

Emmaville Central School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Emmaville Central 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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Message from the principal

Our School stands on traditional Ngorabul land. I pay my respects to the elders both past and present and to our shared country.

2019 has been a particularly challenging year for the community with drought and then several of our families being burnt out with the Torrington fires in November. The school was non operational for 3 days due to the ongoing threat of fires and this impacted upon learning, especially with the RFS setting up a helicopter refuelling station on the oval, east of the school. Helicopters continued to regularly fly over the grounds to drop water on the fire and surrounding fires for weeks after the school resumed operations. However, despite the challenges imposed by natural disasters, students and staff have risen to the challenges to provide a comprehensive K–12 curriculum, in a very caring learning environment, which attempts to meet the needs of all students.

In 2019 the school participated in External Validation, with an external team of assessors visiting the school. The school was assessed with reference to the School Excellence Framework in the areas of Learning, Teaching and Leading. The school was assessed as delivering in all areas.

The school has a strong culture of wellbeing where every child is nurtured, cared for, and challenged to achieve their best. In conjunction with other support agencies such as Pathfinders, University of New England and AIME mentoring, we have enhanced student engagement and personal achievement. Students and staff are committed to providing students with as many learning opportunities as possible.

I commend the P&C for their efforts this year and sincerely thank all staff, parents and community members for their contributions to Emmaville Central School in 2019.

School background

School vision statement

At Emmaville Central School we **dream** for well-rounded successful citizens. We **believe** with hard work and dedication that everyone will get there. Together we will **create** a safe, supportive and stimulating school where students are enabled to **achieve** bright futures.

School context

Emmaville Central School (ECS) caters for students K–12 in a rural community 42kms north-west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two hotels, a post office, a general store, a rural supplies store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town.

Emmaville Central School offers individualized learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students (primary and secondary) to use. In November 2019, 24% of students identified as ATSI.

Students are able to undertake Stage 6 studies at Emmaville CS. The majority of subjects are now delivered on site. Students have the ability to access distance education for subjects not delivered locally. With an increase in staff permanency and skill set, local delivery has recently increased further. In senior years, academic pursuits and vocational education are growing priorities.

Primary students are an area of focus with significant language, literacy and numeracy support needs.

In 2019, the school is supported by extra resourcing through Early Action for Success (EAFS), utilising the expertise of an Instructional Leader, focusing on students from Kindergarten to Year 2. School prioritised funding to ensure that there is a 3 class structure in the Primary department. This allows for small class sizes and smaller student to teacher ratio for quality teaching.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program. The schools Parents and Citizens Association manage this program.

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 | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

TEACHING: Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose

Staff will have the skills to describe their students and identify those with additional support needs. Student needs will drive the programs delivered. Students will have differentiated learning across all areas (accommodations and learning adjustments). Staff will develop expertise at making differentiation's and ensuring reasonable accommodations and learning adjustments are planned and implemented.

Teachers will be highly engaged professionally in their own subject areas and value networks external to the school. They will be experts in their own teaching areas who are also excellent practitioners. High and reasonable expectations are made to reduce student stress & disengagement.

Staff will be committed to the school, students and each other with an understanding of the strength that comes from great teamwork. Staff will work together to assume a collaborative stance, working together to deliver a whole school vision to improve outcomes for every student. Teachers will model a growth mindset and as such, develop a culture which will extend to the wider community.

Improvement Measures

Teacher EFT / enrolments – evidence of an increase of enrolments

Attendance comparison

Formative / Summative Assessment (NAPLAN, local assessment, exams)

Conduct survey on engagement & collaboration

Tony Heart – Appraisal, Recognition & Moral Survey

Focus groups / team groups among staff

Staff sick leave register

Staff observations

Small data: the person is visible (but not named)

Sampling techniques (students and teachers)

Teach to teacher trust survey (Tony Bryk)

Baseline: (In Term 1, 2018)

– Asked for contribution from staff at meetings with no–very limited response.

– Observations on staff engagement in the community is low

Progress towards achieving improvement measures

Process 1: Staff Development and Learning:

- Allow for the continued use of the PDP document.
- Professional Learning for staff and sharing this learning, skills and knowledge with colleagues.
- Collaboration between staff including across stage and faculty.
- Formal mentoring by instructional leaders, including peer feedback and observations.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Lesson observations that focus on looking at consistency in engaging students. | Staff costs associated with attending professional learning. |
| Data entry on PLAN2 – K–6. | Professional learning resources |

Progress towards achieving improvement measures

Process 2: Effective Classroom Practice:

