

# Kempsey High School

## 2019 Annual Report



8123

## Introduction

The Annual Report for 2019 is provided to the community of Kempsey 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

Kempsey High School  
Broughton St  
Kempsey, 2440  
[www.kempsey-h.schools.nsw.edu.au](http://www.kempsey-h.schools.nsw.edu.au)  
[kempsey-h.school@det.nsw.edu.au](mailto:kempsey-h.school@det.nsw.edu.au)  
6562 6166

## School background

### School vision statement

At Kempsey High School all students will be successful learners and will learn in an environment of respect, cooperation and fairness. Students will be safe, trusted, valued and supported by staff. Teachers will provide meaningful learning tasks that cater to students' developing needs. The school will provide quality learning resources and professional learning for the staff. It will enable parents, carers and community agencies to support student learning. The school will recognise the efforts and achievements of its students, parents and staff.

### School context

Kempsey High School enrolled 461 students in 2019 which included 149 (32%) Aboriginal students. 99 students (21%) were enrolled in Years 11 and 12.

The school serves public education students from across the Macleay Valley, principally those that live north and west of the Macleay River including those that reside in and around West Kempsey, Frederickton, Willawarrin and Bellbrook.

In 2019 the school had an ICSEA (Index of Community Socio-Economic Advantage) of 852 and a FOEI (Family Occupation and Education Index) of 151. These indices reflect the financial pressures impacting on many of the school's families. In 2019, 74% of families were in the bottom income quartile and 93% of families were in the bottom half of the four income quartiles.

Kempsey High School is one of two public high schools that make up the 17 member Macleay Public Schools.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

Enhancing student reading, numeracy and HSC performance.

### Purpose

Enhancing the reading and numeracy performance of students enables them to be interested, motivated and confident learners who have a strong academic self concept and high expectations for success.

### Improvement Measures

In reading ability, students meet or exceed one Lexia level per year.

Lift per student assessable task completions by 2% annually.

2% growth from previous year's mean score on the Intellectual Engagement composite score from the Tell Them From Me student survey.

In numeracy ability, students meet or exceed one Lexia level per year.

### Progress towards achieving improvement measures

#### Process 1: Teacher Professional Learning:

Implement high quality professional learning focused on raising student reading and academic performance.

Evaluation	Funds Expended (Resources)
<p>Feedback received from leaders and participants in PLTM. Average satisfaction score 3.7 / 5 for quality of professional learning. 10/11 teachers report they explicitly teach vocabulary as part of their lessons. Some, but limited use of formative evaluation instruments (eg student exit slips).</p> <p>For 2020: Some staff changes within the three teams. Suggestion to continue by replacing these teachers and implementing first term round with prof. guidance in teaching strategies chosen from literacy consultant. Expand to four teams in term 2 2020 and if surviving the "implementation dip" a fifth team in term 3 2020. Availability of casual teachers a problem. Suggestion to establish 2 school based temporary positions with teachers to co-teach Minimum Standards / Lexia coaching with classroom teachers whilst enabling these teachers to also contribute to day-to-day relief. Seeking student learning feedback about the extent of student literacy learning.</p>	<p>Teacher Relief LAP Teams:</p> <p>12 teachers plus one leader. 2 x 0.5 day release = <math>\\$508 \times 12 = \\$6096</math>.</p>

#### Process 2: Learning and Assessment Support program:

Implement academic interventions for identified students at point of need.

Evaluation	Funds Expended (Resources)
<p>Per student warning letters reduced from 2018 levels by 4.5% for Years 9–12. Year 12: 2.08 (rise 13%); Year11: 2.9 (rise 146%); Year 10 1.58 (down 36%); Year 9: 0.64 (down 60%).</p> <p>Intellectual Engagement composite score growth of –1%. (2017: 34%; 2018 37%; 2019 36%).</p>	<p>39 periods Learning &amp; Support program (\$138,730).</p> <p>Edrolo \$5218</p> <p>Lexia \$4828</p> <p>10 Laptops \$5300</p> <p>Ear Pieces \$220</p>

## Progress towards achieving improvement measures

2020 Considerations in addition to the Library LaST withdrawal program.

Staff in targeted class groups actually do Lexia to fully experience it.

Flexible scheduling of "Lexia/ Minimum Standards Resource teachers" (A project casual) who go to classes and co-teach for three periods per week flexibly timed around casual teacher requirements.

Total: \$154,296

## Strategic Direction 2

Enhancing students' learning engagement.

### Purpose

Elevating students' attendance, wellness and positive behaviour contributes significantly to achieving strong learning outcomes. Access to modern infrastructure, teaching resources and technologies is important to achieving meaningful and safe student engagement.

### Improvement Measures

#### Attendance:

Increase second semester student attendance to 84% by 2020.

#### Behaviour:

Growth in per student appropriate behaviour reports by 2% per year.

#### Engagement:

2% growth from previous year's mean score in the Tell Them From Me Student Survey measures of Intellectual Engagement (positive learning climate, relevance, rigour, intellectual engagement, interest and motivation) and Social Engagement (advocacy at school, advocacy outside of school, bullying, positive relationships, positive teacher – student relations and sense of belonging).

### Progress towards achieving improvement measures

#### Process 1: Attendance and Behaviour:

Implement initiatives to lift student attendance and positive behaviour.

Evaluation	Funds Expended (Resources)
<p><b>Attendance:</b> Second semester attendance 2019: 74.6% (68.7% Aboriginal students).</p> <p><b>Behaviour:</b> 2018 Misbehaviour reports 4879 / 485 students = 10.06 reports per student.</p> <p>2019 Misbehaviour reports 4338 / 460 students = 9.43 reports per student.</p> <p>Growth in per student appropriate behaviour reports by 6.3%.</p> <p>Total Merits for 2018 was 2993</p> <p>Total Merits for 2019 was 4101</p> <p>For 2020:</p> <ul style="list-style-type: none"><li>• Implement revised attendance procedures with SASS and Attendance Teacher resourcing.</li><li>• Wellbeing initiative to lead generalisation of "Trauma Informed Practices" into classroom teaching practices.</li><li>• Align Year Adviser Attendance interventions to same procedures at KASAT.</li></ul>	Six Year Advisers = \$30,140.70

#### Process 2: Engagement:

Raise students' intellectual and social engagement through upgraded infrastructure, technology, learning resources and by programs that strengthen positive social relationships.

Evaluation	Funds Expended (Resources)
------------	----------------------------

### Progress towards achieving improvement measures

Intellectual Engagement composite score growth of –1%. (2017: 34%; 2018 37%; 2019 36%).

Social Engagement composite score growth of 0%. (2018 53%; 2019 53%).



### Strategic Direction 3

Enhancing communication with parents and carers.

#### Purpose

Facilitating parent / carer feedback about school performance, providing regular information about school events and their child's behaviour, development and progress builds a strong partnership with parents and carers that strengthens student learning.

#### Improvement Measures

Increased contact and feedback from parents /carers and community from 2017 baselines.

Increased number of student reports meeting Reporting Policy benchmark.

Increased parent attendance at Parent–Teacher evenings and Personalised Learning Pathways meetings.

