

# Marsden High School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Marsden 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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### Message from the principal

Marsden in 2019 proved to be an outstanding school and our achievements were based upon an emphasis on three key areas:

- wellbeing,
- the provision of opportunity through increased academic, creative and performing, sporting or personal supports,
- developing successful learners through an emphasis upon teaching and learning.

Our 2019 enrolment of 870 local and international students showed an overall growth of 100 students. Marsden High School prides ourselves on being a happy and safe school with a strong wellbeing emphasis embedded in a positive psychology and solutions focused 'Positive Behaviour for Learning (PB4L)' framework. The school PB4L team were trained in the implementation of the strategy and this culminated in the Making Choices framework. The STYMIE initiative was continued into 2019 by the team with increased success reflected in the usage of the notification strategy. The Learning Support and Wellbeing emphasis increased improvement in systems operating within the school. All student plans were reviewed and targeted interventions were appropriately applied. Professional Learning around supporting students with trauma was introduced for staff as well as supporting students with diagnosed disabilities. This whole school emphasis will continue into 2020.

The improved high end results in the 2019 was contributed to the strengthening of the senior student learning centre programs. This determination came from school based Year 12 student survey data; the teacher was school funded and worked with Year 12 and 11 students throughout the school day in the library.

2019 saw a continuation of our expert staff providing well developed opportunities as seen through students participating in various opportunities:

- Robotics clubs
- School musical
- Debating and public speaking
- Mock Trial
- STEM
- Dance ensembles and School Spectacular
- School band
- Drama Night
- Music, Art, Drama, Dance showcase evening (MADD Night)
- Science club
- Enrichment opportunities such as the ICAS and Pinnacle challenge days
- Leadership and mentoring opportunities such as Duke of Edinburgh, PCYC, Conviction group, RAISE and Johnson and Johnson mentoring
- Sporting opportunities
- Australian Business Week

- Marsfest

Our thirty new arrival refugee students were represented in school based learning data as requiring extra support. The team, established in 2018 continued to prioritise learning support assistance and wellbeing. The refugee students have settled into our school culture and data indicates they feel safe and supported within our school community.

Our IEC catered for an additional 90 students and delivered a specialised intensive English program allowing for a significantly personalised learning program for each student. It adapted the Chromebook approach successfully in regards to engaging students and enjoyed strong feedback in both qualitative and quantitative data.

The school enjoys wonderful support from its active P&C who provided funding for Maths and Literacy programs, Chromebooks for disadvantaged students, funding for our wellbeing programs. Our parents are proud of our school and engage in supporting the wide range of opportunities on offer.

## School background

### School vision statement

Marsden High School is a collaborative, inclusive and consistent professional learning community, supporting a quality teaching and learning environment. We provide student pathways to develop resilient and motivated learners, allowing students to maximise their potential now and in the future. We are working to ensure every student is known, valued and cared for. Positive, respectful relationships are promoted through the shared engagement of staff, students, parents and the broader school community to prepare our young people for a rapidly changing world.

### School context

Marsden High School is a comprehensive school providing quality educational opportunities for students from our local community, including a significant number of international students from a range of countries. Our learning community is inclusive and is made up of a diverse range of learners, including academically gifted and students requiring learning support. We are well supported by our community especially in regards the provision of broad ranging learning opportunities focussing on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning.

## 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Quality systems, relationships and connections.

### Purpose

To provide the structures and supports to empower students in setting goals for success and taking responsibility for their ongoing learning. Students will be self-directed and resilient members of the community.

### Improvement Measures

An increase from 69% to 85% of Higher School Certificate (HSC) students demonstrating expected growth in Literacy and Numeracy.

Increase from 78% to 90% the proportion of students that value schooling outcomes as measured by Tell Them From Me (TTFM) data from 2017 baseline.

Increase from 3.3% to 18% the proportion of Year 9 students achieving in the top two NAPLAN bands in writing.

### Progress towards achieving improvement measures

**Process 1:** Implement evidence based change to whole school practices resulting in measureable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
Data analysis from sentral and observational sources indicate trauma informed professional learning was beneficial as there were less recorded negative incidents involving tier three students. PB4L practices were streamlined to include zones of regulation training, trialing of which saw an increased confidence in staff managing students requiring social and emotional support. The Youth Worker was effective in mentoring stage 4 students in particular. RAISE, 'Strength and Shine' and 'Bridge to employment' program evaluations outlined students were connected to the school and community as a result of the targeted approach.	\$109,000 extra LaST \$17,000 Youth worker \$82,000 Language based SLSO's \$66,000 HT Junior and HT Senior School

**Process 2:** A whole school developed pedagogical approach targeting improving skills in literacy, numeracy, creativity and critical thinking. Projects: Literacy program.

Evaluation	Funds Expended (Resources)
Teacher feedback from the HUBS trial was positive. Successes were evidenced in the student reflection where they overwhelmingly stated they had developed positive relationships and a strong connection with the school. SENTRAL and report data indicated increased student engagement by improved annotation of PB4L Expectations Matrix, when compared to the previous year. The Executive and Literacy Team was trained and guided by Quality Teacher Adviser to develop strategies to improve literacy engagement within teacher pedagogical delivery. 2019 was spent training the literacy team members who embedded the practice into their own teaching and learning processes. The Literacy Team membership was carefully selected and the strength of impact was evidenced by clear and concise expectations for each term.	\$71,500 Literacy and HSC standards support teacher \$113,00 Professional learning/ Literacy progressions/ HUBS professional learning/ Educational changemakers/ Thom Markham

## Strategic Direction 2

Quality teaching and learning environment.

### Purpose

To ensure innovative teaching practices whereby teachers demonstrate personal responsibility in a collegial environment for refining their teaching pedagogy in order to improve student learning.

### Improvement Measures

Increase from 36% to 50% staff participation in voluntary Professional Learning activities utilising collaborative systems and feedback to sustain quality teaching practice as measured by 2017 Professional Learning data.

Increase from 32% to 42% the proportion of students feeling highly challenged and confident of their skills as measured by TTFM 2017 baseline.

### Progress towards achieving improvement measures

**Process 1:** Implement a shared leadership model, with a focus on Instructional Leadership.

Evaluation	Funds Expended (Resources)
Throughout 2019 Faculty Head Teachers were provided with a half allocation to focus upon their instructional and collaborative leadership. This was established to particularly support the HUB structure and the increased number of early career teachers within the school. Professional learning directed at this included Growth Coaching and Whole Brain Thinking. The executive mapped their faculty progress against the School Excellence Framework. Evaluation therefore included both quantitative and qualitative data analysis. The overall outcome indicated that a continued focus upon instructional leadership is required. Sport was evaluated in 2018 and a new model was implemented in 2019 successfully. Staff were trained and prepared to implement a whole school program. The PDHPE staff coached and supported class room teachers in best practice for school sport.	\$125,000 Head Teacher release \$5,300 Whole Brain Thinking \$5,800 Growth Coaching

**Process 2:** Teachers draw on research to develop and implement high quality professional learning in effective teaching practices. Projects: Collaborative Learning Hub, Instructional Rounds..

