disrupted learning brought about by COVID-19 and provide additional support for HSC classes. Staff indicated that they felt supported during this time.</p> <p>A wellbeing website was built to support students and their families, but the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$11000.00)

Progress towards achieving improvement measures

other initiatives were put on hold. Instead, wellbeing staff developed lessons and activities to support student wellbeing during online learning.

Next Steps

- Introduction of an Aboriginal 'hub' group to increase Aboriginal student voice and enhance students' cultural and academic needs.
- Utilise 'hub' teachers to raise awareness of the meaning of the TTFM questions so that a more valid overall assessment can be obtained.
- Complete wellbeing review to ensure that coherent and timely programs are utilised throughout the school.



Strategic Direction 3

A Successful Centre of Learning

Purpose

To be valued by the community as a school in which staff actively engage in professional learning to provide relevant and rigorous educational opportunities to students that enhance their capacities to thrive as successful future focussed learners.

Improvement Measures

Survey of students' attitudes to future-focussed learning activities indicates that more than 70% are actively engaged and motivated

Attendance in Stages 4 and 5 increases from 90.8 (2017) to 93% (2020)

The 'Relevance' aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (2017 baseline of 4.7% compared to 5.8% for NSW from the TTFM student survey)

The 'School Supports Learning' aspect in the TTFM parent survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.9% compared to 7.3%)

The 'Technology' aspect of Eight Drivers of Student Learning in the TTFM teacher survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.5 compared to 6.7 for NSW).

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement professional learning and contemporary practices to build capacity of all staff in delivering future focussed learning.

Refine and update current courses against Australian curricula outcomes/ competencies and current research.

Implement communication protocols and procedures that inform and connect to the community.

Evaluation	Funds Expended (Resources)
<p>Student attendance is still an area for improvement, although the data is negatively skewed by some students, with long term absences.</p> <p>TTFM data for relevance of learning increased to 5.1 and the 'technology' driver increased to above the State norm with a value of 7.4%. This is most likely a reflection of the effective use of technology during the online learning time period.</p> <p>A successful future focused learning program was embedded into the professional learning (PL) schedule and then further supported through targeted PL and release time for teachers timetabled to teach in the new future focused learning curriculum, which is commencing in Year 7 2021.</p> <p>A 'KMHS Summit Wheel' was developed that connected the teaching of the school's values to Fullan's '6 Cs'. This targets the teaching of the twenty first century competencies in an explicit and relevant way.</p> <p>The school website was updated to ensure that all DoE communications are present and current and was reorganised to make access to learning and communication easy and efficient for families during online learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Next Steps

- The Future Focused Learning Curriculum Model will be implemented into Year 7 in 2021 and then expanded to include Year 8 in 2022. The implementation of the other changes to the curriculum will be evaluated for impact.
- Improvements in attendance will be addressed through (1) ensuring all school administrative procedures are effective and implemented in their fullest and (2) utilising the wellbeing team and transition advisor to create stronger connections between school and families to support students struggling to come to school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$21 858.00) 	<ul style="list-style-type: none"> Aboriginal background enrolments were less than 5% of the total enrolment, making general statistical analysis invalid. Focus on individual students through the PLP process was therefore the prime determinant of supporting growth; teacher mentors had a positive relationship with students and families in developing PLP goals. An Aboriginal School Learning and Support Officer (0.2) was employed to work with students on a cultural program, as well as connect to families. This was invaluable during the COVID-19 online learning phase and helped strengthen the relationship between the school and families. The success of the cultural program was evident through the dance performance by Aboriginal students for NAIDOC and students electing to be in an Aboriginal 'hub' group in 2021.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$5 176.00) Socio-economic background (\$34 000.00) 	<ul style="list-style-type: none"> Identified students were supported in their learning through working with learning and support teachers and SLSOs. The transition advisor managed the HSC minimum standards program and was 100% successful, in having all students meet the Minimum Standards before the end of Term 3 Year 12 and having most be successful before the end of Year 11.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$68 562.00) 	<ul style="list-style-type: none"> Development of website for students and families to access when not able to access school staff. Wellbeing team did 'check-ins' during online learning to support students with their wellbeing and learning support. 0.2 additional learning and support teacher employed to work with teachers to provide support for them in their classes and to support teachers in providing appropriate adjustments to teaching programs, which resulted in IEPs being implemented, as required. NCCD processes completed and homework and assessment support provided for students out of the Student Services space. Student learner profiles implemented at the start of the year to support individuals in the classroom. All staff have access to information about the students in their class, based on knowledge from teachers, who taught them previously. This improves teacher capacity to develop differentiation and teaching strategies.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$172 098.00) 	<ul style="list-style-type: none"> Students participated in school to work events to support their understanding of vocational skills and were given support on meeting Minimum Standards Future Focused Learning models were developed and discussed with staff, leading to the adoption of a model for implementation in 2021 The HT Technology continued to support