#### Progress towards achieving improvement measures

**Process 1:** Solicitation and addressing of feedback received about school performance from parent / carers.

Evaluation	Funds Expended (Resources)
The online Partners In Learning Parent Survey received 30 responses from Parent–Teacher afternoon 1/8/19 (increase from 5 in 2017 and 11 in 2018).	Communications SASS: \$23,495

**Process 2:** Provision of information to parents / carers about school events, their child's behaviour, social / emotional development, academic progress and how to support their child's learning.

Evaluation	Funds Expended (Resources)
<p>The number of supervisory corrections made in Year 12 draft reports prior to publication has declined: Semester 2 2017 1.6 errors per student; Semester 1 2018 1.46 errors; Semester 2 2018 1.2 errors per student; Semester 2 2019 1.4 errors per students.</p> <p>The number of supervisory corrections made in Year 7 draft reports prior to publication has decreased: Semester 2 2017: 2.54 errors per student; Semester 2 2018: 4.0 errors per student; Semester 1 2019: 2.38 errors per student.</p> <p>On the 14th. March 2018 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 26/103 (25.2%); Year 8: 17/89 (19.1%); Year 9: 10/89 (11.2%); Year 10: 8/84 (9.5%); Year 11: 10/73 (13.7%); Year 12: 6/54 (11.1%).</p> <p>On the 1st August 2018 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 18/103 (17.5%); Year 8: 16/86 (18.6%); Year 9: 13/86 (15.1%); Year 10: 7/85 (8.2%); Year 11: 5/67 (7.5%); Year 12: 5/52 (9.6%).</p> <p>On the 6th. March 2019 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 27/113 (23.9%); Year 11 4/48 (8.3%); Year 12: 7/48 (14.6%).</p> <p>On the 1st August 2019 the following numbers of students had a parent or carer engaged in one or more Parent – Teacher Interviews: Year 7: 21/111 (18.9%); Year 8: 15/94 (16.0%); Year 9: 6/80 (7.5%); Year 10: 6/75 (8.0%); Year 11: 1/48 (2.1%); Year 12: 10/48 (20.8%). Total 59/456 (12.9%).</p> <p>Only PLPs completed in 2019 counted here. 25 Aboriginal students with new or revised PLPs (17%) in addition to the 82 (2017) and 45 (2018) PLPs. Yr 7</p>	<p>Communications SASS \$23,495.</p> <p>KHS News Happynings \$7592</p>

## Progress towards achieving improvement measures

= 8/38, Yr 8 = 8 /34, Yr 9 = 3/29, Yr 10 = 2/23, Yr 11 = 2/21, Yr 12 = 2/8.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Clontarf Academy (64 boys x \$1250) \$80,000</p> <p>Girls Academy (56 girls x \$1250) \$70,000</p> <p>AEO \$68,575</p> <p>0.85 SLSO \$52,264</p> <p>Total Aboriginal background loading \$52,264</p>	<p>Supporting Aboriginal students with assessment tasks: Term 1 Clontarf boys 8, Girls Academy 1; Term 2 Clontarf boys 13, Girls Academy 5; Term 3 Clontarf boys 17, Girls Academy 15.</p> <p>Aboriginal students semester 2 attendance 68.7%</p> <p>Year 12 Aboriginal student average number of N Awards: 4.75 per student.</p>
<b>Low level adjustment for disability</b>	<p>1.8 LAST Teachers \$284,213</p> <p>Flexible Funding \$92,124</p> <p>Total LLAD Funding \$284,213</p>	<p><b>Lexia Enrolment:</b> L&amp;SP (Library Withdrawal): Year 7: 40 students; Year 8 38 students.</p> <p><b>Lexia Impact:</b> (achieved at least one level of Lexia growth)</p> <p>Aboriginal Students: Yr 7 44%; Yr 8 39%; Yr 9 29%; Yr 10 16%.</p> <p>All students: Yr 7 70%; Yr 8 43%; Yr 9 41%; Yr 10 11%.</p> <p>Learning Faculty: Yr 7 65%; Y8 63%; Yr 9 73%; Yr 10 35%.</p>
<b>Socio-economic background</b>	<p>Comprehensive Classes (3.3 teachers) \$352,162</p> <p>Comprehensive Classes (1.8 SLSO) \$110,254</p> <p>Learning &amp; Support Program (1.3 teachers) \$138,730</p> <p>Enterprise Centre (1.3 teachers) \$138,730</p> <p>Enterprise Centre SLSO \$61,252</p> <p>Homework Centre \$25,698</p> <p>Student Assistance \$1,567</p> <p>Total LOW SES Funding \$828,393</p>	<p>20 students completed work placement program. Increased self confidence and clearer ideas about their future vision of employment and further training.</p> <p>4 students gained part time employment.</p> <p>2020:</p> <p>Numbers of Homework Centre students very small. Plan to revamp the morning program to increase accessibility.</p> <p>Previous Tell Them From Me survey results show higher outcomes in all questions for Comprehensive Class students and in several areas for Enterprise Centre students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	235	250	245	237
Girls	215	216	244	224

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	84.6	86.4	87.1	83.6
8	79.7	79.6	83	81.8
9	75.4	79.5	80.3	77.3
10	77.8	71.4	77.1	77.6
11	71.2	73.1	82.1	70.6
12	84.2	85.1	86.1	87.5
All Years	78.4	78.8	82.7	80.1
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

### 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	3	3	21
Employment	2	23	38
TAFE entry	9	9	13
University Entry	0	0	11
Other	3	9	9
Unknown	0	0	8

### Year 12 students undertaking vocational or trade training

71.19% of Year 12 students at Kempsey High School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

90% of all Year 12 students at Kempsey 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)	1
Head Teacher(s)	7
Classroom Teacher(s)	31
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.78
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,249,756
<b>Revenue</b>	8,447,146
Appropriation	8,233,138
Sale of Goods and Services	30,963
Grants and contributions	140,503
Investment income	1,912
Other revenue	40,630
<b>Expenses</b>	-8,772,964
Employee related	-7,272,725
Operating expenses	-1,500,239
<b>Surplus / deficit for the year</b>	-325,818

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	828,075
<b>Equity Total</b>	1,383,445
Equity - Aboriginal	270,839
Equity - Socio-economic	828,393
Equity - Language	0
Equity - Disability	284,213
<b>Base Total</b>	5,146,913
Base - Per Capita	120,294
Base - Location	4,349
Base - Other	5,022,269
<b>Other Total</b>	491,142
<b>Grand Total</b>	7,849,574

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.