Evaluation	Funds Expended (Resources)
Planning for the relocation to the new site has included establishing a framework for best pedagogical practical. A leadership team was established to work with the whole staff to gain authorship of the project. This was deliberately established to ensure buy-in. This included community consultation. 2019 saw the emphasis being placed upon the 'purpose' to establish the pillars of our school's pedagogical framework. This includes seven areas for the school to unpack in teams of teachers to guide teaching and learning at Marsden. This process will be evaluated fully at the end of 2021, interim data collection indicates increased buy in from the whole school and is evidenced by improved classroom practice such as LISC procedures.	DoE funded as part of new build and relocation – Educational Changemakers \$7,800 cover for Ed Changemakers sessions

**Process 3:** Implement a whole school integrated approach to Formative Assessment and Feedback. Projects: Whole school feedback structure and Coaching emphasis.

Evaluation	Funds Expended (Resources)
We've established the Growth Coaching framework which is being further developed across the school. Focus upon formative assessment is a designated priority for 2020 and will be evaluated then.	

## Strategic Direction 3

Quality partnerships.

### Purpose

To build relationships and increase community participation to ensure opportunities, pathways and support for students and staff.

### Improvement Measures

Increase from 30% to 60% of students living within the designated drawing area who choose to attend Marsden High School.

Increase from 5.56% to 25% the proportion of Aboriginal students achieving in the top two bands for NAPLAN Reading and Numeracy.

### Progress towards achieving improvement measures

**Process 1:** A whole school approach to improving service delivery and customer experience. Project: Communication strategy.

Evaluation	Funds Expended (Resources)
Customer service has been a priority as evidenced by increase resource allocation across all aspects of the school. Survey data evaluation allowed for realignment of SAO roles to better suit the current priorities of the school. The current staff are more adaptable to change and skilled provide greater flexibility in service delivery. School wide processes which focus upon communication have evaluated and expanded to include streamlined systems providing clear and timely communication to the school and community. Learning and Support case management has benefitted from the increased application of SAO time.	SAO – Mel Machin: \$21,367  Professional Learning for SAO's and SAM – approx \$5,000  Increased Business Manager hours within the school – (Shelley Sellar) \$62,979  Application of SAO to Learning and Support – Corrina Donaldson for 1 Term \$3,000

**Process 2:** A structured approach to building relationships with partner schools including the sharing of data and the provision of opportunities for Stage 3 students to experience a high school setting. Project: Transition, Learning and support.

Evaluation	Funds Expended (Resources)
The creation of a Junior School Head Teacher at the start of 2019 has seen greater communication with our primary school partner schools. The evidence from survey's has indicated much higher parent satisfaction around our school's capacity to provide a caring and supportive learning environment. 2019 saw the implementation of the HUB structure where Year 7 was structured around a stage 3 model with students staying in the same classrooms, having less teachers and core subject meshed in STEM and HSIE/ English. This year also the expanded transition program including more substantial supports for students with identified needs. Combined with our established transition programs students have relayed through TTFM survey they felt safe in high school and are engaged in their learning.	Head Teacher junior School – \$33,000  MESH team meetings  Transitions: Gala Days; Relief approx \$10,000

**Process 3:** Implement Aboriginal learning centre through consultation with DoE.

Evaluation	Funds Expended (Resources)
Establishing an ACLO position at the start of the year and following this up with an appointment of Head Teacher Aboriginal Students whilst the ACLO was on maternity leave, provided stability and support to our ATSI cohort.	ACLO – \$37,000  Head Teacher Aboriginal Students –



## Progress towards achieving improvement measures

This was supported with trauma informed training for all staff as well as a focus upon literacy and numeracy. The Wallamattagal Learning Centre has a dedicated space within the school (not a demountable) and a functioning ATSI teacher team. This is supported by an ATSI student leadership framework. The cultural emphasis has been embedded through STEM camps and increased emphasis upon whole school teaching programs. ATSI student mentoring programs have seen an increased confidence exhibited by students with their learning and engagement with school.

\$56,628 (Total)

Wallumattagal Set-up in new room;  
uniforms; excursions – \$15,495

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$56,628 – Head Teacher Aboriginal Students terms 2 and 3</p> <p>\$37,000 – ACLO employed Term 1 and Term 4</p> <p>\$2,000 – uniforms, canteen access</p>	<p>ATSI students identified increased support from school in ILP meetings, especially in employment of the ACLO terms 1 and 4. The percentage of ATSI students not engaging in school decreased though there were three students the school could not engage into learning and resources were allocated to support these students externally.</p>
<b>English language proficiency</b>	<p>5.4 allocation EALD teachers</p> <p>\$32,700 – 0.3 release from class for International student coordinator funded by International Student Program</p> <p>\$71,500 – Literacy teacher</p>	<p>Increased identification of support required to support EAL/D learners saw targeted support for students. Improved wellbeing support provided through allocation of SLSO ethnic translation support as well improved professional learning of International Student Coordinator. Evaluation of EAL/D practices took place at the end of the year to start the process of identifying best practice models of EAL/D delivery.</p>
<b>Low level adjustment for disability</b>	<p>Youth worker</p> <p>Extra LaST</p> <p>Extra SLSO's</p> <p>\$ 258,974 – Total SLSOs = 4.228</p>	<p>The evaluation of learning and support practices has realised the improved support of students at Marsden. Not only were more students identified as requiring targeted intervention, their plans were compiled for staff and Faculties as easy to reference on best practice advice.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	N/A	N/A
<b>Socio–economic background</b>	<p>\$109,000 – Extra LaST</p> <p>\$120,000 – increased SLSO's</p> <p>\$50,000 – Youth Worker funded by P&amp;C association</p> <p>\$109,000 – Senior Learning Centre tutor employed</p> <p>\$1,000 – food supplied at homework centre</p> <p>\$71,500 – literacy teacher employed</p>	<p>Students from low socio–economic backgrounds had an increased amount of funding allocated to them. Staff were trained in zones of regulation and best practice around trauma informed practice. Given the school FOEI of 94 which is comparatively higher than all local schools within a 15 kilometre radius of West Ryde, the data indicates increased engagement in learning as evidenced by 70% of Year 12 students achieving Bands 4, 5 or 6 and 18 % of students achieving Band 3. Sentral wellbeing data reflected increased engagement and achievement of learning outcomes. HSC standards results improved with increased emphasis upon a literacy team and identified teacher to support students reach their potential.</p>
<b>Support for beginning teachers</b>	<p>Allocation of ECT GTIL funding to both release from face to face teaching and increased opportunity for professional learning opportunities.</p> <p>\$154,000 investment in Head Teacher development, which provided amongst other things, increased opportunity for ECT support throughout the teaching</p>	<p>The increased support of our ECT has resulted in increased confidence and improved professional emphasis upon strong pedagogical and classroom management delivery. This is evidenced by the decreased number of referrals to HT's for behaviour management support by ECT as well as increased uptake by ECT in professional learning. The emphasis upon technology in Term 4 especially resulted in increased engagement in the majority of ECT classrooms.</p>