- whole school collaboration to meet the needs of all students including facilitating networking
- teachers use explicit teaching techniques and strategies
- teachers provide quality and timely feedback to students
- whole school approach to classroom management

| Evaluation | Funds Expended (Resources) |
|--|-------------------------------|
| Observations on lessons and feedback reflects practices in the What Works Best Document. SEF – Self evaluation. | |

Process 3: Professional Standards:

- Staff use a whole school approach when writing and adapting their PDP's with a common goal or focus that encompasses the whole school direction.
- Staff will be responsible for monitoring their own accreditation and professional learning, identifying their focus areas of development in line with their PDP's.

| Evaluation | Funds Expended (Resources) |
|---------------------------------------|-------------------------------|
| SCOUT Data. ETAMS evaluations. | |

Strategic Direction 2

LEARNING: Successful student learners and leaders who are active global citizens

Purpose

Our school culture will enable learning to lead at every level.

A growth mindset will be central to the setting of high expectations for all members of the school community. We will promote risk taking in learning and students who are not afraid of failure but embrace it as part of trying to be better. Our educational culture and learning culture will be emotionally safe and present a nurturing setting.

Teachers and students will have similar personal goals and leading will be expressed by their approach to self management.

We will develop 21st Century learners who are global citizens and embrace technology as part of our changing world.

Improvement Measures

- SAMR research tool
- Current activities and events taking place or what has taken place in our school in this reporting period.
- Productive pedagogy – Civics & Citizenship
- Differentiation is recorded and reported
- Every student achieves expected growth on progressions as individual needs are being met.

Progress towards achieving improvement measures

Process 1: Well-being:

- Whole school approach to well-being
- Engaged students that have differentiated learning
- Students care for their own well-being and the well-being of others.

| Evaluation | Funds Expended (Resources) |
|---|--|
| Sentral well-being reports and data. Programs reflect differentiation. Students surveys. Regular LaSt meetings were conducted which enhanced differentiation of learning for students and development of Learning Plans. | Involvement in No bullying day Talks by School Liaison Police officer |

Process 2: Curriculum and Learning:

- Networks with other schools and organisations provide useful links to enhancing learning experiences
- Successful transitions
- Students and parents are involved in the planning process

| Evaluation | Funds Expended (Resources) |
|--|---|
| AIME was terminated after three terms as it was not meeting the requirements of our students. Pathfinders were engaged to work with students which engaged students | Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$6500.00) |

Strategic Direction 3

LEADING: Enabling a self-sustaining and self-improving school community

Purpose

The creation of a "high trust environment", will create an emotional platform for learning.

Transparency, explicit learning goals and principles of visible learning will be apparent in our school in all classrooms and all aspects of school.

Communication processes will improve so as to create better and deeper community relationships – including our website, newsletter & social media.

Improvement Measures

Baseline:

- * Resistance to deliver at staff meetings
- * Resistance to attend PL
- * Communication methods currently occur through Sentral and emails.
- * Community relationships are limited

Map out matrix on each staff member

Tony Bryk survey – confidentiality (include all staff)

Data from the school website viewings

Records of staff meetings, coaching questions, team meetings.

Progress towards achieving improvement measures

- Process 1:** Educational Leadership
- Instructional leadership
 - High expectations culture
 - Performance management and development
 - community engagement

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>The cola area was full with parents, carers and family members for our 2pm Presentation day assembly. This illustrates the incredible support the school has from its community.</p> <p>Executive staff have been involved in mentoring to enhance their capacities with regular Executive development days to allow for training of the executive.</p> | |

- Process 2:** School resources
- Staff deployment
 - Facilities
 - Technology
 - Community use of facilities
 - Financial management

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>The cola has enhanced the environment at ECS. This has created an large undercover area which was used for this years presentation ceremony and</p> | <p>Two classrooms revamped with new furniture and paint to enhance the</p> |

Progress towards achieving improvement measures

for a community breakfast. It provides a covered seating area for students and is used daily.

The classrooms that have been revamped, which has significantly improved the learning environment for students.

learning area.

Secondary cola completed – joint funded project with NSW DET and ECS

New Sewage system has been installed which meets all EPA requirements

Funding Sources:

- (\$100000.00)

Process 3: Management practices and processes:

- Administrative systems and processes
- Service delivery
- Community satisfaction
- SeeSaw app

