

Karabar High School

2019 Annual Report



8524

Introduction

The Annual Report for 2019 is provided to the community of Karabar 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 background

School vision statement

Karabar High School is committed to high expectations for all. We aim to provide a variety of learning opportunities and stylise learning suitable to individual needs. The school provides an inclusive, responsive and supportive environment that allows each individual to develop to their potential. The school is conscious of its role within the society in which it operates, working closely with other community agencies to support student academic, emotional and social development. This allows all students to leave the secondary education sphere tooled with the skills required to be positive and productive members of the local and wider communities into the future.

Karabar seeks out opportunities to build links with the local community whilst also providing them the necessary supports to maximise outcomes. The school has representation on a number of inter-agency panels and forums advocating youth interests.

The school works on building teacher capacity to promote and develop agreed values, positive behaviours and success in all students.

School context

Karabar High School is face to face school for students from the Queanbeyan, Jerrabomberra, Googong zones of New South Wales. 2019 has been the first year of Karabar being a stand alone school without having the Distance Education component included.

As a result of this change in structure the enrolment figures have declined. However, the face to face component of the school has an increasing enrolment above 900 students. This will be reported on in the future and enrolment data needs to be read with this in mind whilst enrolment data from 2018 and prior remains within the report.

Karabar is located 3 hours drive from Sydney and 20 minutes from Canberra. Despite its location and proximity to Canberra it falls within the rural zoning of the NSW Department of Education due to its distance from Sydney. Queanbeyan is serviced by two government 7–12 public high schools and a range of both public and private schools within NSW and the ACT.

We have a strong focus on high level academic achievement whilst providing a diverse breadth of curriculum. We are a leading member of the management committee for the Queanbeyan South East Industry Training College. This facility provides an important link between secondary education and the workforce and achieves excellent school to work outcomes for students across the Queanbeyan region. The school offers a selective class which is accessed through the NSW Department of Education Selective Schools testing and admissions process. We also offer a Performing Arts selective stream. The school has a diverse multicultural background with a large number of Aboriginal students and a strong base of students from a European heritage.

The school has 6 support classes catering for a broad range of specialised learning needs.

Karabar has 158 teaching staff and an additional 29 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

Karabar High School has the equivalent of 166 teaching staff and an additional 31 School Administration and Support staff who are enthusiastic, committed and work towards supporting all students to achieve their desired post school destination.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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

Purpose

To develop and build a culture of continual improvement across and for the whole school leading to outcomes which allow each student to pursue their post school goals.

Improvement Measures

Increased percentage of students submitting assessment tasks on time.

Improved quality of assessment tasks.

Increased number of students achieving minimum standard (Band 8) in NAPLAN reading, writing and numeracy.

Increased number of students achieving in the top two bands across all HSC subjects.

Progress towards achieving improvement measures

Process 1: Teaching staff undertake training in data usage and then use this in their on-going analysis of teaching and learning programs.

Evaluation	Funds Expended (Resources)
The training has been beneficial in staff understanding of data and its usage.	No resources have been expended in this activity.

Process 2: Teaching staff provide explicit formative feedback to students in order for them to improve summative assessment results.

Evaluation	Funds Expended (Resources)
Improved feedback for students increasing assessment task submission.	No resources have need to be expended in this activity.

Process 3: Support staff collect, interpret and manage the data available to make it easily accessible and usable for teachers in the classroom.

Evaluation	Funds Expended (Resources)
This task has not been completed due to multiple staff turnover	No resources have need to be expended in this activity.

Process 4: Students are explicitly taught how to review and analyse feedback to improve results.

Evaluation	Funds Expended (Resources)
Still work required on this area	No resources have need to be expended in this activity.

Process 5: The whole school undertakes training in best practice teaching techniques and the use of data to inform practice.

Evaluation	Funds Expended (Resources)
The school has worked hard in this area providing training utilising CESE staff as experts in the use and analysis of data.	No resources have needed to be expended in this activity.

Progress towards achieving improvement measures

Process 6: Formal mentoring or coaching to improve teaching and develop aspiring leaders provided to teachers for whole school improvement.

Evaluation	Funds Expended (Resources)
The school appointed a Head Teacher Mentor to work with all staff improving practice and allowing for goal setting and future development.	The appointment of the Head Teacher Mentor has cost the school around \$140,000.

Process 7: Staff collaborate with partner primary school to track student progress and achievement data and develop plans for continual impact.

Evaluation	Funds Expended (Resources)
This process is still in action with some preliminary conversations being held mapping student progress across the stages from three to four.	No resources have been expended on this activity.

Process 8: Staff collaborate and engage in on-going observations of practice aimed at continual improvement.

Evaluation	Funds Expended (Resources)
Our work with the Good to Great team has been thorough in opening up classrooms and allowing staff to work collaboratively to expand work across the faculties. We are pleased with the progress in this area.	We have allocated a partial release of teaching load to allow this program to continue. This has cost the school approximately \$40,000 per-annum.

Process 9: Aboriginal students are provided targeted assistance at the Aboriginal Learning Centre for completion of assessment tasks.

Evaluation	Funds Expended (Resources)
We have on going work with the ALC and aligning ALC work with our AEO and Clontarf.	All resources in this section are funded from the Aboriginal Learning Centre funding grant.

Strategic Direction 2

Connection

Purpose

To create a sense of value and belonging that promotes high expectations and enhances well-being for students, staff and all members of the community that come in to contact with the school.

Improvement Measures

The school measures well-being and engagement and is constantly striving to improve the engagement and support of all students.

There is an increased school wide, collective responsibility for student learning which is shared by the parent body.

Internal data measures show improvements in positive respectful relationships across all sectors of the school.

Progress towards achieving improvement measures

Process 1: Staff present information sessions for parents and the wider community on syllabus requirements and measures of success.

Evaluation	Funds Expended (Resources)
This has occurred through our Parent Engagement Group and has been incredibly successful to date.	No resources have been expended on this activity.

Process 2: Active two way communication is fostered and developed between home and the school to maintain up to date accurate information on student progress and needs.

Evaluation	Funds Expended (Resources)
We are utilising our social media channels and our electronic communication strategies to ensure that school – parent contact is maximised.	No resources have been expended on this activity.

Process 3: A variety of methods are used to communicate information to the student body (increase student portal knowledge and access).