<b>Support for beginning teachers</b>	<p>day.</p> <p>\$65,400 investment in Head Teacher Teaching and Learning for release from Face to Face teaching, allowing for improved opportunities to act as an instructional leader.</p>	<p>The increased support of our ECT has resulted in increased confidence and improved professional emphasis upon strong pedagogical and classroom management delivery. This is evidenced by the decreased number of referrals to HT's for behaviour management support by ECT as well as increased uptake by ECT in professional learning. The emphasis upon technology in Term 4 especially resulted in increased engagement in the majority of ECT classrooms.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>\$3,000 Uniforms provided to refugee students</p> <p>\$1,500 of school resources allocated to each refugee where the money was allocated to improving their access to learning and opportunities such as chrome books and excursions</p> <p>\$56,377 allocated to employing Arabic/ Dari + Farsi speaking SLSO's</p> <p>\$1,500 allocated to iphone 8 for use to communicate via direct phone and/ or text in home language.</p>	<p>Marsden High School had an enrollment of fifty students identified as refugees/ new arrivals. the resourcing allocated to these identified students increased their engagement in learning as evidenced by 100% of refugee students enrolled in Year 12 graduating at the end of the year. Counselling and mental health support was provided to identified students when concerns were identified. All refugee/ new arrival students engage in the SLSO ethnic tutoring and pastoral care support provided. Parents and carers have indicated via attendance at parent teacher and school events their satisfaction with the support provided.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	446	494	542	560
Girls	307	306	318	315

### Student attendance profile

School				
Year	2016	2017	2018	2019
6			100	97.5
7	93.7	94.1	94.7	94.3
8	91	92.4	91.6	91.4
9	94.6	88.8	89.8	90.5
10	89.9	89.7	89.4	89.3
11	92.8	89.4	87.3	87.3
12	95.7	93.3	91.8	92
All Years	92.7	91.2	90.7	90.6
State DoE				
Year	2016	2017	2018	2019
6			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	89.7	89.6	89.2	88.8

### 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	2	1	1
Employment	1	2	14
TAFE entry	2	3	18
University Entry	0	0	65
Other	3	5	1
Unknown	2	1	1

During 2019 Marsden High School focused upon the transition of students to life beyond our gates ,engaging with the community through:

- \* Tafe and Master Builders Association guest speakers for students in Years 10 – 12
- \* Planning My Future Program for targeted Year 11 students who were at risk of not meeting RoSA outcomes
- \* Bridge to Employment Program for Year 10 students in association with Rise N Shine and Johnson and Johnson. This is a three program which rotates through the senior years of school for the targeted year 10 cohort.
- \* Dreaming Big Program for Years 9 and 10 students in association with United Way. This program provides practical and ongoing advice to students on how to engage with potential employers.
- \* NRL School to Work Program for Aboriginal students which provides mentoring and support to identified students.

## Year 12 students undertaking vocational or trade training

20.93% of Year 12 students at Marsden High School undertook vocational education and training in 2019.

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

91.8% of all Year 12 students at Marsden 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)	38.6
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	5.4
School Counsellor	2
School Administration and Support Staff	14.58
Other Positions	10.8

\*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>	2,283,656
<b>Revenue</b>	12,339,365
Appropriation	11,135,476
Sale of Goods and Services	57,196
Grants and contributions	580,714
Investment income	9,240
Other revenue	556,739
<b>Expenses</b>	-13,547,845
Employee related	-11,953,751
Operating expenses	-1,594,094
<b>Surplus / deficit for the year</b>	-1,208,480

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>	44,222
<b>Equity Total</b>	1,096,241
Equity - Aboriginal	12,243
Equity - Socio-economic	206,672
Equity - Language	640,294
Equity - Disability	237,033
<b>Base Total</b>	7,446,581
Base - Per Capita	211,691
Base - Location	0
Base - Other	7,234,890
<b>Other Total</b>	2,054,885
<b>Grand Total</b>	10,641,929

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.

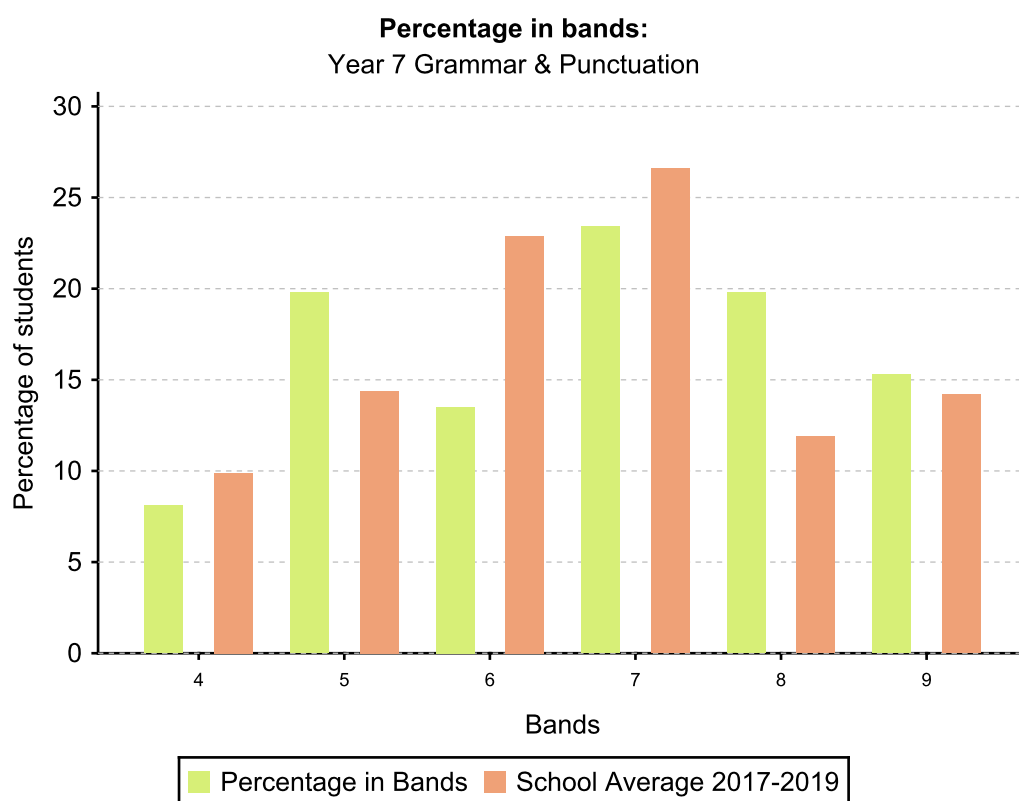


## School performance - NAPLAN

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.