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Parent/community surveys have been positive | |
| Tell Them From Me Surveys | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$10 400.00) | Staff and students have developed their cultural awareness further with the assistance of local Elders and the University of New England and the AIME program. |
| Quality Teaching, Successful Students (QTSS) | Training for all staff in writing and grammar during Term 2,3 &4 staff meetings. Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$36 000.00) | Anticipated improvement in school writing NAPLAN results. Formative assessment is currently being used in some KLA areas. |
| Socio-economic background | Support for students– food, clothes and tutoring. Students were also subsidised for excursions Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$114 000.00) | 5 year 12 students completed year 12, of which 3 have employment and one is going to university. Students have been provided with a daily breakfast program and additional support staff have been employed to assist student learning. |
| Support for beginning teachers | | There were no beginning teachers who were funded, at ECS in 2019. Stage 6 staff have been supported with new syllabus implementation. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2016 | 2017 | 2018 | 2019 |
| Boys | 35 | 40 | 35 | 34 |
| Girls | 45 | 43 | 52 | 56 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 90.1 | 95.3 | 91.8 | 89.7 |
| 1 | 92.6 | 89.2 | 88.3 | 94.2 |
| 2 | 92 | 90.8 | 83.1 | 89.4 |
| 3 | 89.8 | 92.8 | 85.7 | 83.4 |
| 4 | 91.9 | 94.6 | 84 | 82.6 |
| 5 | 96.2 | 87.6 | 94 | 84.2 |
| 6 | 91.1 | 96.1 | 94 | 81.8 |
| 7 | 91.2 | 89.3 | 90.9 | 88.3 |
| 8 | 86.7 | 93.2 | 84.4 | 82.5 |
| 9 | 85.7 | 90.6 | 89.1 | 87.1 |
| 10 | 65.6 | 86.6 | 86 | 86.5 |
| 11 | 75.3 | 84.3 | 87.6 | 76.8 |
| 12 | 84.8 | 91.9 | 77.1 | 88.8 |
| All Years | 88.4 | 90.8 | 87.7 | 85.4 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| 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 | 92.3 | 92.3 | 91.5 | 91 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | N/A | N/A | N/A |
| Employment | N/A | 10 | 60 |
| TAFE entry | N/A | 10 | 0 |
| University Entry | N/A | N/A | 20 |
| Other | N/A | N/A | N/A |
| Unknown | N/A | N/A | 20 |

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Emmaville Central 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 Emmaville Central 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 |
| Assistant Principal(s) | 1 |
| Head Teacher(s) | 1 |
| Classroom Teacher(s) | 7.01 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.48 |
| School Administration and Support Staff | 4.88 |
| Other Positions | 0.1 |

*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 | 303,817 |
| Revenue | 2,279,235 |
| Appropriation | 2,252,375 |
| Sale of Goods and Services | 2,343 |
| Grants and contributions | 22,192 |
| Investment income | 2,325 |
| Expenses | -2,174,306 |
| Employee related | -1,825,504 |
| Operating expenses | -348,802 |
| Surplus / deficit for the year | 104,930 |

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 | 21,113 |
| Equity Total | 278,467 |
| Equity - Aboriginal | 30,373 |
| Equity - Socio-economic | 182,507 |
| Equity - Language | 0 |
| Equity - Disability | 65,587 |
| Base Total | 1,652,789 |
| Base - Per Capita | 20,414 |
| Base - Location | 27,336 |
| Base - Other | 1,605,040 |
| Other Total | 202,807 |
| Grand Total | 2,155,175 |

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.