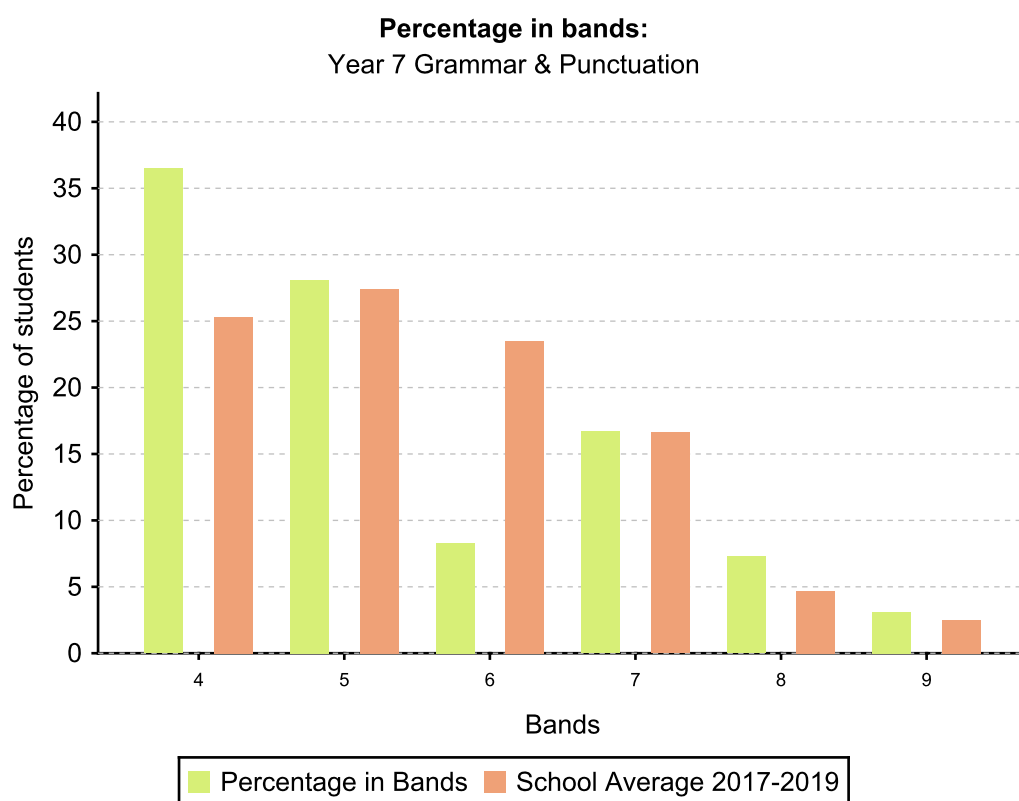


## School performance - NAPLAN

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.

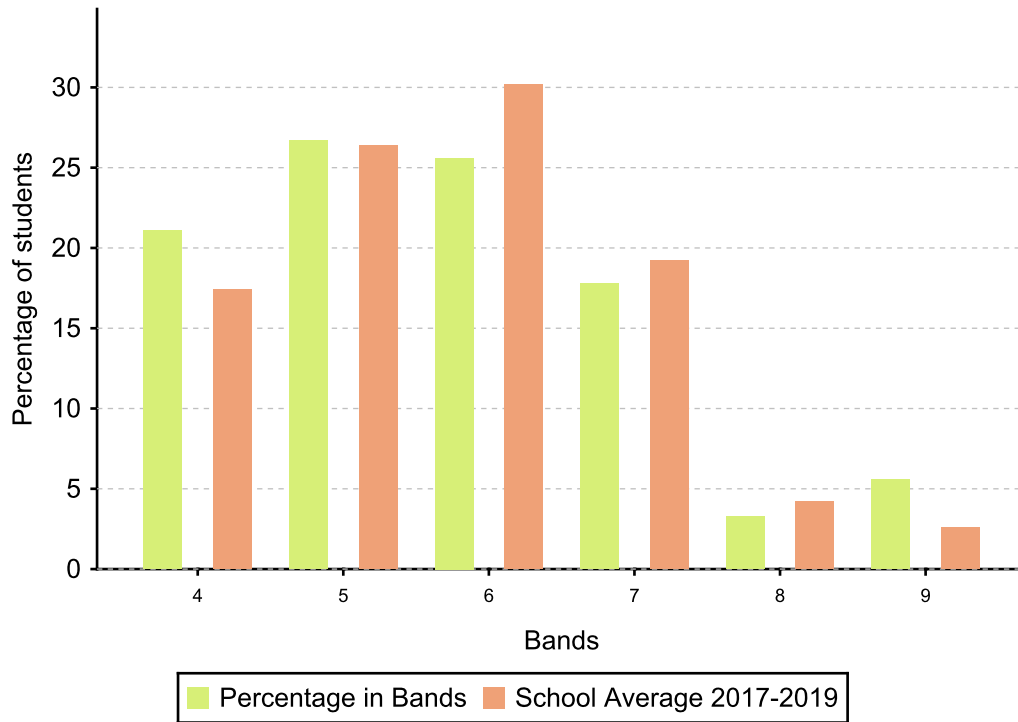
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



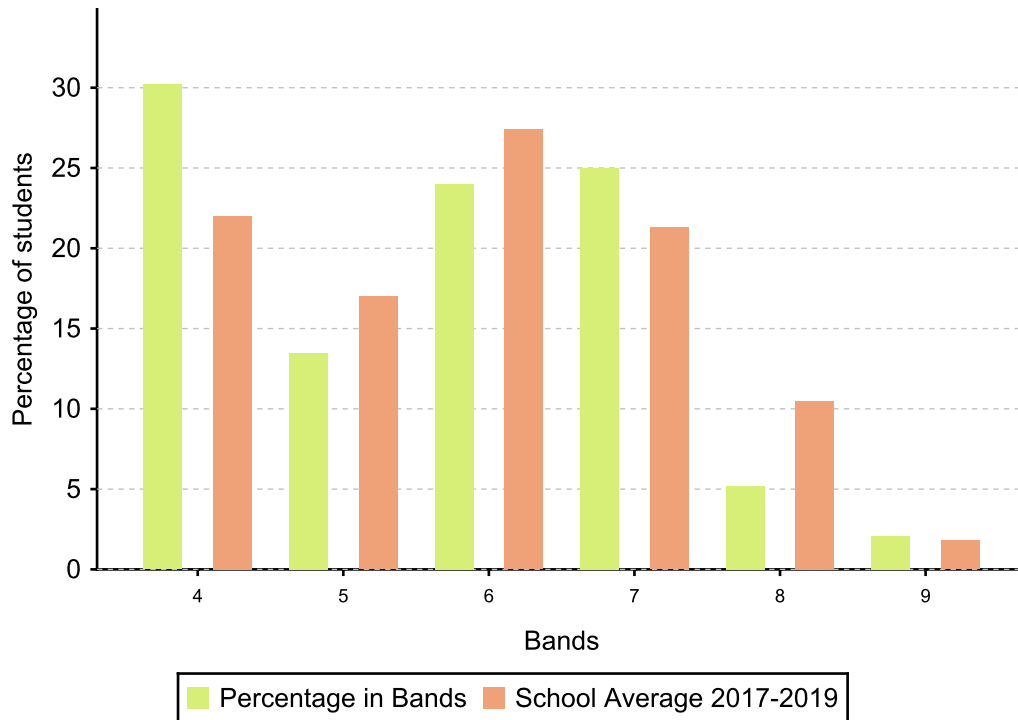
Band	4	5	6	7	8	9
Percentage of students	36.5	28.1	8.3	16.7	7.3	3.1
School avg 2017-2019	25.3	27.4	23.5	16.6	4.7	2.5