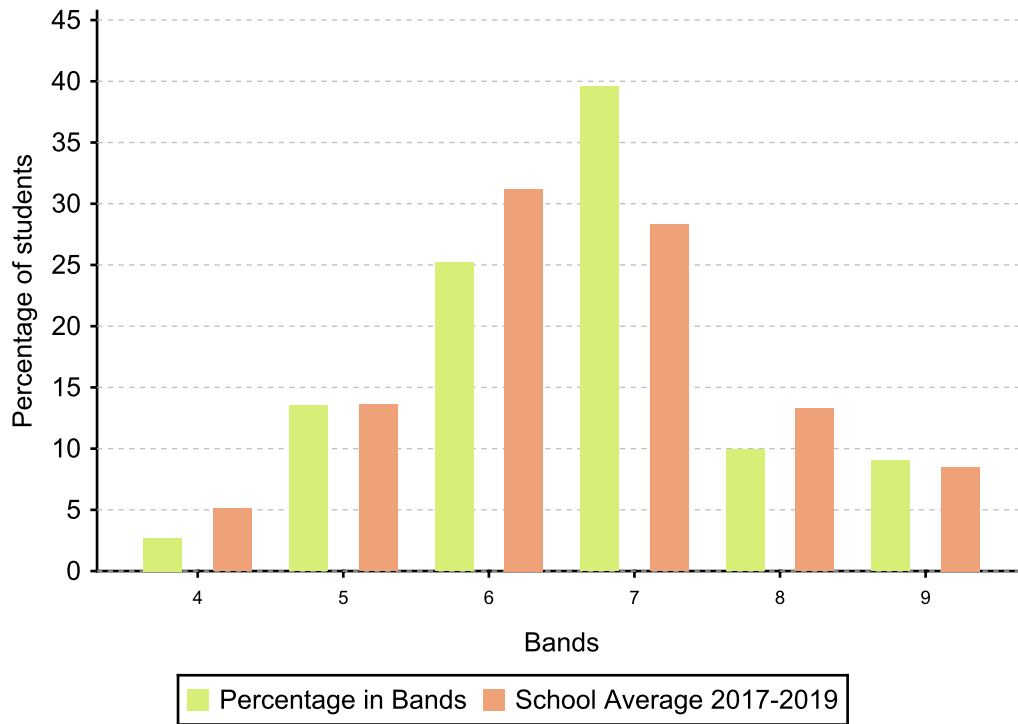
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



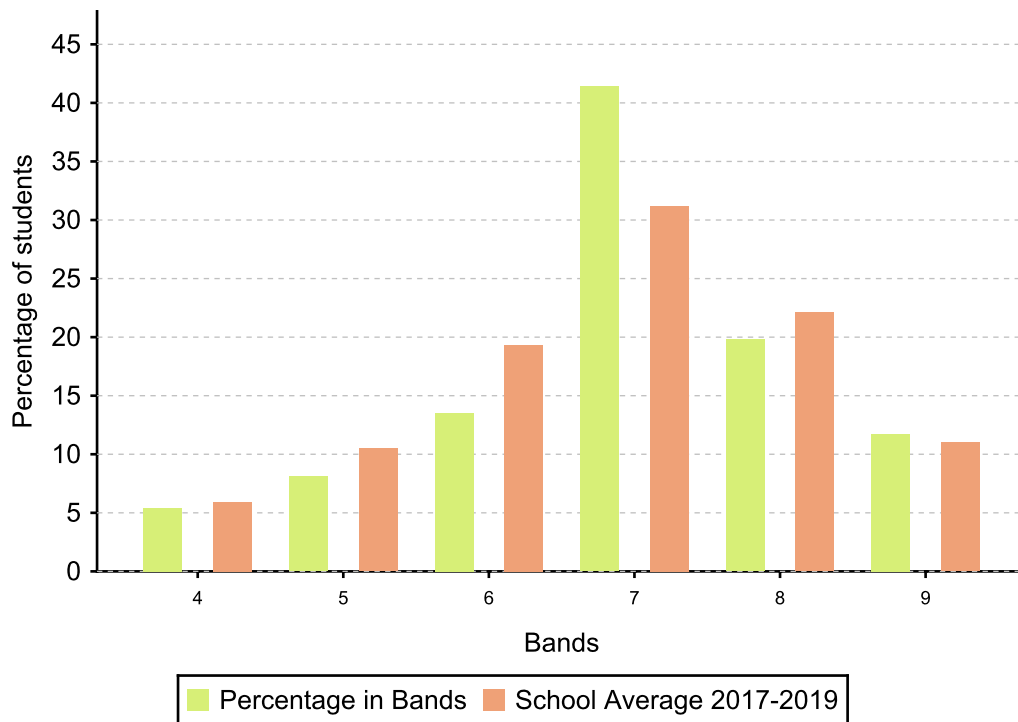
Band	4	5	6	7	8	9
Percentage of students	8.1	19.8	13.5	23.4	19.8	15.3
School avg 2017-2019	9.9	14.4	22.9	26.6	11.9	14.2

**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	2.7	13.5	25.2	39.6	9.9	9.0
School avg 2017-2019	5.1	13.6	31.2	28.3	13.3	8.5