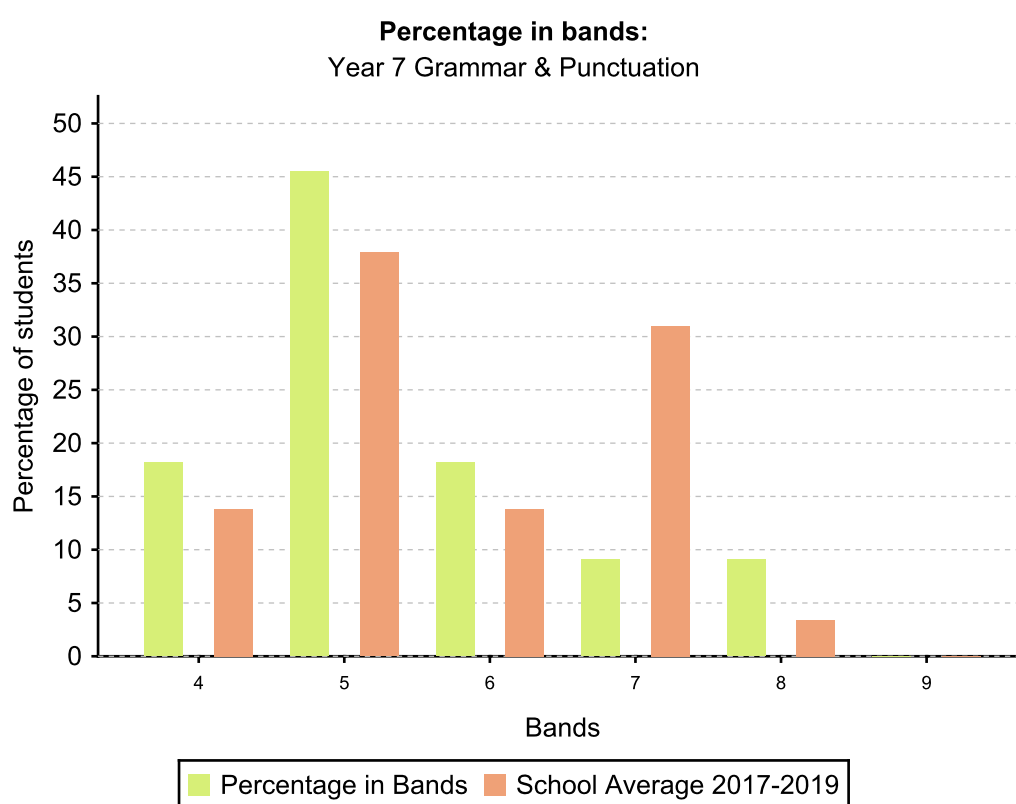
School performance - NAPLAN

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.

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.

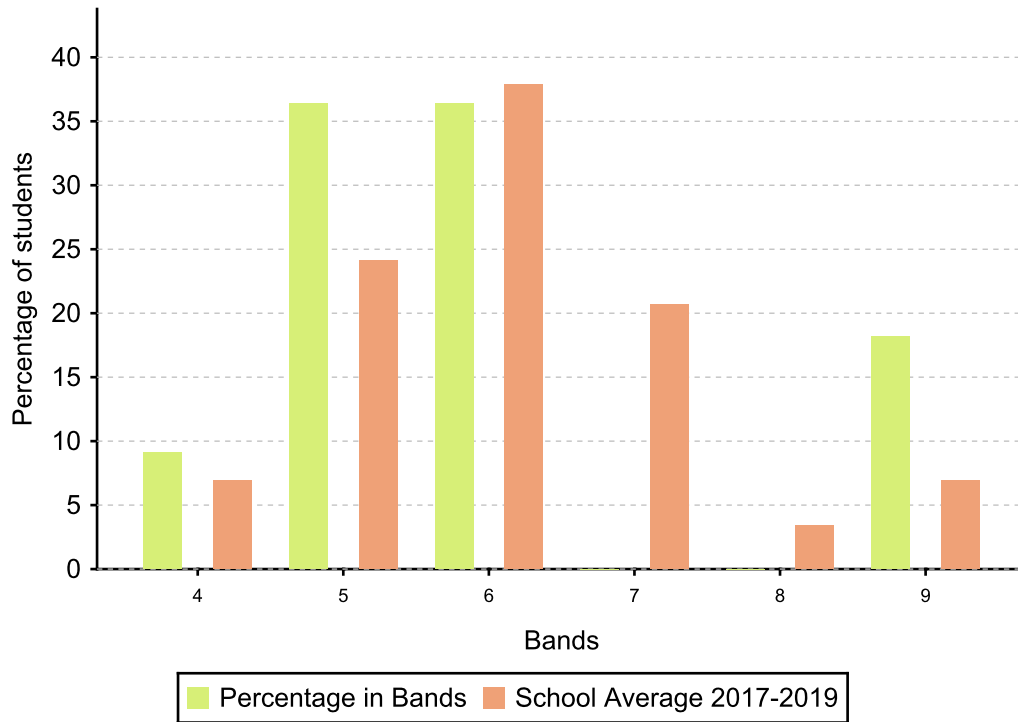
Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