Evaluation	Funds Expended (Resources)
We are utilising our social media channels and our electronic communication strategies to ensure that school – parent contact is maximised.	Employment of one of our SASS team to coordinate all of this. This is not an extra expenditure of funds as they have been a part of our allocation, we have just defined the roles.

Process 4: Student leaders take on an active role in facilitating feedback loops for information exchange between the school and the student body.

Evaluation	Funds Expended (Resources)
Student leaders were actively engaged in numerous activities across the school. The student leaders group met on a regular basis and feedback was given to the school executive.	No resources have been expended on this activity.

Process 5: Communication is channelled through one source to increase connection between the school and outside bodies.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

We have maintained our communications and promotions officer role ensuring that all communication is channelled through this one person. This has assisted us in ensuring that there is a consistency in delivery.

We have not expended money on this initiative but have reassigned a SASS member to engage in this role.

Process 6: Student recognition systems are further refined for increased public recognition of student success.

Evaluation	Funds Expended (Resources)
This is still a work in progress as we recognise the ongoing need to acknowledge student achievement in an on-going manner.	Limited funding has been expended on this initiative over and above previous expenditure.

Process 7: Further opportunities are explored to engage with our equity groups; with a targeted focus on our Aboriginal community, in order to increase parent involvement in improvement of student outcomes.

Evaluation	Funds Expended (Resources)
We are still exploring this initiative and aligning our services so that they can work in harmony with each other.	No resources have been expended on this activity.

Strategic Direction 3

Opportunity

Purpose

To provide all students the chance to experience learning opportunities in a variety of different contexts that will lead to a broader understanding of the world in which they live. Such broader understanding leading to improved educational outcomes.

All staff are provided access to professional learning that will lead to improvements in student's educational outcomes.

All staff are provided the ability to take on leadership positions across the school.

Improvement Measures

Increased number of students accessing Stage 6 educational and extension based activities both within the school and wider afield.

Improved links between the curriculum and activities outside the classroom.

The provision of focused ex-curricula activities that are linked in to the school goals and enhance student growth.

Increased numbers of teaching staff taking on leadership roles.

Progress towards achieving improvement measures

Process 1: Staff actively examine holistic understanding of the teaching and learning processes ensuring that all students are engaged in their learning.

Evaluation	Funds Expended (Resources)
A number of professional learning activities have been undertaken looking at the teaching and learning processes as a holistic concept.	No resources have been expended on this activity.

Process 2: Stage 6 academic excursions are subsidised to allow for improved access. Student attendance is an expectation and communication with the parent body requiring explanation for non-attendance to these subsidised activities is made.

Evaluation	Funds Expended (Resources)
We have continued with this initiative and have measured on-going success with increased number of students attending these excursions. It would not hold up to any scientific rigour however we believe that that success has been measured in the increasing improvement of our HSC results.	During the 2019 school year we have expended approximately \$45,000 on this initiative.

Process 3: The school increases its responsiveness to community needs making itself available for community use thus becoming an active part of the community in which it stands.

Evaluation	Funds Expended (Resources)
Community usage has increased over the 2019 school year with a number of organisations reaching to make use of the facilities on site.	No resources have been expended on this activity.

Process 4: Equity groups are provided exposure to culturally significant events in order to link culture with improved educational outcomes.

Evaluation	Funds Expended (Resources)
Our partnership with the Clontarf Academy has increased exposure to culturally appropriate activities and opportunities for our Aboriginal boys. Our	No resources have been expended on this activity.

Progress towards achieving improvement measures

Step Up Girls group have worked at 'piggy backing' off these initiatives and modelling their delivery off the Clontarf program. A number of contacts have been made throughout the year which will further expand the opportunities for our female students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	We have assisted to subsidise educational activities and have added additional in class support through the engagement of SLSO time in identified classes to support our Aboriginal students.	We have seen a slow but pleasing increase in engagement with our programs. Attendance at the Aboriginal Learning Centre has been pleasing throughout the year and has resulted in an increase in submission of assessment tasks. Our stand out initiative has been our partnership with the Clontarf foundation. We have had an extremely successful year in 2019 with attendance rates improving and a decline in referrals being made. This program has had the most significant impact on our Aboriginal boys in quite a number of years.
Low level adjustment for disability	We have utilised funding from this area to increase the level of support provided to students through the school learning support officers in the classroom. We have expended around \$150,000 in this area during the year.	The provision of school learning support officers in the classroom has allowed a focus on assisting students engage with their learning. This has also assisted in general classroom tone being improved as students are available to focus on their learning by having one on one support available as needed.
Socio-economic background	We have provided an after hours homework centre at an approximate cost of \$120,000 with this funding along with assistance to increase exposure and access to HSC study courses and opportunities.	Students accessing the homework centre have continued to fluctuate throughout the year with the heaviest demand seen around assessment times.
Support for beginning teachers	We have invested around \$140,000 with the appointment of our Head Teacher – Mentor.	Beginning teachers have reported increased satisfaction with the added support provided to them. During the year we have engaged a Head Teacher – Mentor to provide guided and specific assistance to all new staff to the school with specific focus on those new to teaching. The Head Teacher – Mentor has worked assisting these staff to work through their accreditation requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	540	531	540	465
Girls	580	577	590	455

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.7	90.6	91.4	89.7
8	89.3	87.6	89.2	88.4
9	88.4	86.1	87.3	86
10	84.6	84.9	85	85.4
11	82.6	83.1	89.5	85.5
12	86.4	88.1	91.8	88.3
All Years	86.9	86.6	89	87.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Note: The enrolment information is reflective of our face to face enrolment as we commenced only as Karabar High School in 2019. The enrolment has actually increased over the years and projection indicate that this will continue in to the near future. Figures 2016–2018 were inclusive figures of Karabar High School and Distance Education Centre with the Distance Education centre historically contributing around 300–30 full time equivalent students.

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	1
Employment	2	5	52
TAFE entry	1	3	6
University Entry	0	0	37
Other	19	23	3
Unknown	0	0	5

We have had an increase in students leaving the school at the end of year 10 to access years 11 and 12 in the ACT education system after aggressive marketing on their behalf. The students who have left accounted for a disproportionately large number of behaviour referrals so their move has been of benefit to those remaining on site.

