

# Beverly Hills Girls High School

## 2019 Annual Report



8255

## Introduction

The Annual Report for 2019 is provided to the community of Beverly Hills Girls 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

Beverly Hills Girls High School

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# School background

## School vision statement

Our VISION:

We will strive to prepare young women who shape their future filled with confidence, resilience and a commitment to lifelong learning. They will respect themselves and others and be able to communicate effectively. They will be socially responsible and actively participate, with integrity and courage, in strengthening and preserving our democratic society. They will accept responsibility for their actions and decisions. They will believe in their capacity to *Be Somebody*.

Our COMMITMENT:

We are a school community committed to:

- \* a comprehensive, responsive and dynamic curriculum which is challenging and appropriate for the developmental needs of each student;
- \* a caring environment that encourages motivation, self-discipline and confidence through individual and cooperative endeavours;
- \* professional growth of staff to respond effectively to the challenges of education in an increasingly complex and connected world;
- \* partnerships in learning with the parents/caregivers of our students and key community stakeholders;
- \* effective and efficient school management that ensures equitable access to appropriate programs, resources and opportunities for all students.

## School context

Beverly Hills Girls High School (BHGHS) is a comprehensive high school with a consistent enrolment trend of 1000 female students. The adjoining co-educational Beverly Hills Intensive English Centre (BHIEC) contains a further 130 – 160 students.

The Intensive English Centre is a system wide resource drawing enrolments from a wide demographic area. The IEC Curriculum is referenced to NESA syllabus outcomes.

Our school serves a community that is diverse in terms of ethnicity, culture and socio-economic background, with around 94% of students from a language background other than English.

Nurturing the talents and abilities of individual students and working within our core belief that "Women Can Do Anything" drives the curriculum, pedagogy, planning, leadership and management of our school.

The junior curriculum is offered in a unitised/semesterised system "Aspire", allowing for breadth of subject choice and flexibility in class groupings, including acceleration for the most academically able students.

Experienced and dedicated teachers work within a culture of collegial support and high expectations for both their students' achievement and the quality of learning opportunities they provide.

Our school has a strong tradition of excellence in student achievement, high quality teaching and leadership for 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Future Ready Learning

#### Purpose

To ensure our learners can understand, articulate and develop the skills and attributes of learning for meaningful global citizenship. Their school and post-school outcomes are developed through access to engaging and authentic learning opportunities. Every learner is known, valued and cared for in our school.

#### Improvement Measures

1. (a) Increase in level of student understanding and development of future ready learning attributes (In 2018 a survey was conducted to determine baseline data).
1. (b) Effectiveness of Quality Learning Framework as a reflection and planning tool to map student acquisition of future ready learning attributes (phased implementation and feedback commenced in 2018).
2. Increase in proportion of students meeting or exceeding expected levels of growth in literacy and numeracy (2017 NAPLAN baseline data used as a measure).
3. Baseline date in use of current "merit ward" system to gauge effectiveness of a revised system (2018 data was used to determine)

#### Progress towards achieving improvement measures

##### Process 1: 1. Reflective and adaptive learners

Quality Learning Framework is understood and supported by stakeholders and is implemented as a reflection and planning tool for future ready learning skills.

Evaluation	Funds Expended (Resources)
Launch of Quality Learning Levels demonstrates the desire and need of Positive Behaviour for Learning (PBL). There will be a PBL team organised later in the term to drive this direction.	Allocation to teacher planning

##### Process 2: 2. Strong foundation of literacy and numeracy skills

Targeted whole school literacy and numeracy programs are developed and implemented, supported by professional learning associated with literacy and numeracy progressions.

Programs such as Writing for the HSC, LearNing Matters and Renaissance have been introduced to improve student's numeracy, writing and reading.

Students are also supported in meeting the Minimum Standards in Year 10 and Year 11 through intensive workshops aimed at lifting numeracy and literacy skills in both Year 10 & Year 11.

IEC students develop independent learning and second language acquisition skills through programs incorporating personalised learning, criteria referenced and formalised assessment.