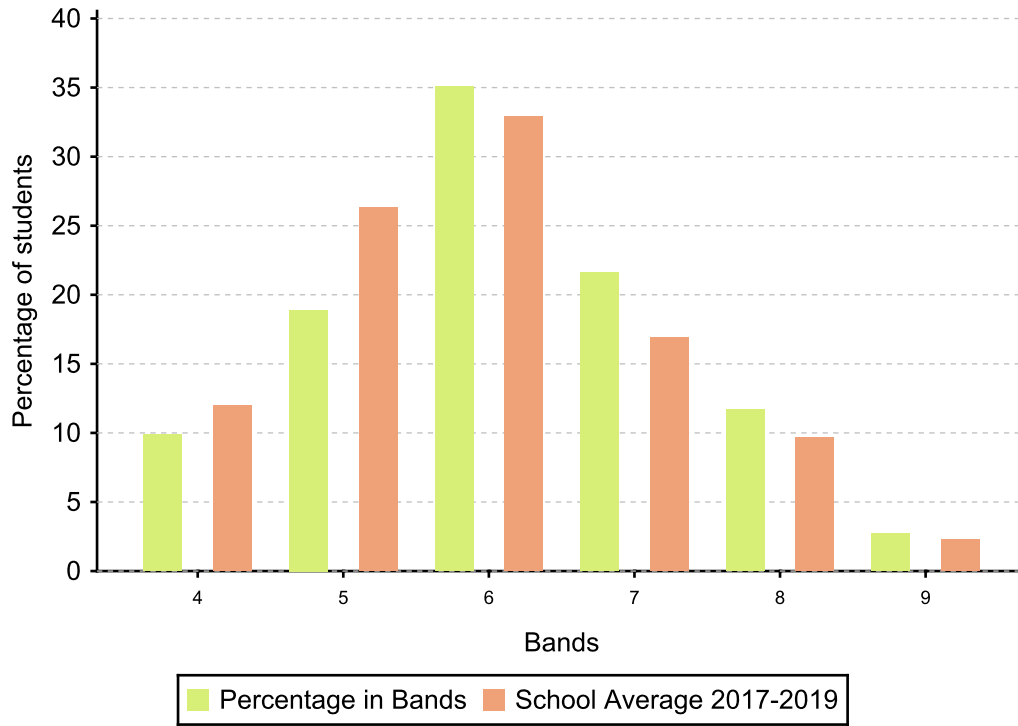
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.4	8.1	13.5	41.4	19.8	11.7
School avg 2017-2019	5.9	10.5	19.3	31.2	22.1	11

### Percentage in bands:

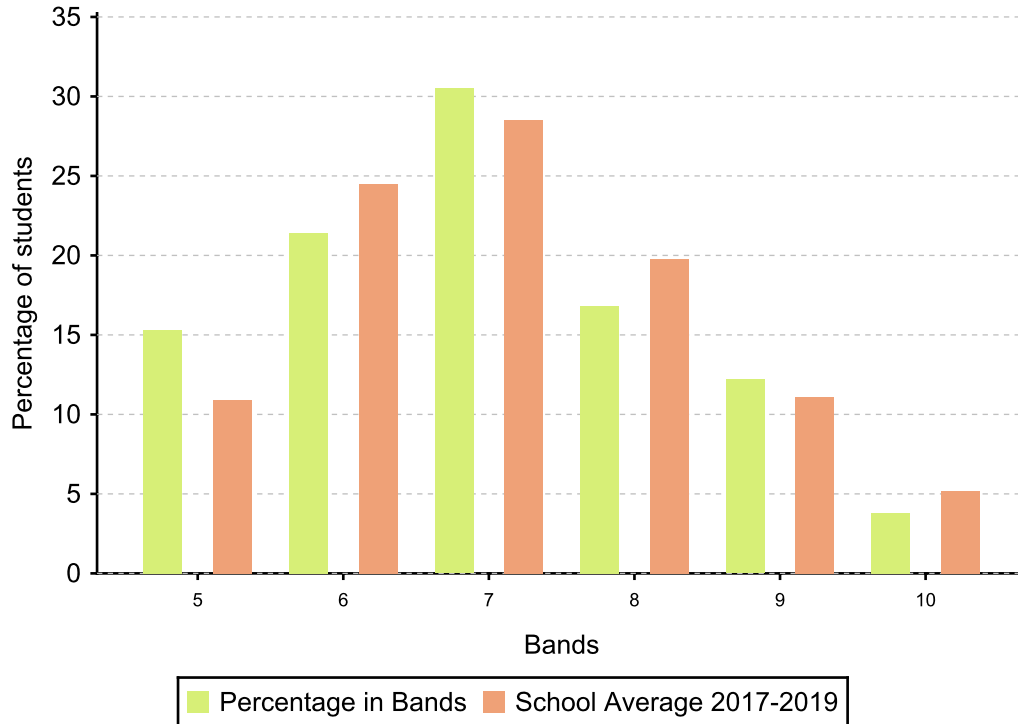
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	9.9	18.9	35.1	21.6	11.7	2.7
School avg 2017-2019	12	26.3	32.9	16.9	9.7	2.3

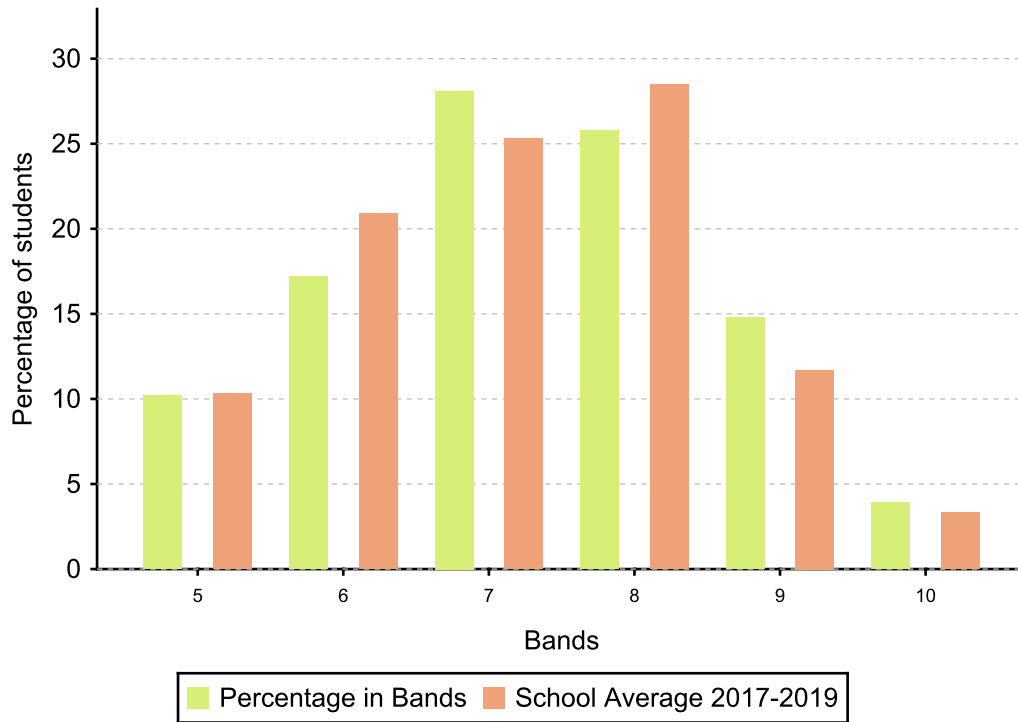
### Percentage in bands:

#### Year 9 Grammar & Punctuation



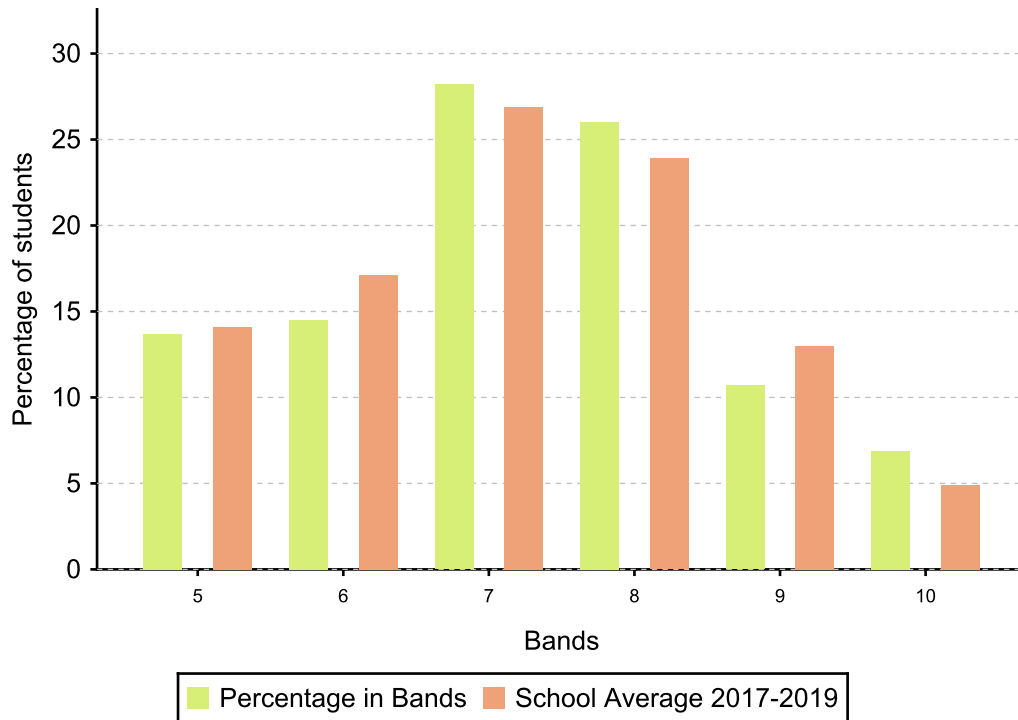
Band	5	6	7	8	9	10
Percentage of students	15.3	21.4	30.5	16.8	12.2	3.8
School avg 2017-2019	10.9	24.5	28.5	19.8	11.1	5.2

**Percentage in bands:**  
Year 9 Reading



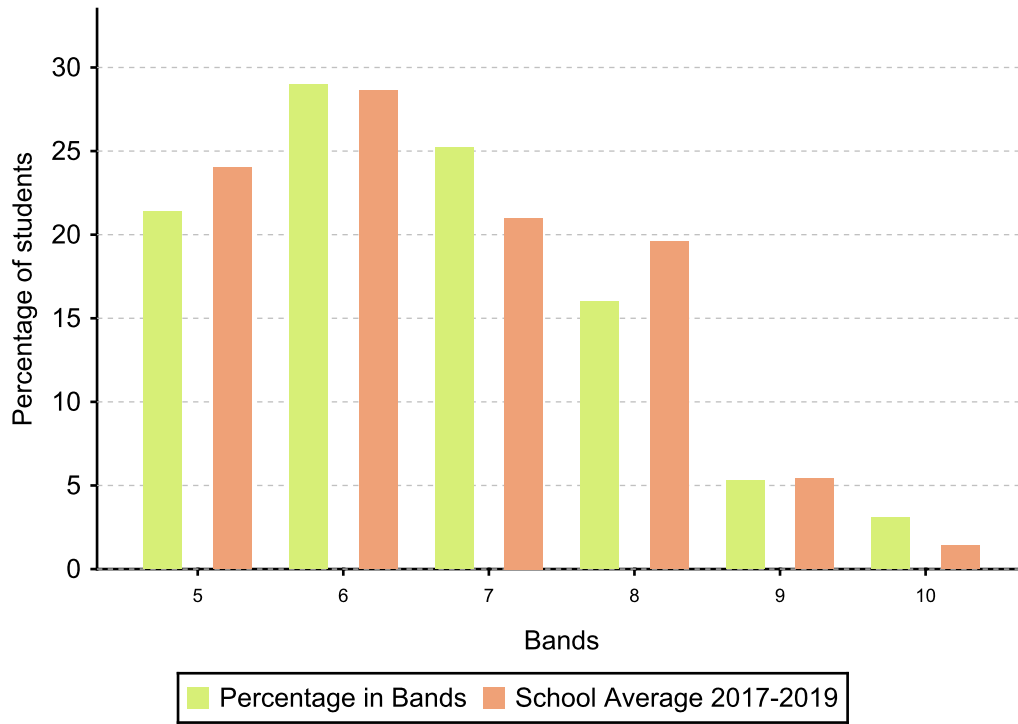
Band	5	6	7	8	9	10
Percentage of students	10.2	17.2	28.1	25.8	14.8	3.9
School avg 2017-2019	10.3	20.9	25.3	28.5	11.7	3.3

**Percentage in bands:**  
Year 9 Spelling



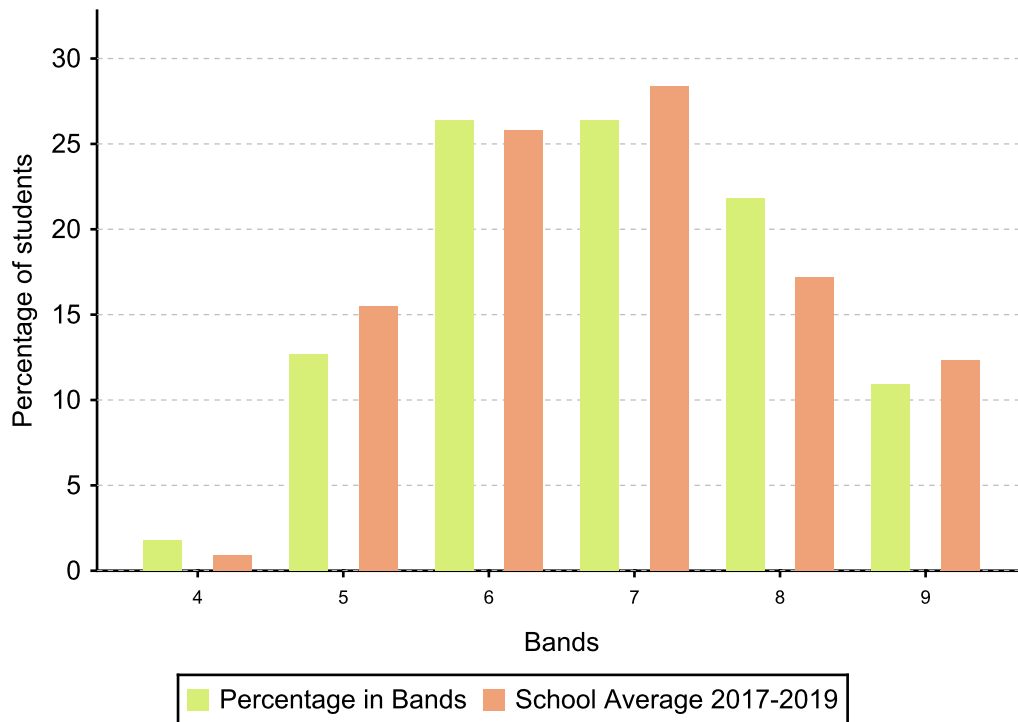
Band	5	6	7	8	9	10
Percentage of students	13.7	14.5	28.2	26.0	10.7	6.9
School avg 2017-2019	14.1	17.1	26.9	23.9	13	4.9