Year 12 students undertaking vocational or trade training

33.90% of Year 12 students at Karabar High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Karabar High School expected to complete Year 12 in 2019 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)	10
Classroom Teacher(s)	55.5
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	20.37
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	3,530,000
Revenue	12,024,731
Appropriation	12,171,646
Sale of Goods and Services	38,533
Grants and contributions	-198,280
Investment income	12,074
Other revenue	758
Expenses	-13,887,860
Employee related	-11,066,837
Operating expenses	-2,821,022
Surplus / deficit for the year	-1,863,129

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.

	2019 Approved SBA (\$)
Targeted Total	1,603,581
Equity Total	724,937
Equity - Aboriginal	109,372
Equity - Socio-economic	172,277
Equity - Language	64,958
Equity - Disability	378,329
Base Total	8,453,395
Base - Per Capita	205,698
Base - Location	0
Base - Other	8,247,698
Other Total	794,285
Grand Total	11,576,198

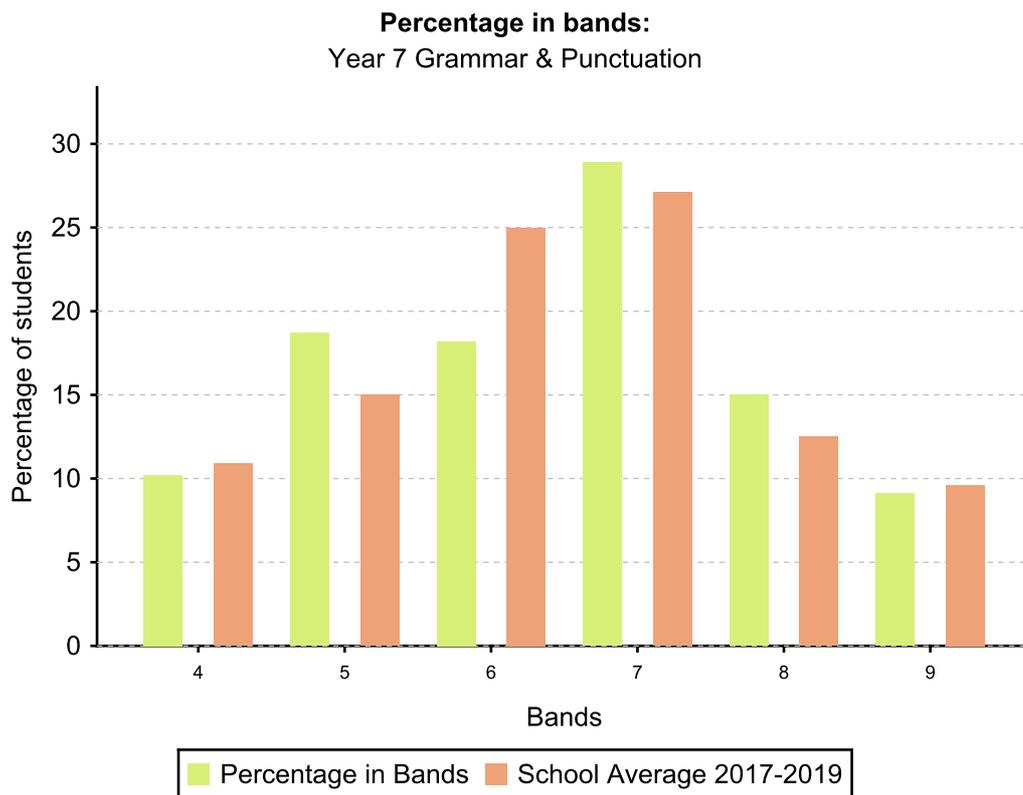
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School performance - NAPLAN

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.

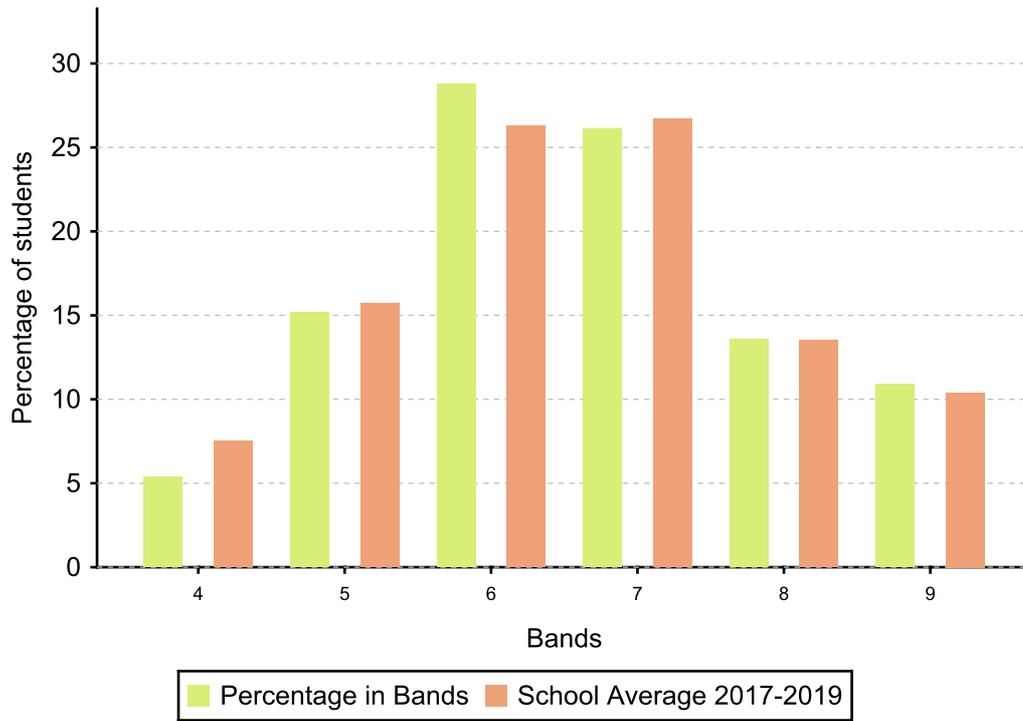
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