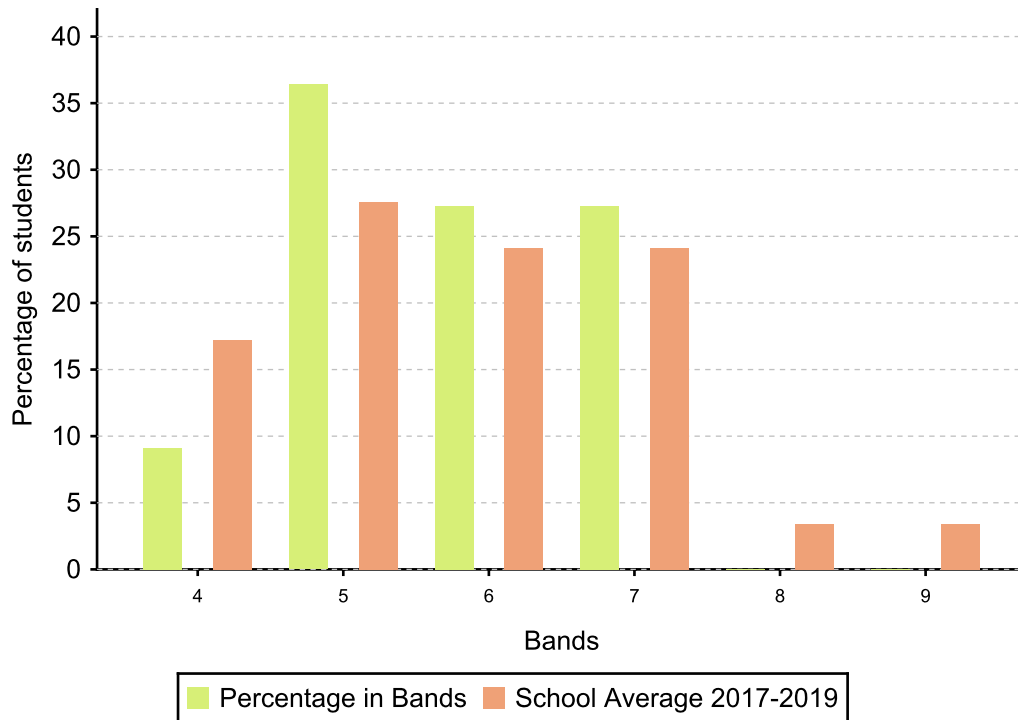
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 18.2 | 45.5 | 18.2 | 9.1 | 9.1 | 0.0 |
| School avg -2019 | 13.8 | 37.9 | 13.8 | 31 | 3.4 | 0 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|------|
| Percentage of students | 9.1 | 36.4 | 36.4 | 0.0 | 0.0 | 18.2 |
| School avg -2019 | 6.9 | 24.1 | 37.9 | 20.7 | 3.4 | 6.9 |

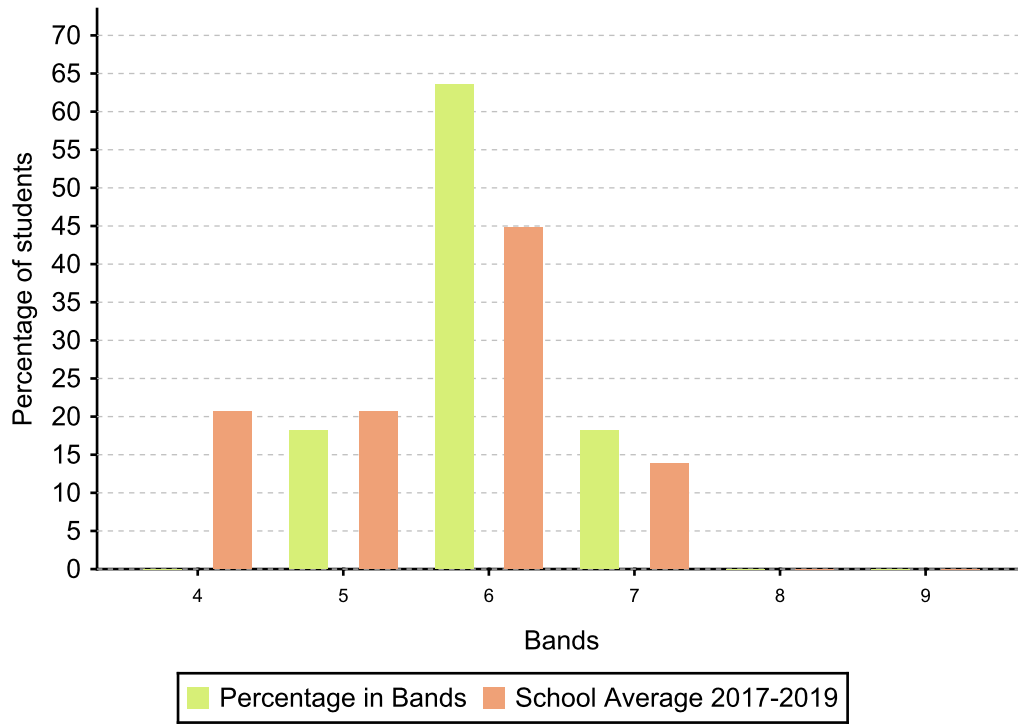
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 9.1 | 36.4 | 27.3 | 27.3 | 0.0 | 0.0 |
| School avg -2019 | 17.2 | 27.6 | 24.1 | 24.1 | 3.4 | 3.4 |

Percentage in bands:

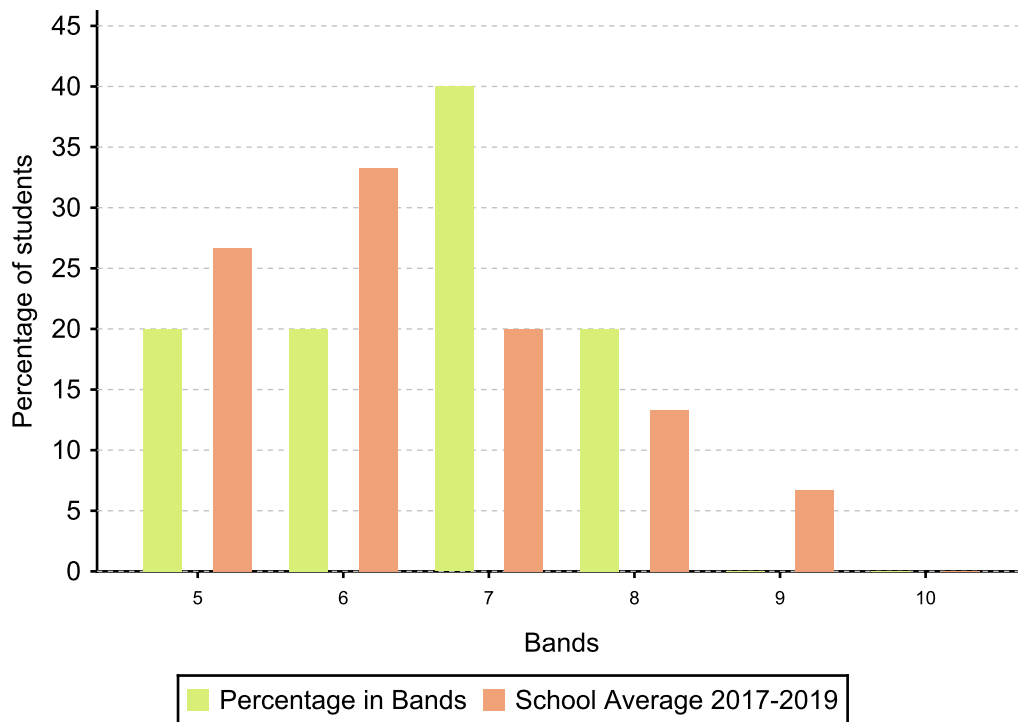
Year 7 Writing



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 0.0 | 18.2 | 63.6 | 18.2 | 0.0 | 0.0 |
| School avg -2019 | 20.7 | 20.7 | 44.8 | 13.8 | 0 | 0 |

Percentage in bands:

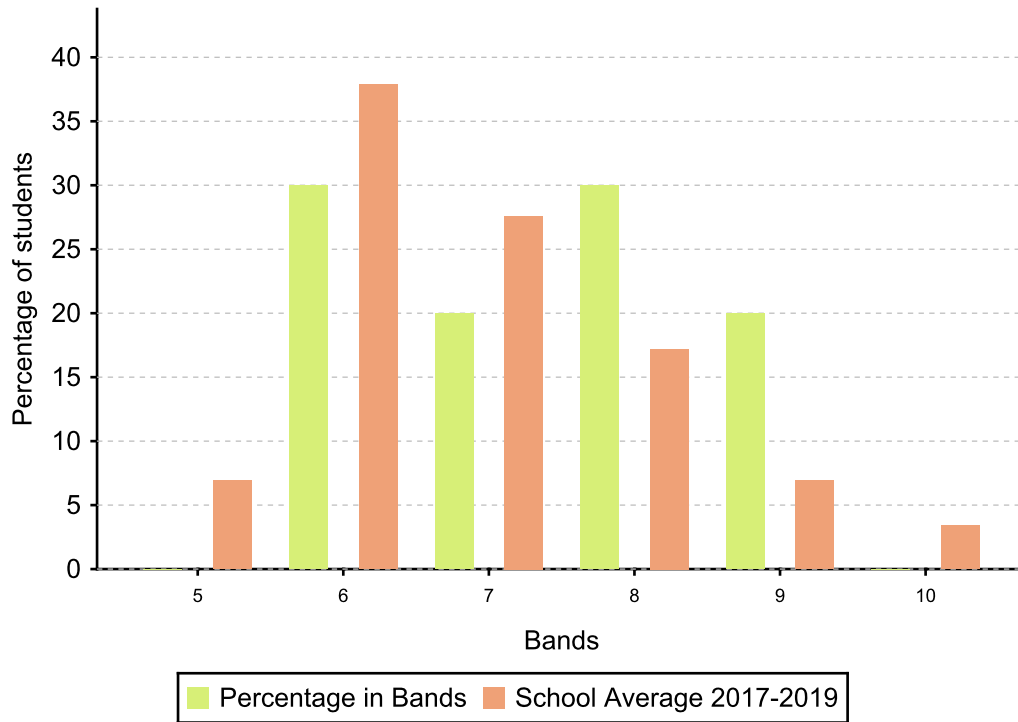
Year 9 Grammar & Punctuation



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 20.0 | 20.0 | 40.0 | 20.0 | 0.0 | 0.0 |
| School avg -2019 | 26.7 | 33.3 | 20 | 13.3 | 6.7 | 0 |