**Percentage in bands:**  
Year 9 Writing



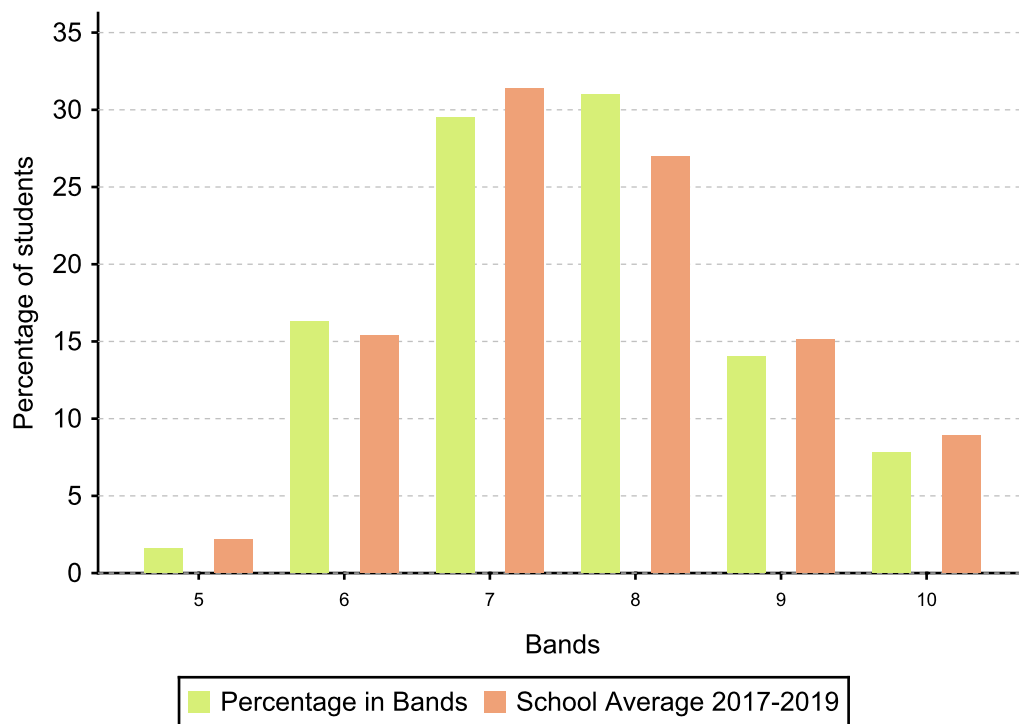
Band	5	6	7	8	9	10
Percentage of students	21.4	29.0	25.2	16.0	5.3	3.1
School avg 2017-2019	24	28.6	21	19.6	5.4	1.4

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.8	12.7	26.4	26.4	21.8	10.9
School avg 2017-2019	0.9	15.5	25.8	28.4	17.2	12.3