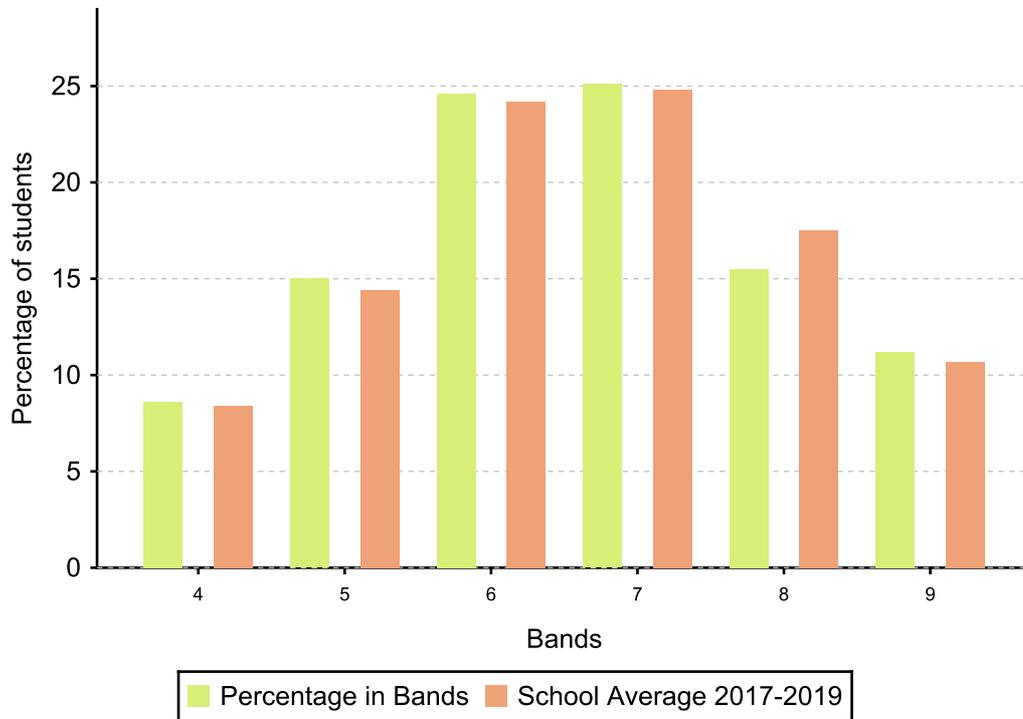
Band	4	5	6	7	8	9
Percentage of students	10.2	18.7	18.2	28.9	15.0	9.1
School avg 2017-2019	10.9	15	25	27.1	12.5	9.6

**Percentage in bands:
Year 7 Reading**



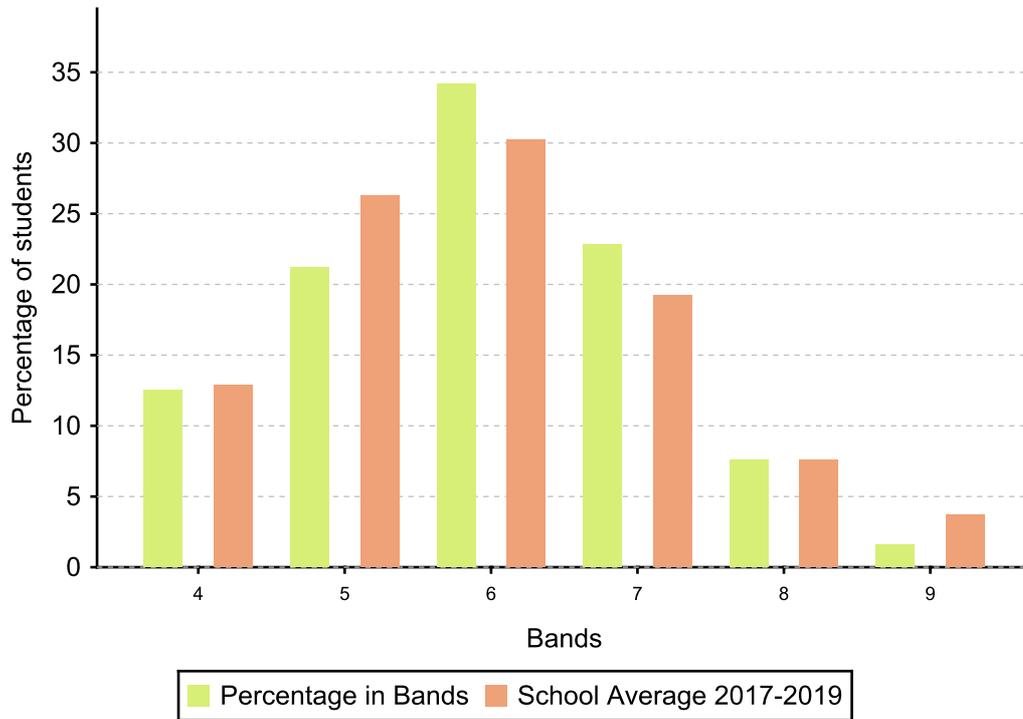
Band	4	5	6	7	8	9
Percentage of students	5.4	15.2	28.8	26.1	13.6	10.9
School avg 2017-2019	7.5	15.7	26.3	26.7	13.5	10.4