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$172 098.00) 	<p>staff in developing effective technology skills as was demonstrated in the ease of transition to online learning; provided PL to staff to incorporate formative assessment into Google classroom lessons and developed PL streams to ensure that staff were receiving PL that related to PDPs and school identified needs.</p> <ul style="list-style-type: none"> • Financial assistance was provided to students for selected school initiatives. • Additional teaching positions utilised to support student determined Elective and Stage 6 choices.
<p>Support for beginning teachers</p>		<ul style="list-style-type: none"> • Early career teachers undertaking HSC courses were mentored, assisting them to achieve sound results with their classes. • Targeted support was provided to improve skills in visible learning and use of technology.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	268	258	252	254
Girls	292	279	264	254

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.3	92.5	89	92
8	90.5	89.6	88.7	88.7
9	89.6	87.1	88.3	88.8
10	86.9	86.9	86.6	89.5
11	87	90.4	86.5	85.8
12	90.4	87.6	87.6	90.9
All Years	89.4	89	87.8	89.2
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	14	1
Employment	2	13	13
TAFE entry	1	0	5
University Entry	0	0	32
Other	2	0	4
Unknown	0	0	45

Year 12 students undertaking vocational or trade training

46.32% of Year 12 students at Kariong Mountains High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Kariong Mountains 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
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	29.6
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark 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	1,518,257
Revenue	6,988,262
Appropriation	6,989,539
Sale of Goods and Services	-786
Grants and contributions	-10,972
Investment income	2,632
Other revenue	7,850
Expenses	-7,446,509
Employee related	-6,816,689
Operating expenses	-629,820
Surplus / deficit for the year	-458,247
Closing Balance	1,060,010

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	228,908
Equity Total	432,954
Equity - Aboriginal	21,858
Equity - Socio-economic	206,098
Equity - Language	5,176
Equity - Disability	199,822
Base Total	5,764,694
Base - Per Capita	123,908
Base - Location	0
Base - Other	5,640,786
Other Total	429,603
Grand Total	6,856,159

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.