Evaluation	Funds Expended (Resources)
The school's proactive approach in meeting the school targets for both Literacy and Numeracy are evident. There is a bigger focus required in Numeracy with more Professional Development required in this area and it will be a focus in 2020.	Allocation of planning

##### Process 3: 3. Every learner is known, valued and cared for in our school

Development and implementation of a system for recognition and acknowledgement of student achievement and effort that builds a sense of value and confidence in students. A review of Student

## Progress towards achieving improvement measures

**Process 3:** Management Policy and Procedures will be undertaken in addition to a revamping of the Merit System.

Evaluation	Funds Expended (Resources)
<p>Staff have developed an understanding of the Levels System and appreciate its relevance in relation to the School Management Policy. Further Professional Development will be provided on other aspects of the School Management Policy.</p> <p>PBL will be a main focus in 2020 with Professional Development Days planned in the school calendar using evidence based practice and growth mindset.</p> <p>Merit Assemblies will continue to occur at the end of Semester two that celebrate and acknowledge student achievement. Merits will form part of PBL in continuing to foster positive mindset in staff and students.</p>	Allocaton for planning

## Next Steps

Develop practices and processes in Formative Assessment, literacy and numeracy to improve educational opportunities of students.



## Strategic Direction 2

### Future Focused Teaching

#### Purpose

To ensure our teachers are confident, valued and effective future focused practitioners through engagement in leadership of professional learning. Embed a collaborative culture that includes a commitment to reflection, feedback and sharing of expertise. Through supportive practices teachers and staff strive for excellence in their performance and professional growth.

#### Improvement Measures

1. (a) Increased level of participation in professional learning workshops
1. (b) Evidence of revised teaching and learning programs that include literacy, numeracy and future focused pedagogy perspectives.
2. Increase in proportion of teachers who commence and attain leadership at higher levels of Accreditation.
3. Increase in proportion of staff who lead formal or informal ("drop in") professional learning sessions (baseline data in 2018)

#### Progress towards achieving improvement measures

##### Process 1: 1. Future focused pedagogy

Develop and strengthen staff understanding and implementation of future focused pedagogy, including the addition of a 3D Printer and Google Cardboard Classroom to enhance pedagogy.

Explicit embedding of future focused teaching strategies in teaching and learning programs (phased revision of programs across stages). This includes formalised assessments.

Classroom based action research into effective ESL Pedagogy through "Translanguaging" in conjunction with Macquarie University researcher.

Evaluation	Funds Expended (Resources)
Evaluation of Learning Walks identified needs and programs were updated	Allocation for planning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li></ul>

##### Process 2: 2. Teacher strive for excellence and professional growth

Strengthen existing programs that encourage and support teacher accreditation at higher levels of APST.

Evaluation	Funds Expended (Resources)
Professional Development Planning timeline implemented	Allocation for planning

##### Process 3: 3. A collaborative culture to share expertise

Develop and implement a program for regular teacher led professional learning "drop in " sessions to collegially share best practice. Evaluate, for 2019, the viability of extending the program to include staff from Beverly Hills Network schools.

Implement systems for identifying, documenting and making accessible online resource of best practice in EALD pedagogy in conjunction with UNSW researcher.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

### Evaluation

### (Resources)

Implementation of various teams towards whole school planning

Allocation for planning

### Next Steps

We will continue to enable conditions and practices of Collective Efficacy and build staff capacity to enhance growth and improve student outcomes.



## Strategic Direction 3

Future Confident School

### Purpose

To ensure leadership, management and resourcing of the school complements and encourages excellence in future focused teaching and learning. The performance, achievement and wellbeing of all students and staff are supported through systems and programs that are responsive and effective. Connections between the school and the wider community are strengthened.

### Improvement Measures

1. Improvements to learning spaces in terms of future focused learning and teaching capacity.
2. (a) Increased number of visits to school communication platforms (Facebook page, app).
2. (b) Level of satisfaction (students and parents) with revised assessment reports.
3. Participation and involvement of staff from network schools in professional learning workshops delivered at BHGHS.

### Progress towards achieving improvement measures

#### Process 1: 1. Ensuring school structures and spaces support excellence in future focused learning and teaching

Complete and make recommendations for action from evaluation of learning spaces including classrooms, library and grounds. Technology Plan developed and implemented.