**Percentage in bands:
Year 7 Spelling**



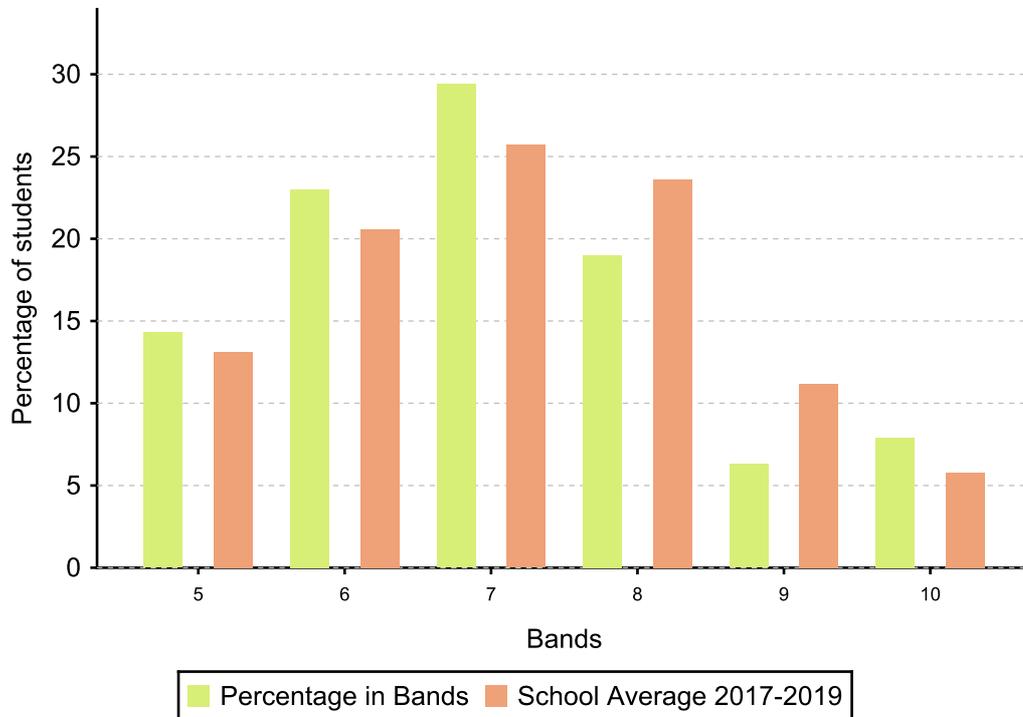
Band	4	5	6	7	8	9
Percentage of students	8.6	15.0	24.6	25.1	15.5	11.2
School avg 2017-2019	8.4	14.4	24.2	24.8	17.5	10.7

Percentage in bands:
Year 7 Writing



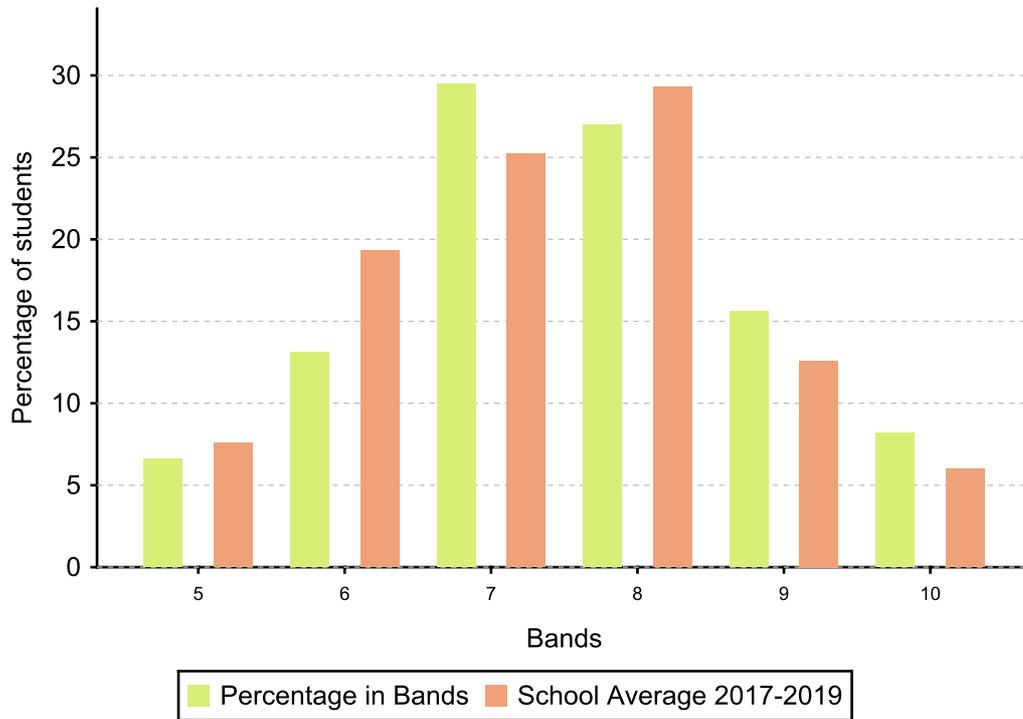
Band	4	5	6	7	8	9
Percentage of students	12.5	21.2	34.2	22.8	7.6	1.6
School avg 2017-2019	12.9	26.3	30.2	19.2	7.6	3.7

Percentage in bands:
Year 9 Grammar & Punctuation



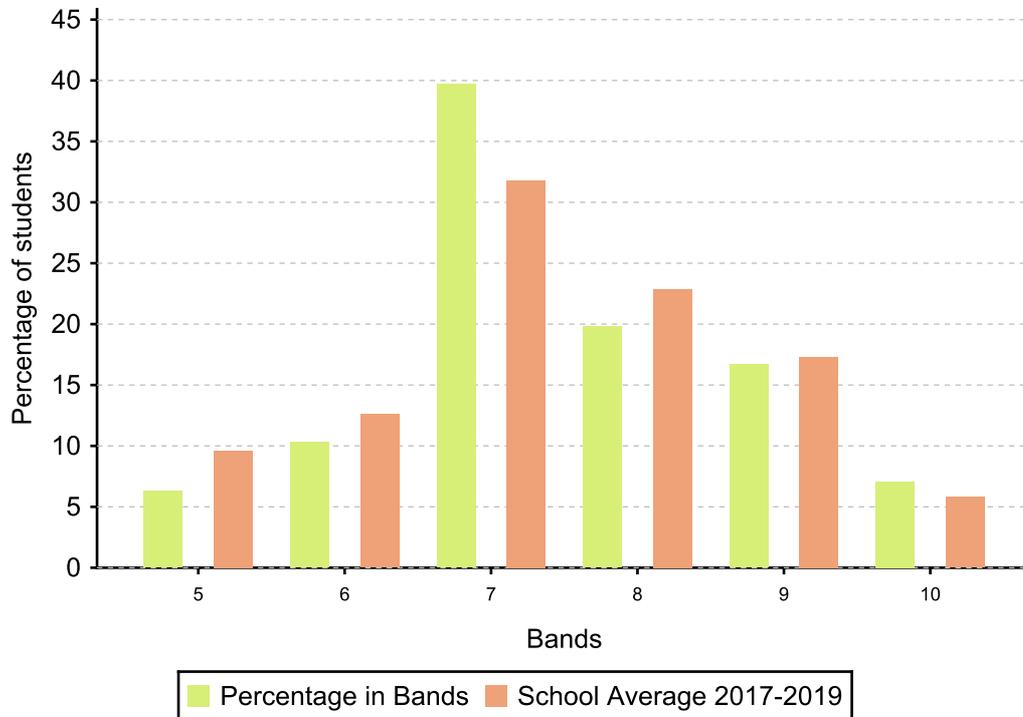
Band	5	6	7	8	9	10
Percentage of students	14.3	23.0	29.4	19.0	6.3	7.9
School avg 2017-2019	13.1	20.6	25.7	23.6	11.2	5.8