**Percentage in bands:**  
Year 9 Numeracy

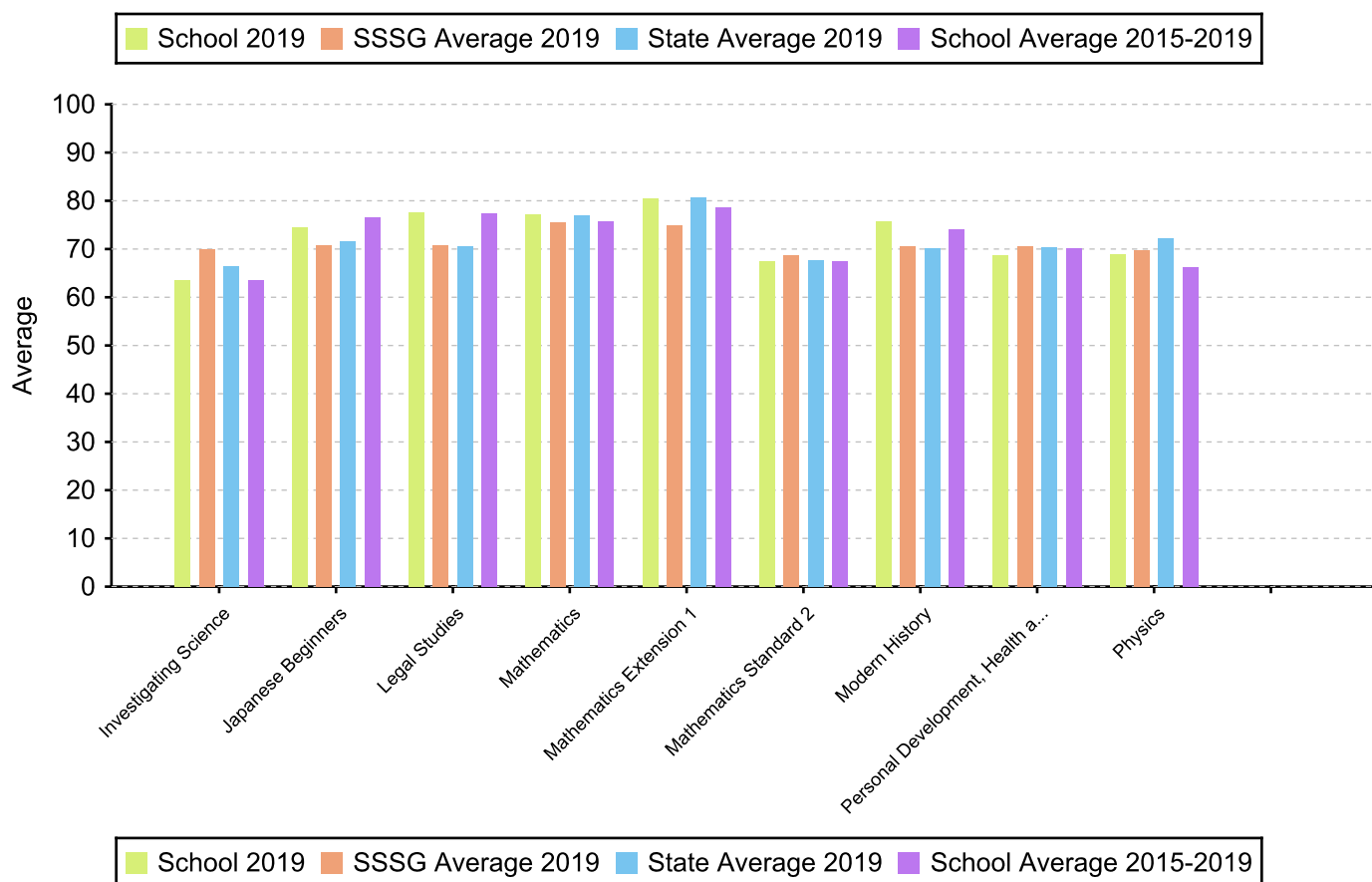
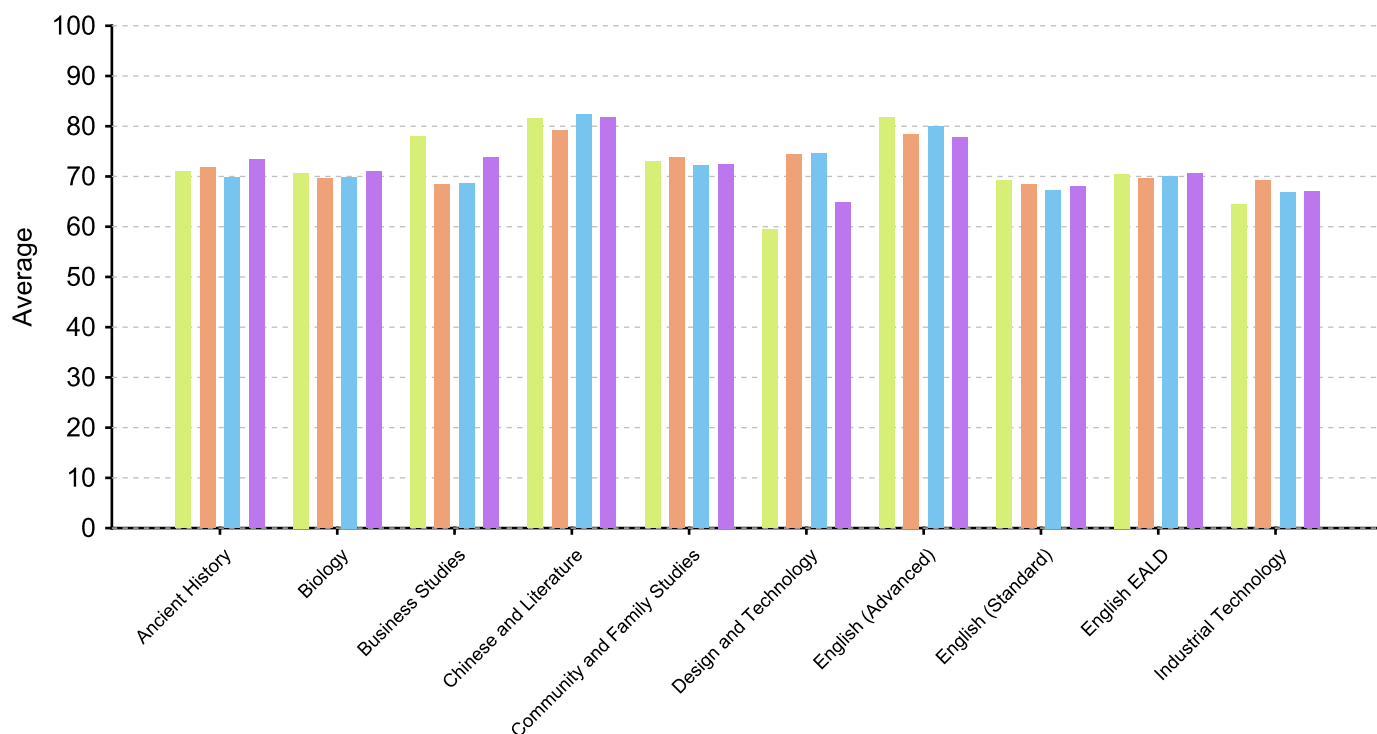


Band	5	6	7	8	9	10
Percentage of students	1.6	16.3	29.5	31.0	14.0	7.8
School avg 2017-2019	2.2	15.4	31.4	27	15.1	8.9

## 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.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	71.0	71.7	69.9	73.3
Biology	70.7	69.6	69.9	71.1
Business Studies	77.9	68.3	68.6	73.8
Chinese and Literature	81.6	79.1	82.3	81.7
Community and Family Studies	72.9	73.8	72.2	72.5
Design and Technology	59.4	74.4	74.5	64.8
English (Advanced)	81.7	78.5	80.0	77.8
English (Standard)	69.2	68.4	67.3	68.0
English EALD	70.5	69.6	70.0	70.5
Industrial Technology	64.5	69.2	66.8	67.0
Investigating Science	63.6	69.9	66.5	63.6
Japanese Beginners	74.5	70.8	71.6	76.5
Legal Studies	77.5	70.8	70.6	77.4
Mathematics	77.2	75.5	76.9	75.7
Mathematics Extension 1	80.4	74.9	80.6	78.7
Mathematics Standard 2	67.5	68.7	67.7	67.4
Modern History	75.8	70.6	70.2	74.0
Personal Development, Health and Physical Education	68.8	70.6	70.5	70.2
Physics	68.9	69.7	72.1	66.3

The Higher School Certificate results reflected 47 or ten per cent of, individual results achieving Band 6 (90 – 100) and overall we had just shy of seventy per cent of students achieving results of 70 percent or more. These outcomes placed us at 173 in the state which is a strong improvement from last year.

The following courses achieved 100% of students gaining a Band 4, 5 or 6:

Dance, Drama, Music, Visual Arts, Advanced English, Society and Culture, Chinese Background, Maths Extension 1 and 2, Chemistry, Science Extension, Business Services.

The following courses achieved 90% of students gaining a Band 4, 5 or 6:

Modern History, legal Studies, Business Studies, Korean Beginners, Hospitality VET.



## Parent/caregiver, student, teacher satisfaction

In 2019 we sought feedback from parents in relation to quality of school life, student mobile phone use and the qualities of effective teachers and learners. The survey revealed that parents feel welcome when they visit and the school administration staff are helpful when parents have a question or a problem. It was indicated strongly that information from the school is in clear, plain language and 80% of parents are satisfied with the communication from the school such as newsletters, facebook pages, website.

Parents feel the school supports positive behaviour; their child is clear about the school's expectations and they feel safe at school. It was clear from the results that parents acknowledge teachers support their child's learning, in particular the expectation to work hard at school is a priority. 84% of parents supported a move to restrict student mobile phone use at school. . 83% of parents stated the subjects their child wants to study are available at the school. Overall it was positive that three quarters of our parents would recommend our school to parents of primary school students.

# 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.