Percentage in bands:

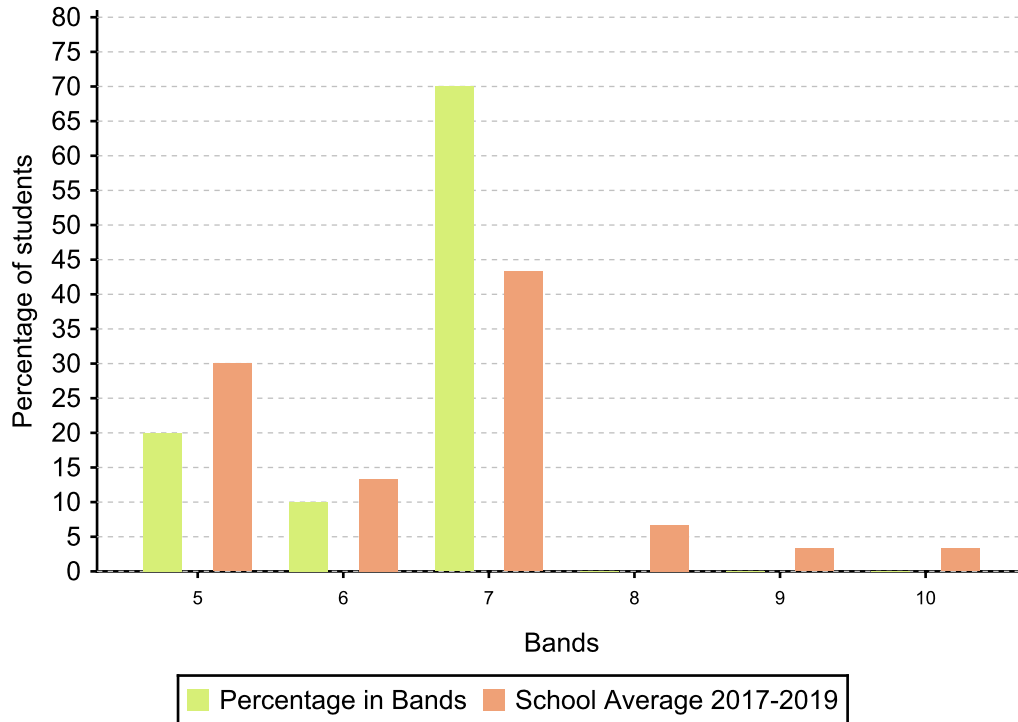
Year 9 Reading



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 30.0 | 20.0 | 30.0 | 20.0 | 0.0 |
| School avg -2019 | 6.9 | 37.9 | 27.6 | 17.2 | 6.9 | 3.4 |

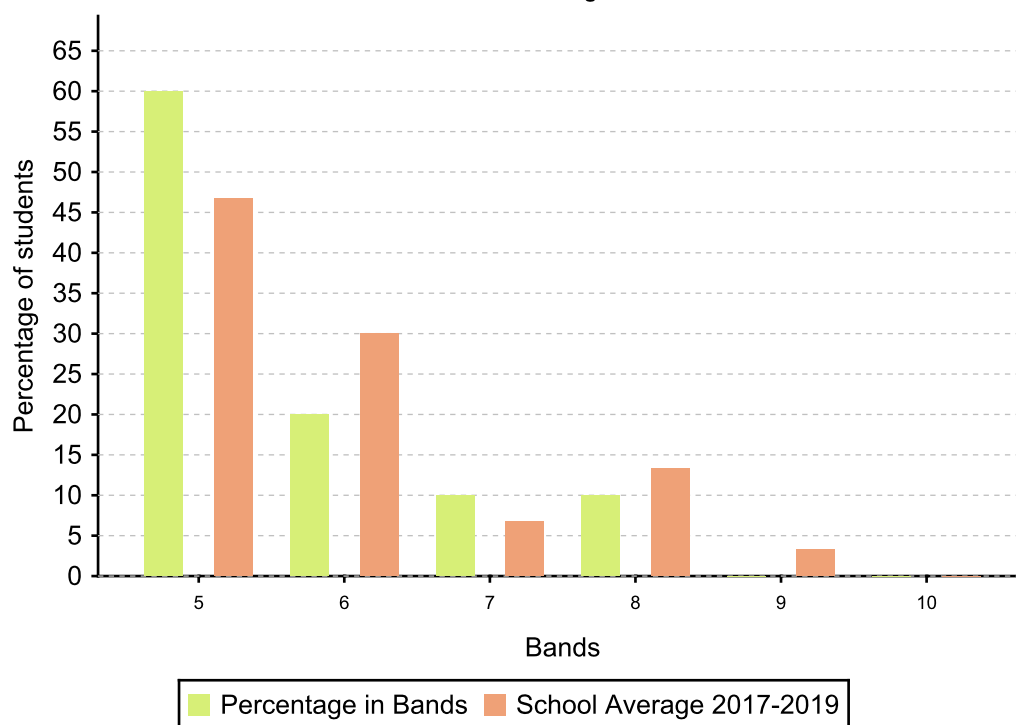
Percentage in bands:

Year 9 Spelling



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|-----|-----|-----|
| Percentage of students | 20.0 | 10.0 | 70.0 | 0.0 | 0.0 | 0.0 |
| School avg -2019 | 30 | 13.3 | 43.3 | 6.7 | 3.3 | 3.3 |

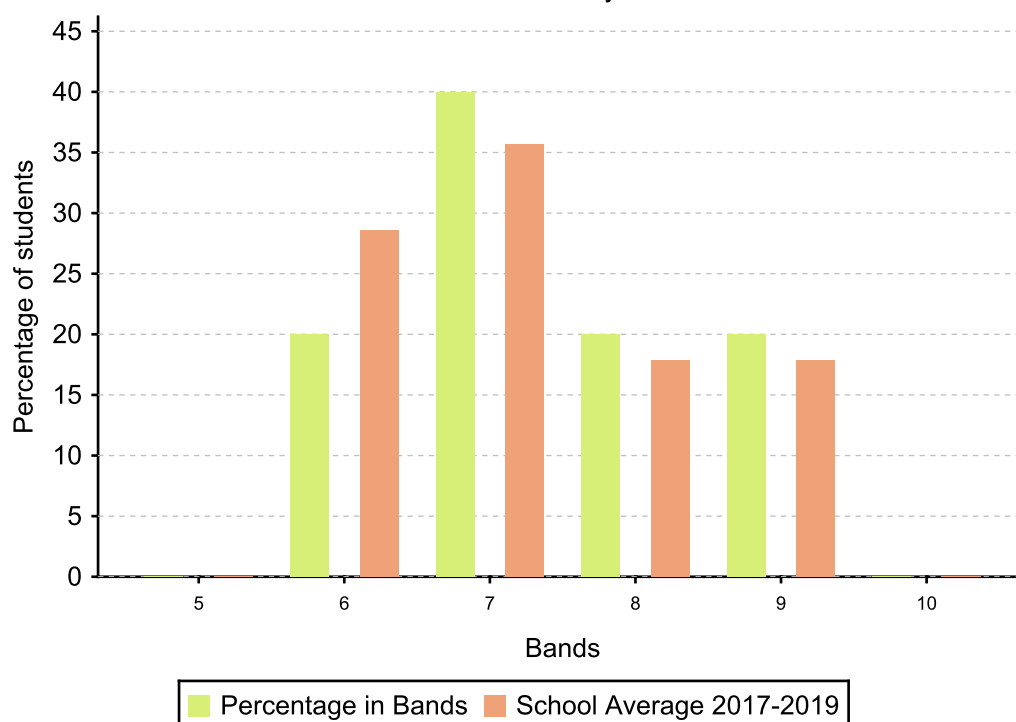
Percentage in bands:
Year 9 Writing



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 60.0 | 20.0 | 10.0 | 10.0 | 0.0 | 0.0 |
| School avg -2019 | 46.7 | 30 | 6.7 | 13.3 | 3.3 | 0 |

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

Percentage in bands:
Year 9 Numeracy



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|----------|----------|----------|----------|----------|-----------|
| Percentage of students | 0.0 | 20.0 | 40.0 | 20.0 | 20.0 | 0.0 |
| School avg -2019 | 0 | 28.6 | 35.7 | 17.9 | 17.9 | 0 |

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.

In 2019, five students completed Year 12.

Parent/caregiver, student, teacher satisfaction

Parents were internally surveyed at the end of Term 1 and in Term 3 and some parents completed the Tell Them from Me Survey and people matter survey.

Internal data from Term one and Term 3 indicated that 100% of the parents/ carers surveyed, felt welcome when they visited the school and 91% (Term 1) and 73% (Term 3) of parents believed that the information from the school was easy to understand.

In the Tell them From Me Survey, of the 54 students surveyed 85% said that their was a high expectation for success. (State average =85%). 51% of students said they had a sense of belonging. (State Average 69%).

In the people matter surveys 82% of parents and 73% of staff believes the schools strives to achieve customer/ client satisfaction. 91% of staff indicated that the job gave them a feeling of personal accomplishment.

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.