Percentage in bands:
Year 9 Reading



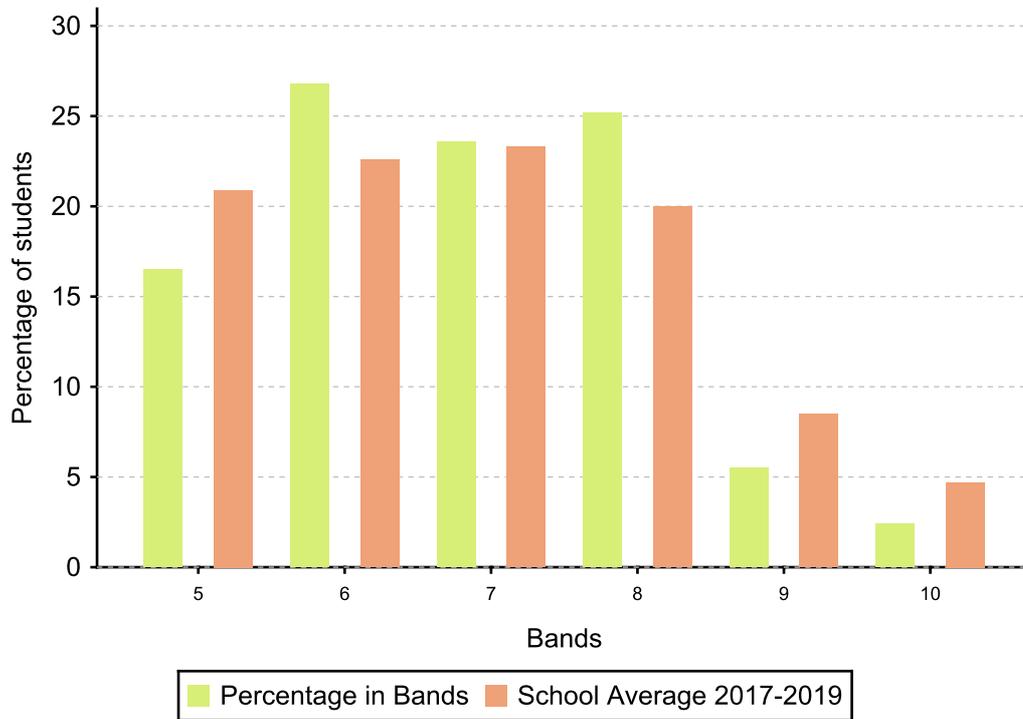
Band	5	6	7	8	9	10
Percentage of students	6.6	13.1	29.5	27.0	15.6	8.2
School avg 2017-2019	7.6	19.3	25.2	29.3	12.6	6

Percentage in bands:
Year 9 Spelling



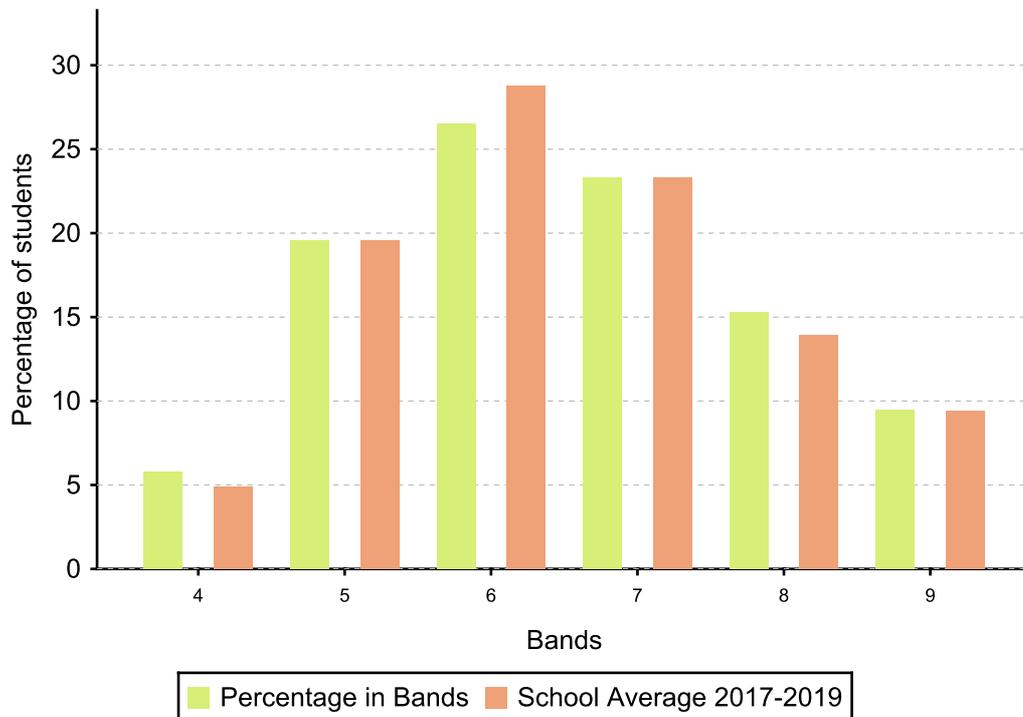
Band	5	6	7	8	9	10
Percentage of students	6.3	10.3	39.7	19.8	16.7	7.1
School avg 2017-2019	9.6	12.6	31.8	22.9	17.3	5.8