**Percentage in bands:**  
Year 7 Reading

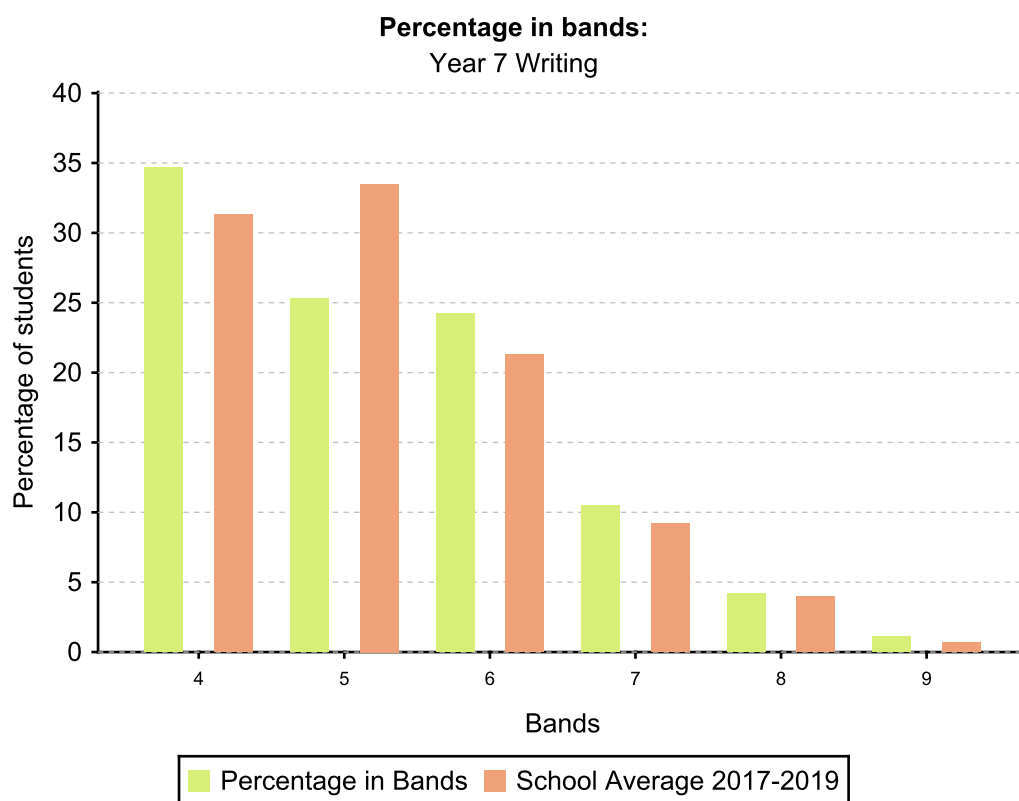


Band	4	5	6	7	8	9
Percentage of students	21.1	26.7	25.6	17.8	3.3	5.6
School avg 2017-2019	17.4	26.4	30.2	19.2	4.2	2.6

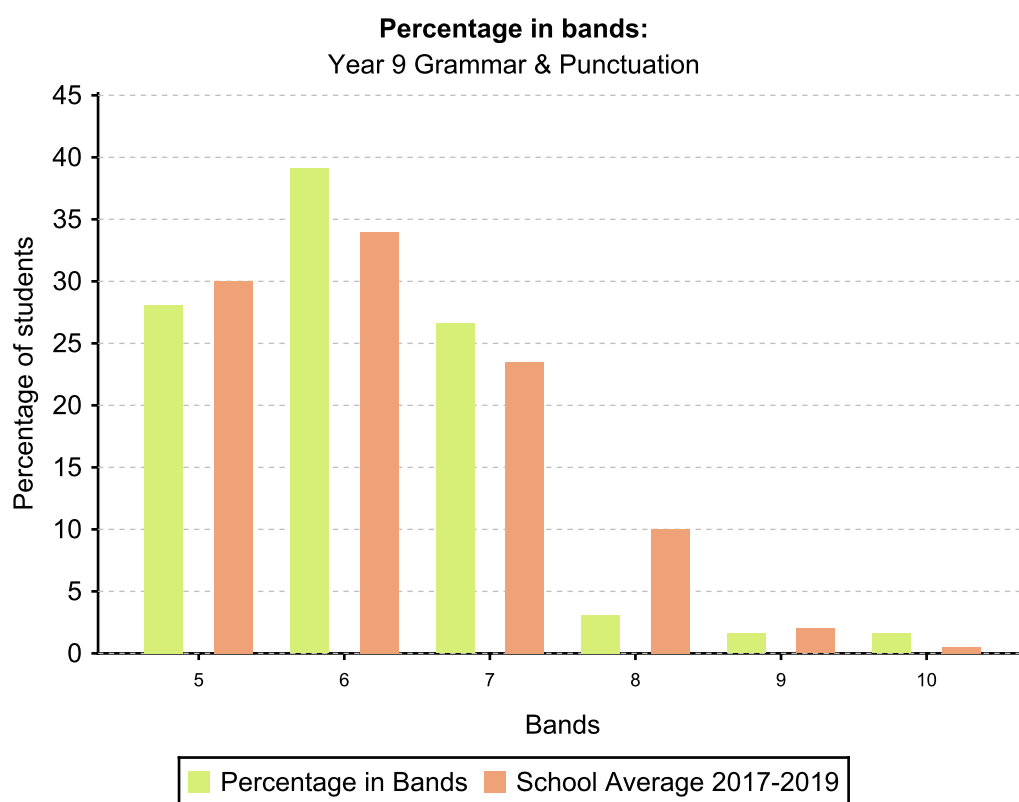
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	30.2	13.5	24.0	25.0	5.2	2.1
School avg 2017-2019	22	17	27.4	21.3	10.5	1.8



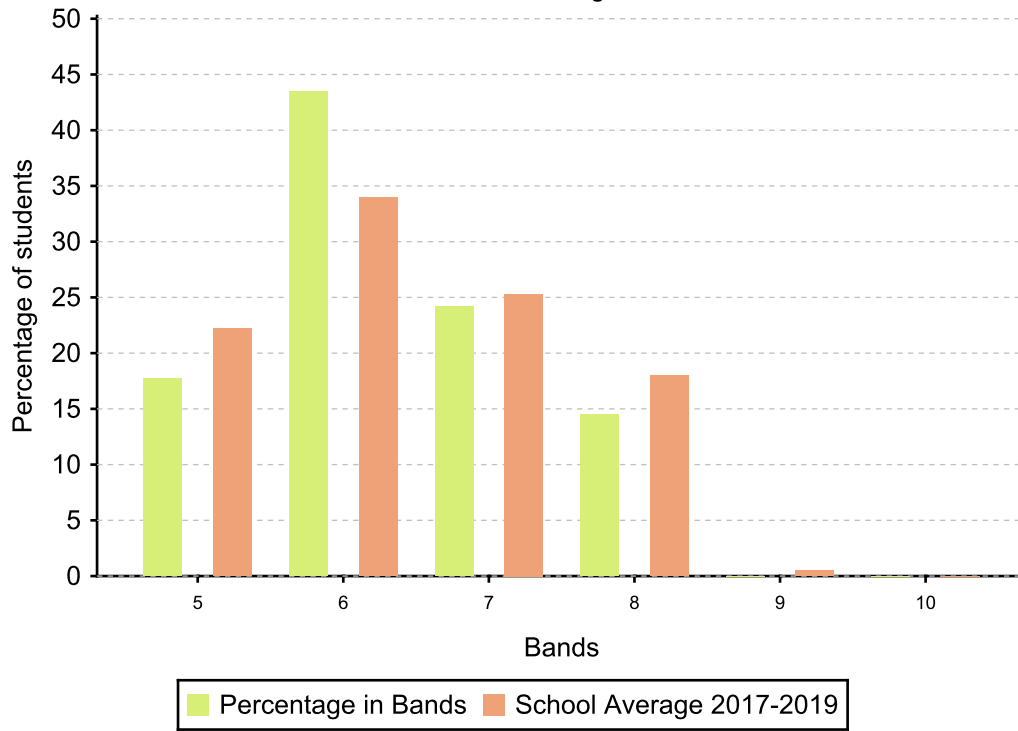
Band	4	5	6	7	8	9
Percentage of students	34.7	25.3	24.2	10.5	4.2	1.1
School avg 2017-2019	31.3	33.5	21.3	9.2	4	0.7