Evaluation	Funds Expended (Resources)
Considerable improvements in the appearance of both the school hall and library. High degree of approval by students which has positively impacted on their level of respect for their school. Students are using these spaces more and there is less recorded incidences of damage done to these spaces.	Planning time for staff  Materials and labour to refurbish the hall. – paint, wall coverings and new sound system.  Materials and labour to refurbish the library – paint, wall coverings

#### Process 2: 2. Responsive and effective communication processes

Review and refine (as required) current practices and policies including school communication strategy and assessment and reporting of student learning through the SENTRAL Platform.

Evaluation	Funds Expended (Resources)
Staff have embraced the use of Sentral and when additional tuition was provided, greater levels of confidence and therefore use is evident. Frustration that we could not implement the Portal was felt by the Technology team.	Fees for the use of Sentral  PL training time for all staff

#### Process 3: 3. Connections between school and wider community

Utilise opportunities arising from new operational networks (from Term 2 2018) to strengthen connections and profile of the school within the local and wider education Community. This will occur through our newly revamped Primary Links Program.

Evaluation	Funds Expended (Resources)
Success achieved in all aspects of these milestones. The most successful component was the Primary Links program which will be expanded in 2020.	Funding to release 8 teachers to plan and present the Primary Links

## Progress towards achieving improvement measures

The impact of the positive image may result in increased numbers of local school students attending our school in 2020 and beyond.

Program

Teaching resources to deliver the Primary Links Program

Transportation costs for the Primary School students to attend the Primary Links Program



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher relief days to design and implement personalised learning plans.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 141.00)</li> </ul>	<p>There is an ATSI member of staff who coordinates all ATSI activities, as well as coordinating the completion of the ATSI PLPs.</p>
<b>Low level adjustment for disability</b>	<p>Funds for 1.8 FTE Learning and Support Teachers [LaST] plus flexible funding for additional salaries and resources.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$293 167.00)</li> </ul>	<p>Students with disabilities are supported through the Learning Support Team. Funds were used for</p> <ul style="list-style-type: none"> <li>Year Advisers</li> <li>Transition Coordinator</li> <li>Year Adviser cover for individual meetings with students</li> <li>training courses for the wellbeing team</li> <li>the employment of a support staff member</li> <li>individual invigilators for disability provision examinations</li> </ul> <p>This funding allowed the school to ensure the funding was used to support students who needed adjustments for their disabilities.</p>
<b>Socio-economic background</b>	<p>Supporting student participation in extracurricular learning</p> <p>Supporting teaching and learning through faculty programs and resources</p> <p>Supporting teaching and learning – technology</p> <p>Supporting teaching and learning – literacy &amp; numeracy</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$498 819.00)</li> </ul>	<p>This funding was used to support students from low socio-economic backgrounds with the purchasing of school uniforms, school equipment, excursions and subscriptions to Edrolo and Atomi HSC learning. The funds are also used to employ temporary staff for additional literacy and numeracy programs.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>SBAR allocated funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Targeted student support for refugees and new arrivals (\$13 699.00)</li> </ul>	<p>Students arriving into IEC are supported through individualised learning plans. All staff have redesigned and implemented quality learning programs with trans-language strategies.</p> <p>The school has close partnerships with many community organisations who come into the school to support the refugee students and their families.</p> <p>Students are also supported with uniforms, school equipment and teaching &amp; learning subscriptions.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	79	74	42	39
Girls	1097	1094	1051	1057

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.4	92.4	92.9	91.1
8	91.2	89.8	89.1	89.4
9	89	90.3	89.2	88.5
10	89.9	86.9	88.1	87.8
11	90.2	92.9	88.5	87
12	89.1	87.8	89.5	86.2
All Years	90.4	90	89.5	88.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	3
Employment	0	1	7
TAFE entry	3	0	14
University Entry	0	0	123
Other	0	0	0
Unknown	0	2	21

## Year 12 students undertaking vocational or trade training

31.25% of Year 12 students at Beverly Hills Girls High School undertook vocational education and training in 2019.