Percentage in bands:
Year 9 Writing



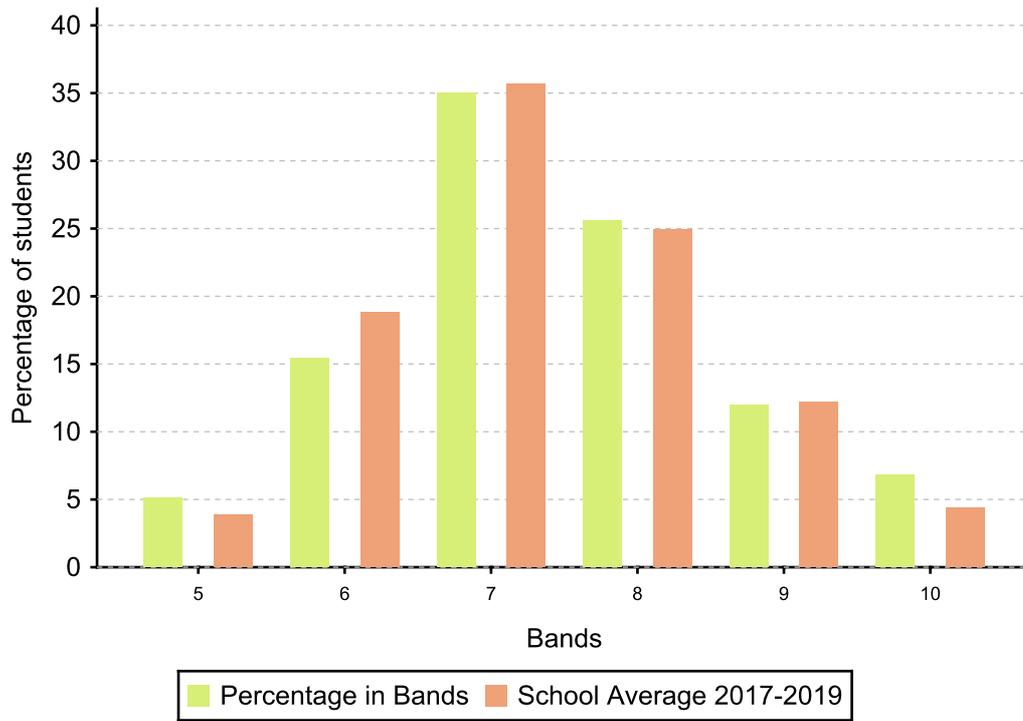
Band	5	6	7	8	9	10
Percentage of students	16.5	26.8	23.6	25.2	5.5	2.4
School avg 2017-2019	20.9	22.6	23.3	20	8.5	4.7

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.8	19.6	26.5	23.3	15.3	9.5
School avg 2017-2019	4.9	19.6	28.8	23.3	13.9	9.4

Percentage in bands:
Year 9 Numeracy

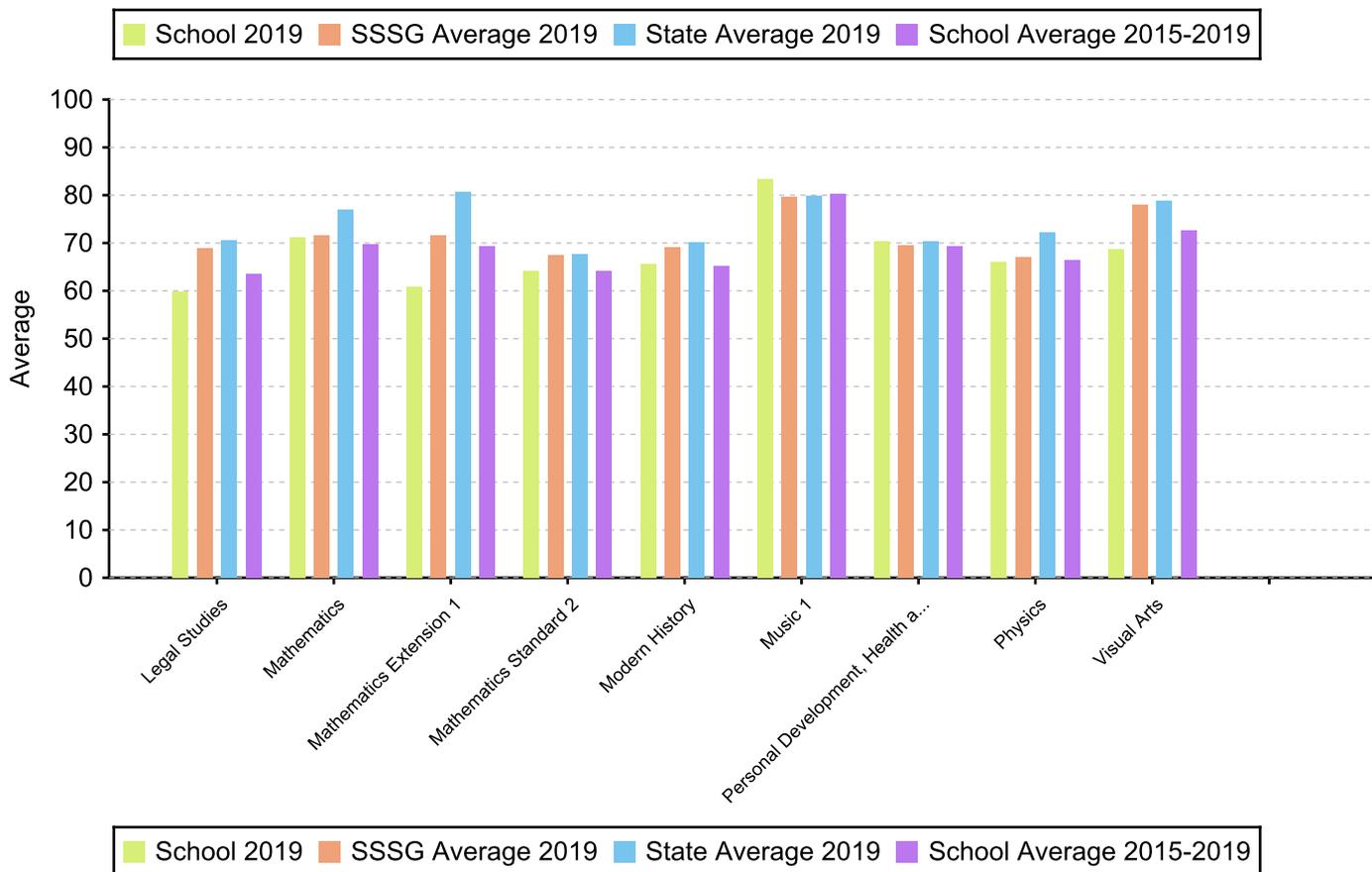
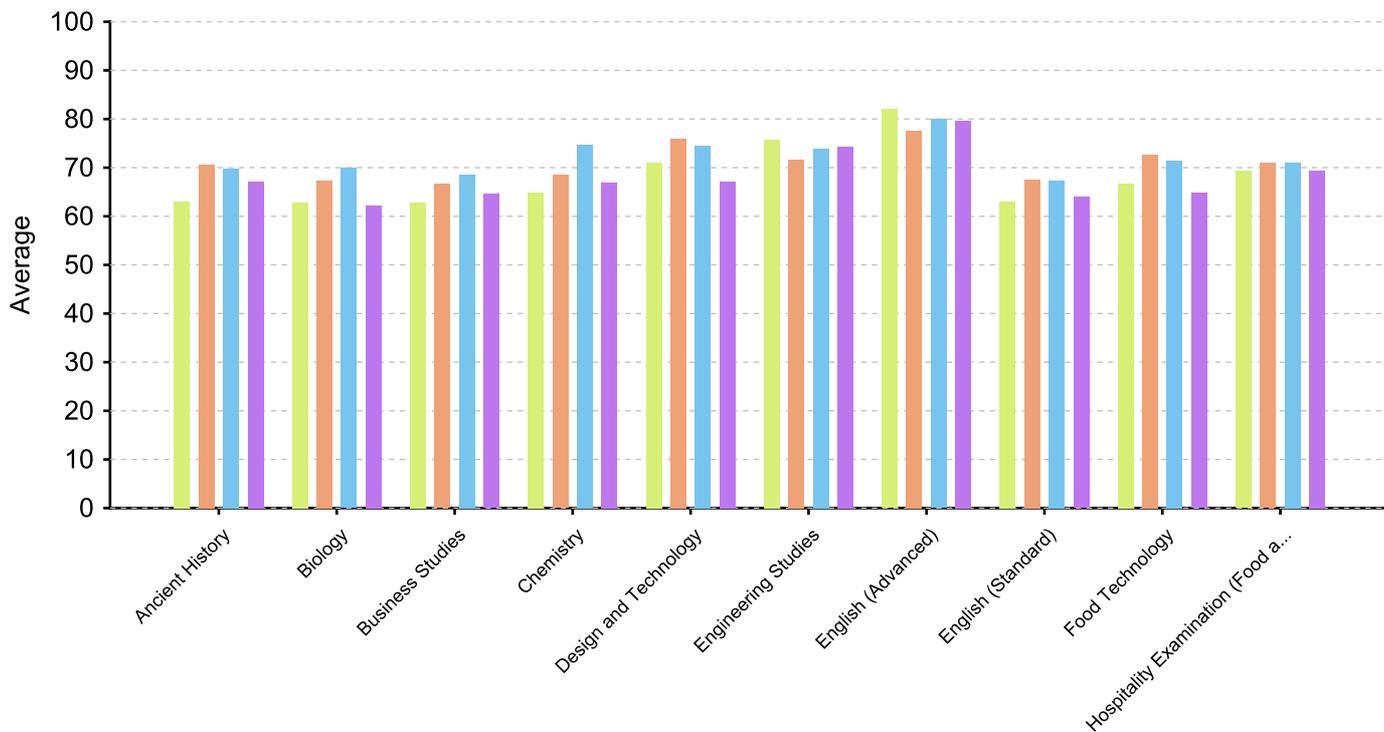