Band	5	6	7	8	9	10
Percentage of students	28.1	39.1	26.6	3.1	1.6	1.6
School avg 2017-2019	30	34	23.5	10	2	0.5

### Percentage in bands:

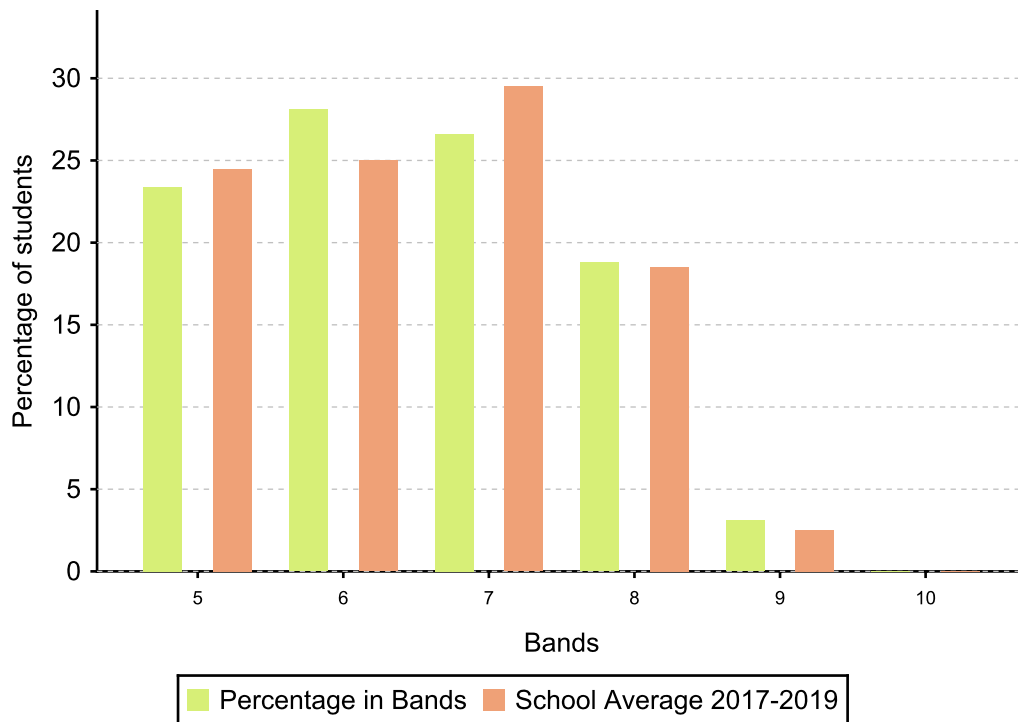
#### Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	17.7	43.5	24.2	14.5	0.0	0.0
School avg 2017-2019	22.2	34	25.3	18	0.5	0

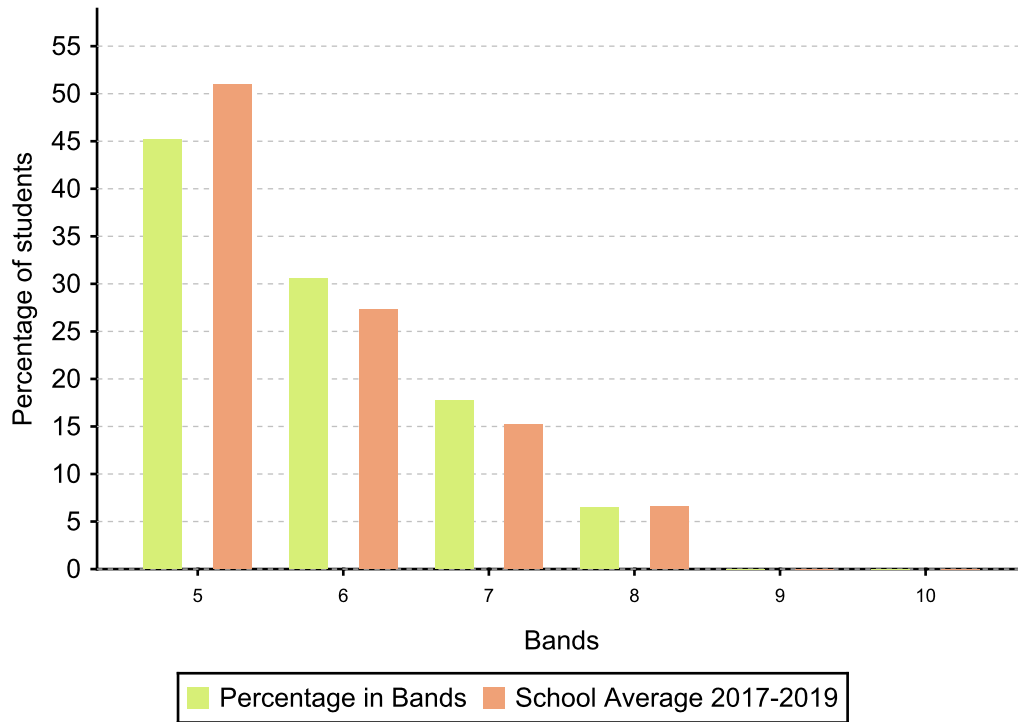
### Percentage in bands:

#### Year 9 Spelling



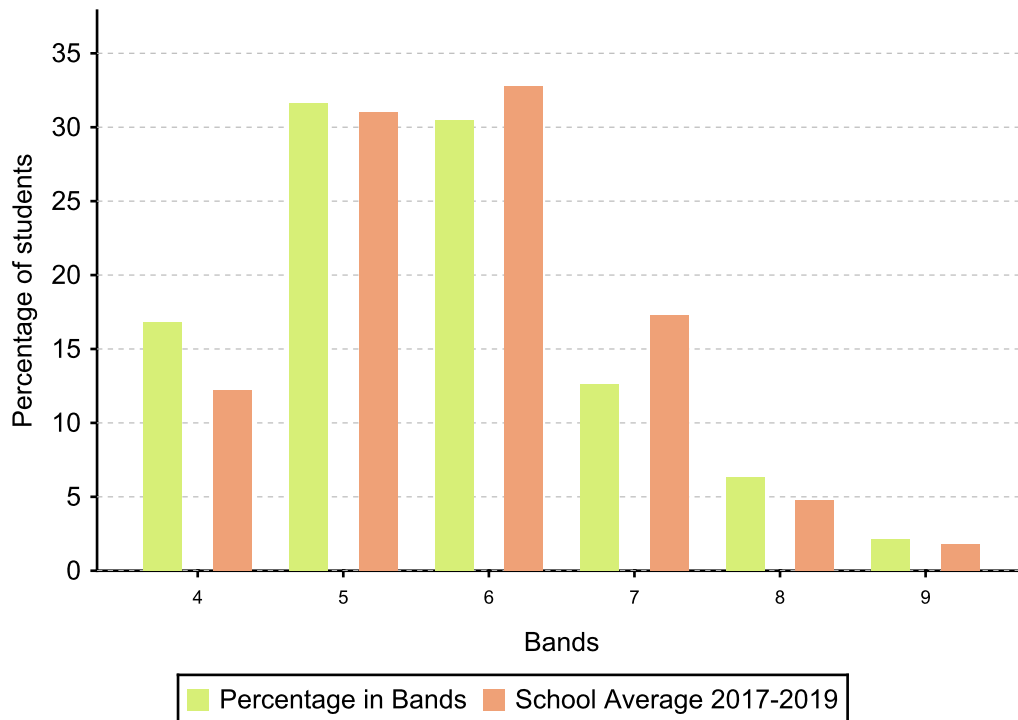
Band	5	6	7	8	9	10
Percentage of students	23.4	28.1	26.6	18.8	3.1	0.0
School avg 2017-2019	24.5	25	29.5	18.5	2.5	0