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

95.7% of all Year 12 students at Beverly Hills Girls 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)	3
Head Teacher(s)	12
Classroom Teacher(s)	47.4
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	17.49
Other Positions	13.6

\*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 Actual (\$)
<b>Opening Balance</b>	2,879,553
<b>Revenue</b>	14,100,099
Appropriation	13,344,770
Sale of Goods and Services	183,736
Grants and contributions	503,132
Investment income	21,779
Other revenue	46,683
<b>Expenses</b>	-13,673,444
Employee related	-12,260,328
Operating expenses	-1,413,116
<b>Surplus / deficit for the year</b>	426,655

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>	54,851
<b>Equity Total</b>	1,142,799
Equity - Aboriginal	6,141
Equity - Socio-economic	498,819
Equity - Language	344,671
Equity - Disability	293,167
<b>Base Total</b>	9,068,015
Base - Per Capita	285,625
Base - Location	0
Base - Other	8,782,390
<b>Other Total</b>	2,530,474
<b>Grand Total</b>	12,796,139

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.

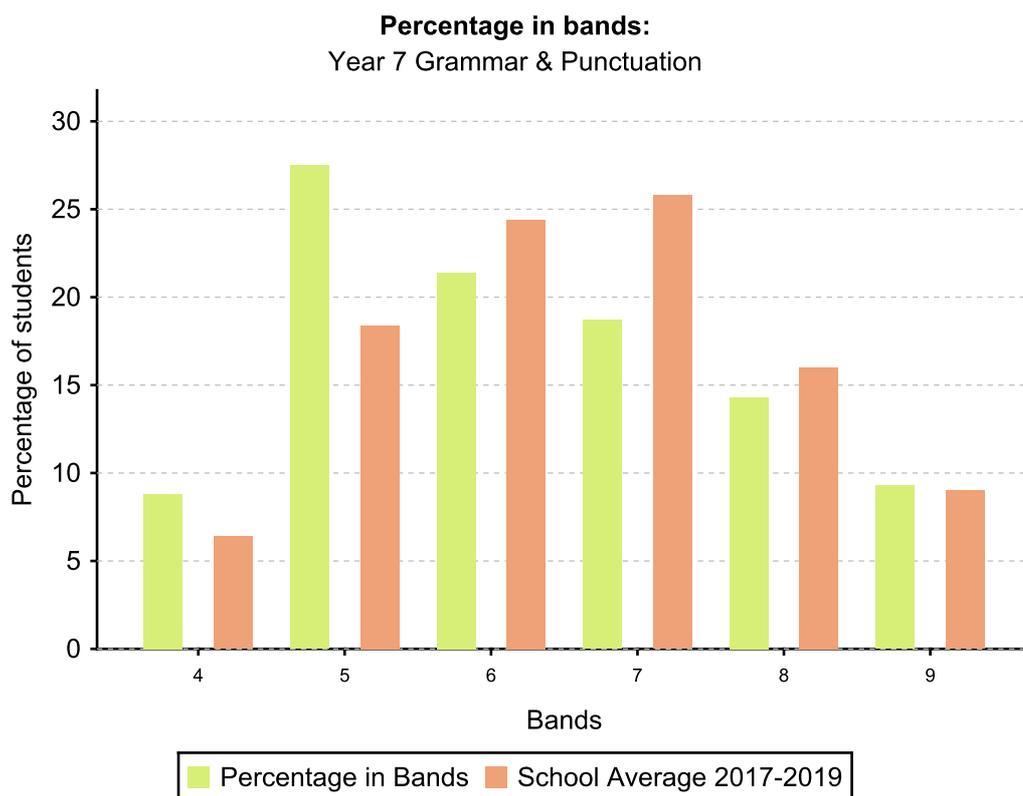


## School performance - NAPLAN

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.