Band	5	6	7	8	9	10
Percentage of students	5.1	15.4	35.0	25.6	12.0	6.8
School avg 2017-2019	3.9	18.8	35.7	24.9	12.2	4.4

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 2019	SSSG	State	School Average 2015-2019
Ancient History	63.1	70.7	69.9	67.2
Biology	62.9	67.3	69.9	62.2
Business Studies	62.9	66.6	68.6	64.6
Chemistry	64.9	68.5	74.7	66.9
Design and Technology	71.0	75.9	74.5	67.2
Engineering Studies	75.8	71.7	73.9	74.2
English (Advanced)	82.0	77.6	80.0	79.7
English (Standard)	63.0	67.6	67.3	64.0
Food Technology	66.8	72.7	71.4	64.8
Hospitality Examination (Food and Beverage)	69.3	71.0	71.1	69.3
Legal Studies	59.9	68.9	70.6	63.6
Mathematics	71.1	71.6	76.9	69.8
Mathematics Extension 1	60.8	71.6	80.6	69.3
Mathematics Standard 2	64.1	67.6	67.7	64.1
Modern History	65.6	69.2	70.2	65.2
Music 1	83.3	79.6	79.9	80.2
Personal Development, Health and Physical Education	70.3	69.5	70.5	69.4
Physics	66.1	67.0	72.1	66.5
Visual Arts	68.8	78.1	78.8	72.6

Parent/caregiver, student, teacher satisfaction

Our main form of communication in a group setting has remained to be the PEG (Parent Engagement Group) and we have a number of meetings throughout the 2019 school year covering topics relevant to parent contact with our most popular topic, once again, being assessment processes for the school and the second most popular being our mathematics pathways program for stage 4 mathematics.

We have also increased our feedback offerings for parents to seek information after other events that are held at the school, for example our six into seven information evening. Parent feedback has been extremely positive in these and parents have indicated a pleasure in being provided the opportunity to ask the questions in a non-confrontational manner. Parents have also indicated an approval for the speed of response with our commitment to follow up by the close of business the next day.

Students have continued to have access to all executive members to raise issues and concerns both through the students leaders group and individually as desired. Our outdoor table tennis tables were also delivered during the year and received well by students with their use most break times, this has provided another opportunity for student engagement alongside the handball courts through the main quad which are still utilised each break time.

During our staff meeting staff are actively engaged in school direction discussions and are continually encouraged to contribute to school offerings. It has been pleasing to see more staff volunteer to take part in programs across the school and to engage with whole school directions. Our good to great team had an excess of staff volunteers so that we had to go through a selection process to decide who would join the team. We also an excess number of staff who were willing to open up classrooms to assist in the quality teaching rounds program and mentoring of new staff.

SASS have also embraced the new role statements and have actively engaged in reviewing these structures in order to improve our processes further. It has been pleasing to see the manner in which these staff have embraced the new structures and their on going engagement. The substantive appointment of our new School Administrative Manager has also been embraced and has led to a improved unity within and across the SASS sector.

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.