**Percentage in bands:**  
Year 9 Writing



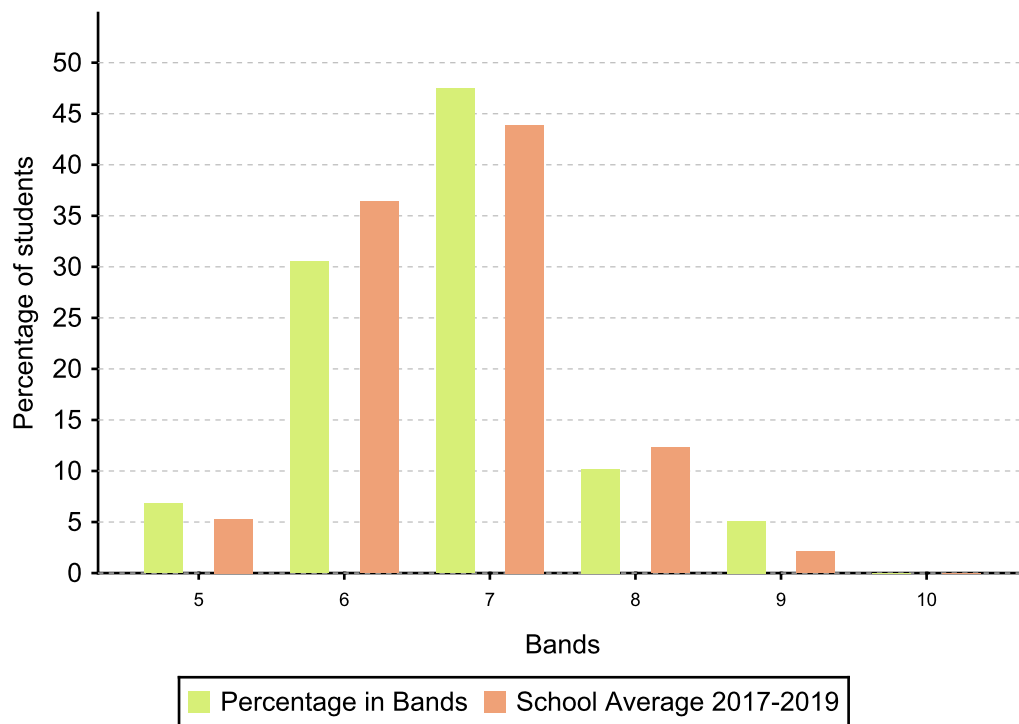
Band	5	6	7	8	9	10
Percentage of students	45.2	30.6	17.7	6.5	0.0	0.0
School avg 2017-2019	51	27.3	15.2	6.6	0	0

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	16.8	31.6	30.5	12.6	6.3	2.1
School avg 2017-2019	12.2	31	32.8	17.3	4.8	1.8

**Percentage in bands:**  
Year 9 Numeracy

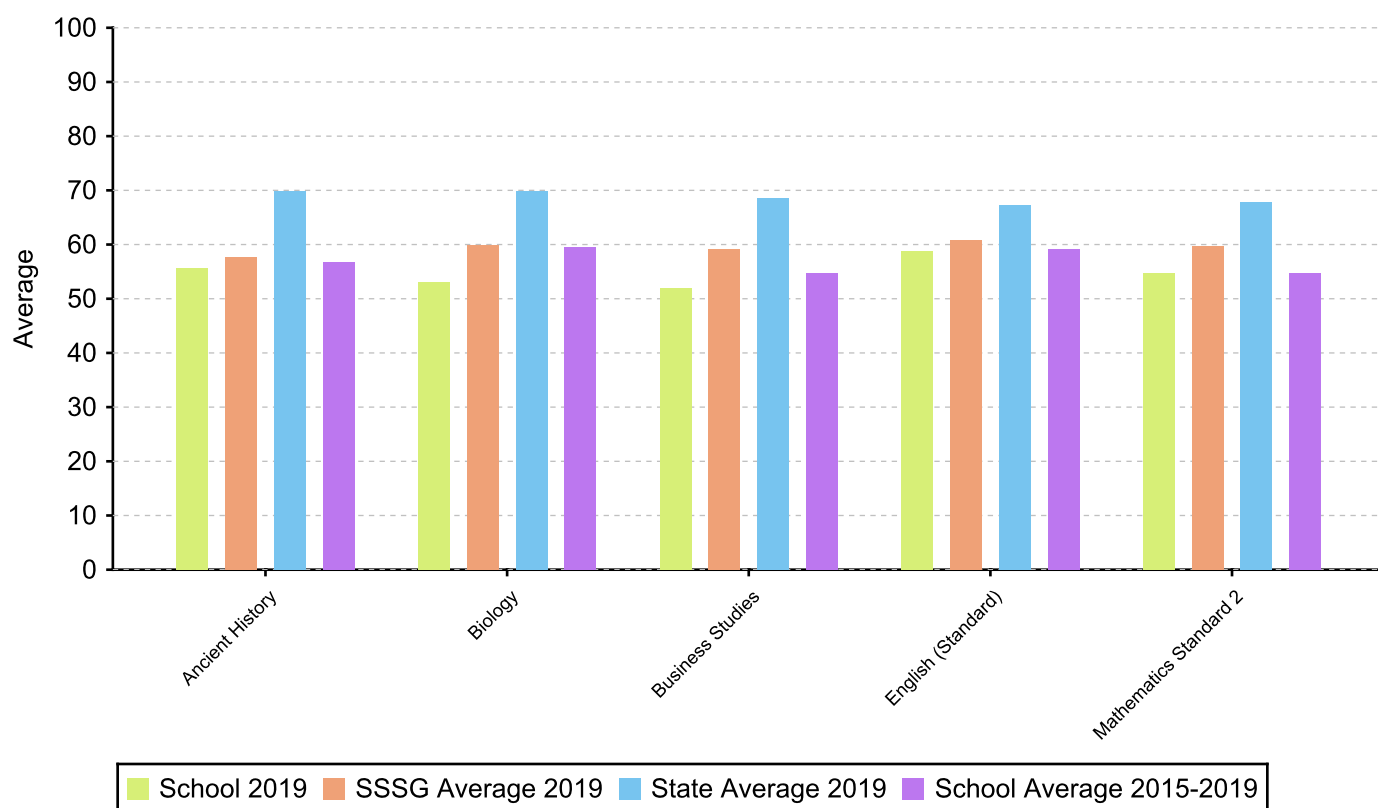


Band	5	6	7	8	9	10
Percentage of students	6.8	30.5	47.5	10.2	5.1	0.0
School avg 2017-2019	5.3	36.4	43.9	12.3	2.1	0