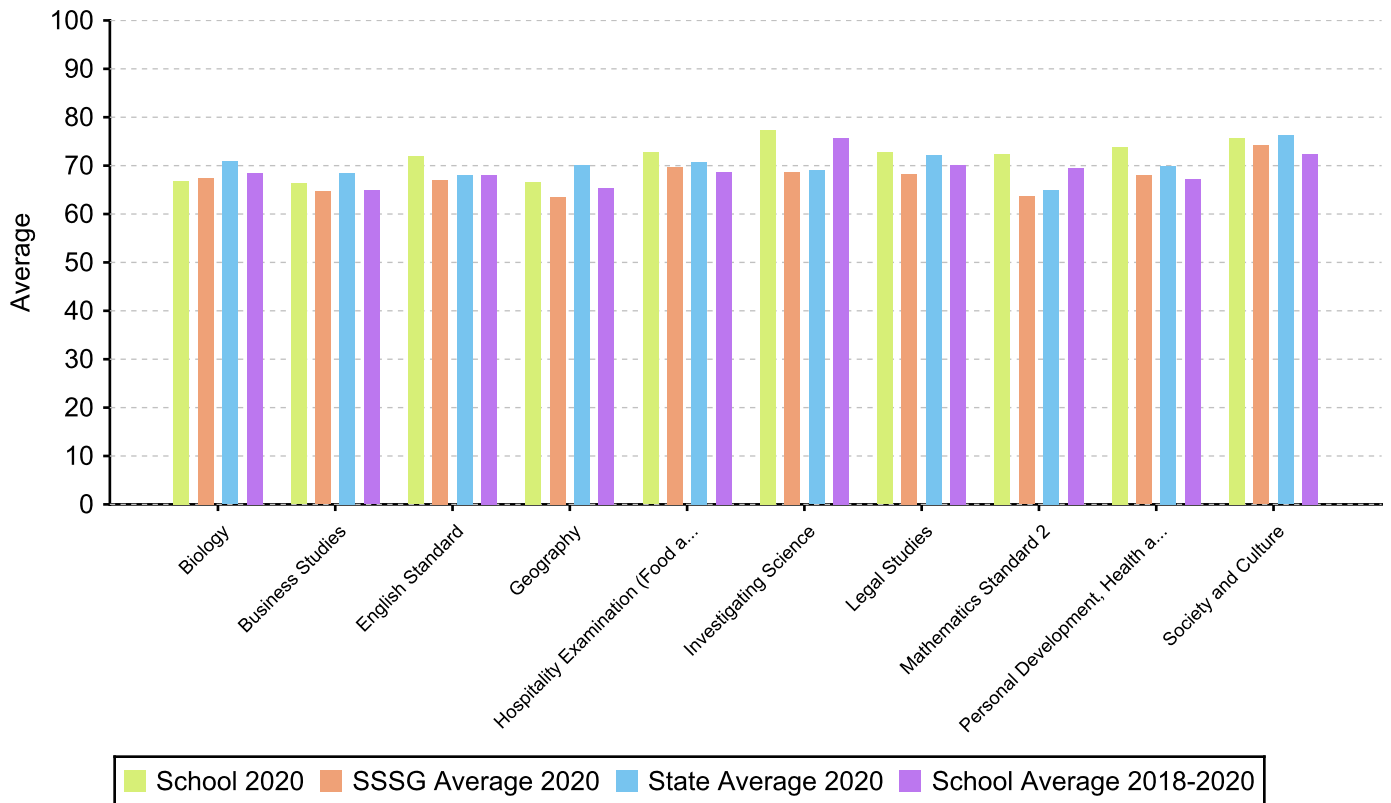
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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
Biology	66.8	67.5	70.8	68.5
Business Studies	66.3	64.7	68.6	64.9
English Standard	71.9	67.0	68.1	68.0
Geography	66.6	63.5	70.1	65.4
Hospitality Examination (Food and Beverage)	72.7	69.7	70.8	68.7
Investigating Science	77.3	68.7	69.0	75.7
Legal Studies	72.7	68.2	72.1	70.2
Mathematics Standard 2	72.4	63.6	64.9	69.4
Personal Development, Health and Physical Education	73.8	68.0	69.9	67.2
Society and Culture	75.7	74.2	76.2	72.3

Parent/caregiver, student, teacher satisfaction

In 2020, the school sought the opinions of parents, students and teachers about the school. This included 'Tell Them From Me' (TTFM) surveys, the People Matter Survey, through discussions at P&C and in the many discussions that arose from calls, emails, letters and during school activities. Student responses from the TTFM survey indicated that we are above State norm in the area of positive teacher-student relationships. Unfortunately, only 5% of our parents responded to the TTFM survey, but within those responses there was a recognition of the good communication between the school and home. This had been one of our strategic direction targets. The teacher responses showed above average in questions related to technology and this belief was supported by the effective way in which the school was able to move to online learning.

2020 was a difficult year in respect to including parents in school activities. To offset this, we created a YouTube video for parents and students about Stage 6 subject selections, ran online zoom meetings for the P&C, Year 12 and Year 6 parents and organised phone calls between teachers and families to replace the traditional parent-teacher evenings. These were well received. During the year, we increased the number of communications with families, utilising email, the newsletter and social media to ensure that they were receiving the most up to date and relevant information related to school organisation, Year 12 and COVID-19 guidelines. Feedback from parents was overwhelmingly positive and grateful for the ongoing contact.

The House system, linked to PBL continues to build it's presence in the school and was utilised during online learning to increase student engagement and motivation.

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.

Evidence of effective implementation of the policy included:

- Continuing a strong relationship with the Cooida Aboriginal Education Consultative Group (through face-to-face meetings and zoom meetings in 2020)
- .Providing education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Demonstrating the value of all students gaining a greater understanding of Aboriginal culture and knowledge through teaching Aboriginal Studies, as a discrete subject to all Year 7 students.
- Incorporating careers information into the formulation of PLPs, with the careers advisor being included in the family meetings
- Development of a cultural program that supported a growing pride in identity.
- Setting aspirational targets in PLPs and reviewing them throughout the year with student identified mentor teachers.

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.