## 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.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	55.6	57.7	69.9	56.8
Biology	53.0	59.9	69.9	59.5
Business Studies	51.9	59.1	68.6	54.7
English (Standard)	58.7	60.8	67.3	59.1
Mathematics Standard 2	54.7	59.6	67.7	54.7

# Parent/caregiver, student, teacher satisfaction

## Parent Survey

The Partners In Learning Parent Survey received 30 paper responses and 0 online responses. In 2018, the online survey received 11 responses (2% response rate and an increase from 5 in 2017). The survey includes 7 measures scored on a 10 point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The figures in parentheses show the 2018 responses and the figures in brackets show the 2017 responses. 2019 state averages cannot be accessed because the nil online parent response prevented the generation of a parent report. The results are as follows:

**Parents Feel Welcome: School Mean 8.3 {6.7} (5.3), state average {7.4} (7.4).**

I feel welcome when I visit the school. 9.1 {6.7} (6.4)

I am well informed about school activities. 7.9 {6.3} (3.9)

Teachers listen to concerns I have. 7.9 {6.2} (5.4)

I can easily speak with the school principal. 8.5 {6.8} (6.1)

Written information from the school is in clear, plain language. 8.4 {6.7} (6.1)

Parent activities are scheduled at times when I can attend. 7.9 {6.1} (3.2)

The school's administrative staff are helpful when I have a question or problem. 8.3 {7.9} (5.0)

**Parents Are Informed: School Mean 7.8 {5.4} (4.6), state average {6.6} (6.6).**

Reports on my child's progress are written in terms I understand. 8.0 {6.1} (6.4)

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 8.2 {6.6} (5.0)

I am informed about my child's behaviour at school, whether positive or negative. 7.9 {5.7} (4.3)

The teachers would inform me if my child were not making adequate progress in school subjects. 7.8 {5.4} (4.6)

I am well informed about my child's progress in school subjects. 7.7 {5.6} (4.6)

I am informed about opportunities concerning my child's future. 7.7 {4.3} (4.2)

I am informed about my child's social and emotional development. 7.3 {4.3} (3.2)

**School Supports Learning: School Mean 8.0 {5.5} (4.7), state average {7.3} (7.3).**

Teachers have high expectations for my child to succeed. 7.7 {4.8} (5.4)

Teachers show an interest in my child's learning. 8.4 {5.8} (3.8)

My child is encouraged to do his or her best work. 8.2 {6.0} (5.4)

Teachers take account of my child's needs, abilities, and interests. 7.9 {3.9} (2.1)

Teachers expect homework to be done on time. 7.9 {6.5} (5.8)

Teachers expect my child to work hard. 7.8 {6.0} (5.8)

**School Supports Positive Behaviour: School Mean 8.0 {6.4} (5.2), state average {7.7} (7.7).**

Teachers expect my child to pay attention in class. 8.3 {6.8} (6.7)

Teachers maintain control of their classes. 7.6 {5.2} (3.3)

My child is clear about the rules for school behaviour. 8.4 {7.7} (7.9)

Teachers devote their time to extra-curricular activities. 7.8 {5.8} (2.9)

**Safety At School: School Mean 8.0 {6.4} (3.4), state average {7.4} (7.4).**

Behaviour issues are dealt with in a timely manner. 7.9 {6.1} (2.9)



My child feels safe at school. 8.0 {6.4} (3.8)

My child feels safe going to and from school. 8.3 {6.9} (4.2)

The school helps prevent bullying. 7.8 {5.8} (2.9)

**Inclusive School: School Mean 7.5 {5.8} (3.1), state average {6.7} (6.7).**

Teachers help students who need extra support. 7.8 {5.4} (2.9)

School staff create opportunities for students who are learning at a slower pace. 7.2 {6.0} (3.3)

Teachers try to understand the learning needs of students with special needs. 7.2 {5.4} (4.6)

School staff take an active role in making sure all students are included in school activities. 7.5 {6.0} (2.1)

Teachers help students develop positive friendships. 7.6 {6.0} (2.5)

### **Student Survey**

322 students (242 in 2018 and 241 in 2017) responded to the Tell Them From Me survey: 84 (72, 64) Year 7; 63 (49, 61) Year 8; 57 (47, 51) Year 9; 47 (38, 40) Year 10, 33 (30, 25) Year 11 and 38 (0, 0) Year 12. Student responses have been grouped to align with the 2018–2020 school plan strategic directions as either percentages or scores out of 10 with 2018 averages in italics, 2017 averages in brackets, 2016 averages in square brackets and state averages in parentheses.

### **Strategic Direction 1:**

Advocacy at school 5.5 5.4 (5.3) {6.0 6.0 (6.0)}

High Academic Self concept 54% 53% (56%) [58%] {65% 65% (63%)}

Medium Academic Self concept 34% 33% (33%) [31%] {27% 27% (29%)}

Low Academic self concept 10% 14% (11%) [10.5%] {7% 7% (9%)}

Students Appropriately Challenged 25% 26% (42%) {42% (28%)}

Value School Outcomes 62% 60% (62%) [67%] {72% 72% (75%)}

Finish Year 12 67% 66% (66%) [74%] {85% 85% (84%)}

Go to University 44% 49% (49%) [50%] {67% 67% (63%)}

Get A Trade 41% 42% (45%) [42%] {35% 35% (39%)}

### **Strategic Direction 2:**

Intellectual Engagement 36% 37% (34%) [38%] {46% 46% (38%)}

Interest and Motivation 24% 18% (18%) [20%] {28% 28% (30%)}

Effective Learning time 5.8 6.2 (5.9) [6.0] {6.3 6.3 (6.7)}

Effort 47% 55% (55%) [55%] {66% 66% (66%)}

Expectations for Success 6.1 6.3 (6.4) [6.7] {7.0 7.0 (7.2)}

Truancy / lateness 32% 25% (19%) [17%] {10% 10% (9%)}

High level of Optimism 32% 38% (38%) [36%] {43% 43% (44%)}

Medium Level of Optimism 36% 37% (38%) [40%] {39% 37% (39%)}

Low Level of Optimism 32% 25% (24%) [24%] {17% 17% (17%)}

Positive Behaviour 67% 74% (71%) {87% 87% (86%)}

Positive Learning Climate 5.3 5.4 (5.6) [5.3] {5.6 5.6 (6.0)}

Positive Relationships at School 68% 68% (68%) [73%] {78% 78% (79%)}

Positive Teacher – Student Relationships 5.4 5.5 (5.8) [5.8] {5.7 5.7 (6.1)}

Relevance 5.2 5.4 (5.4) [5.6] {5.8 5.8 (5.9)}

Sense of Belonging 45% 48% (53%) [56%] {66%, 66% (66%)}

Bullying Victim 45% 39% (40%) [36%] {21% 21% (27%)}

### **Teacher Survey**

The Focus on Learning Survey is a self-evaluation tool for teachers. It is based on the 'effective schools' research which has identified the eight school and classroom teaching elements most important for student achievement. 42 teachers completed the online survey (30 in 2018 and 35 in 2017). Teacher responses are detailed below as either percentages or scores out of 10 with 2018 averages in parentheses, 2017 averages in brackets, 2016 averages in square brackets. The results are as follows:

#### **TEACHING STRATEGIES school 7.4 {7.6} (state 7.9 {7.5}).**

I help students set challenging learning goals. 7.6 {7.6} (7.7) [7.7]

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.4 {8.5} (8.4) [8.1]

Students receive written feedback on their work at least once every week. 4.6 {5.2} (4.0) [3.6]

I can easily identify unproductive learning strategies. 7.6 {7.7} (7.8) [7.5]

My students are very clear about what they are expected to learn. 7.7 {7.1} (7.9) [7.9]

I use two or more teaching strategies in most class periods. 8.2 {8.4} (8.3) [8.2]

Students receive feedback on their work that brings them closer to achieving their goals. 7.5 {7.9} (7.7) [7.6]

I discuss with students ways of seeking help that will increase learning. 7.9 {8.2} (8.2) [8.3]

#### **COLLABORATION school 7.1 {7.2} (state 7.8 {7.3})**

I work with other teachers in developing cross-curricular or common learning opportunities. 6.5 {6.1} (6.5) [6.3]

Teachers have given me helpful feedback about my teaching. 5.8 {5.9} (5.8) [4.9]

I talk with other teachers about strategies that increase student engagement. 7.9 {8.2} (8.3) [7.9]

Other teachers have shared their learning goals for students with me. 6.5 {6.8} (6.6) [6.4]

Teachers in our school share their lesson plans and other materials with me. 6.8 {6.8} (6.7) [5.9]

I discuss my assessment strategies with other teachers. 7.4 {7.9} (7.9) [7.4]

I discuss learning problems of particular students with other teachers. 8.1 {8.4} (8.4) [8.2]

I discuss my learning goals with other teachers. 7.4 {7.8} (7.7) [7.5]

#### **LEADERSHIP school 5.5 {6.0} (state 5.7 {5.7})**

School leaders have helped me establish challenging and visible learning goals for students. 5.9 {6.2} (5.4) [4.9]

School leaders have helped me create new learning opportunities for students. 5.7 {5.8} (5.7) [5.0]

School leaders have provided me with useful feedback about my teaching. 4.9 {5.0} (5.3) [4.1]

School leaders have helped me improve my teaching. 5.1 {5.9} (5.4) [4.7]

School leaders have provided guidance for monitoring student progress. 5.3 {6.3} (5.5) [4.9]

I work with school leaders to create a safe and orderly school environment. 7.3 {7.8} (7.5) [6.9]

School leaders have taken time to observe my teaching. 3.8 {4.4} (4.1) [3.5]

School leaders have supported me during stressful times. 6.5 {6.9} (5.9) [4.6]

### **PARENT INVOLVEMENT 5.9 {6.2} (6.8 {5.9})**

I work with parents to help solve problems interfering with their child's progress. 6.8 {7.0} (7.0) [6.6]

I share students' learning goals with their parents. 6.6 {6.7} (6.3) [6.0]

I use strategies to engage parents in their child's learning. 6.0 {6.4} (5.8) [5.6]

I ask parents to review and comment on students' work. 3.9 {5.1} (4.1) [4.0]

I am in regular contact with the parents of students with special learning needs. 5.2 {5.7} (5.4) [5.0]

Parents understand the expectations for students in my class. 6.8 {6.5} (6.5) [5.8]

I make an effort to involve parents and community members in creating learning opportunities. 5.6 {6.2} (6.3) [6.1]

Parents are regularly informed about their child's progress. 6.4 {6.5} (5.6) [5.9]

### **LEARNING CULTURE 7.3 {7.6} (8.0 {7.6})**

I give students written feedback on their work. 7.4 {7.6} (7.8) [7.9]

I talk with students about the barriers to learning. 7.2 {8.2} (7.8) [7.4]

In most of my classes I discuss the learning goals for the lesson. 7.7 {8.0} (7.8) [7.6]

Students become fully engaged in class activities. 5.8 {6.2} (6.4) [6.4]

I monitor the progress of individual students. 7.5 {8.0} (8.3) [7.5]

I am effective in working with students who have behavioural problems. 7.6 {7.4} (7.7) [7.7]

I set high expectations for student learning. 8.2 {8.2} (8.5) [8.2]

Students find class lessons relevant to their own experiences. 7.0 {7.4} (6.8) [7.0]

### **DATA INFORMS PRACTICE 7.2 {7.4} (7.8 {7.4})**

My assessments help me understand where students are having difficulty. 7.5 {7.8} (7.9) [8.1]

I use formal assessment tasks to help students set challenging goals. 7.4 {7.4} (7.6) [7.4]

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 6.5 {6.6} (6.7) [6.2]

I use formal assessment tasks to discuss with students where common mistakes are made. 7.2 {7.8} (7.5) [7.1]

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 7.3 {7.4} (7.7) [7.7]

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 6.1 {6.6} (6.5) [6.3]

I use results from formal assessment tasks to inform my lesson planning. 7.3 {7.3} (7.5) [7.4]

I give students feedback on how to improve their performance on formal assessment tasks. 8.0 {8.1} (7.9) [8.2]

### **INCLUSIVE SCHOOL 7.8 {7.9} (8.2 {7.8})**

I am regularly available to help students with special learning needs. 8.1 {7.4} (7.9) [7.6]

I strive to understand the learning needs of students with special learning needs. 8.0 {7.8} (8.1) [7.6]

I establish clear expectations for classroom behaviour. 8.9 {8.8} (9.0) [9.4]

I help low-performing students plan their assignments. 8.0 {8.2} (8.1) [7.6]

I make sure that students with special learning needs receive meaningful feedback on their work. 8.2 {7.4} (7.4) [7.0]

I make an effort to include students with special learning needs in class activities. 8.2 {8.6} (8.3) [8.2]

I use individual education plans to set goals for students with special learning needs. 5.7 {6.2} (5.8) [5.2]

I create opportunities for success for students who are learning at a slower pace. 7.9 {8.4} (8.0) [8.0]

#### **TECHNOLOGY 7.4 {7.5} (6.7 {7.0})**

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.4 {7.7} (7.3) [5.9]

I use computers or other interactive technology to give students immediate feedback on their learning. 7.1 {6.8} (6.8) [5.9]

Students use computers or other interactive technology to track progress towards their goals. 5.5 {5.6} (5.4) [4.7]

I help students set goals for learning new technological skills. 7.1 {7.7} (6.9) [6.8]

Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.9 {7.8} (7.1) [5.8]

I help students use computers or other interactive technology to undertake research. 8.5 {8.6} (8.3) [7.7]

I help students to overcome personal barriers to using interactive technology. 7.4 {8.2} (7.3) [6.9]

I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7..1 {7.7} (6.7) [7.0]

# 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.