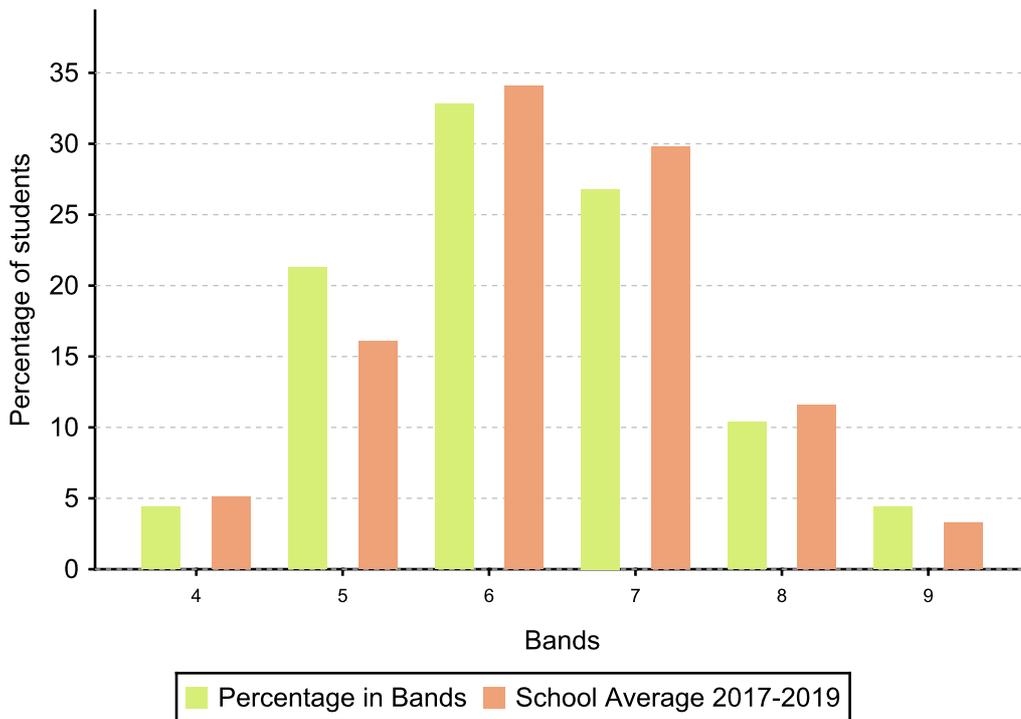
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



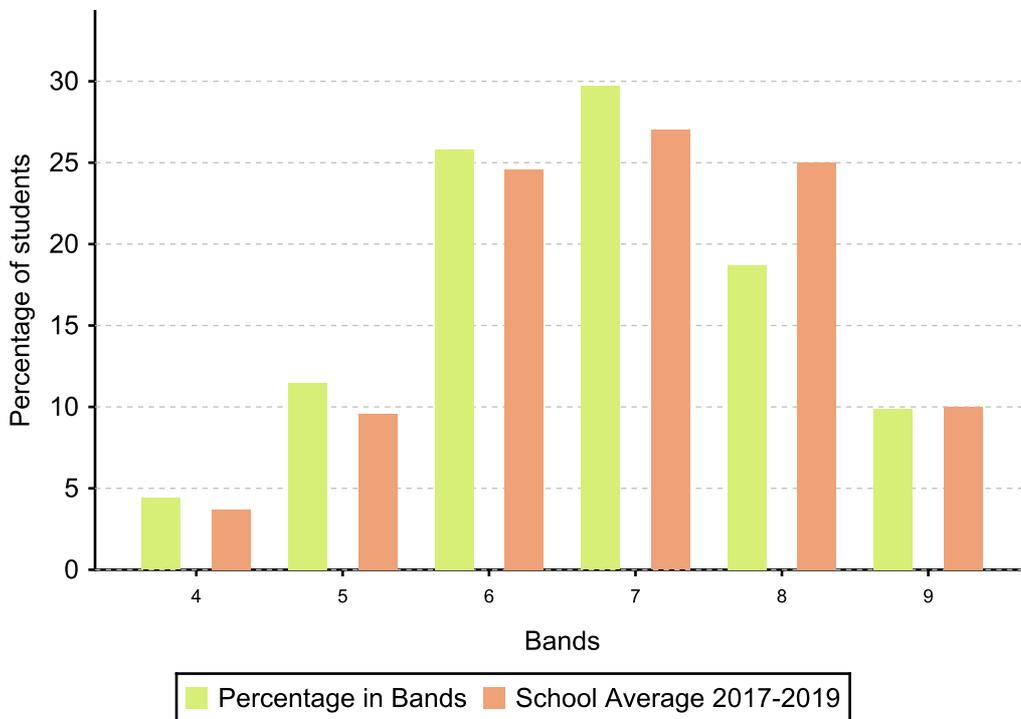
Band	4	5	6	7	8	9
Percentage of students	8.8	27.5	21.4	18.7	14.3	9.3
School avg 2017-2019	6.4	18.4	24.4	25.8	16	9

**Percentage in bands:  
Year 7 Reading**



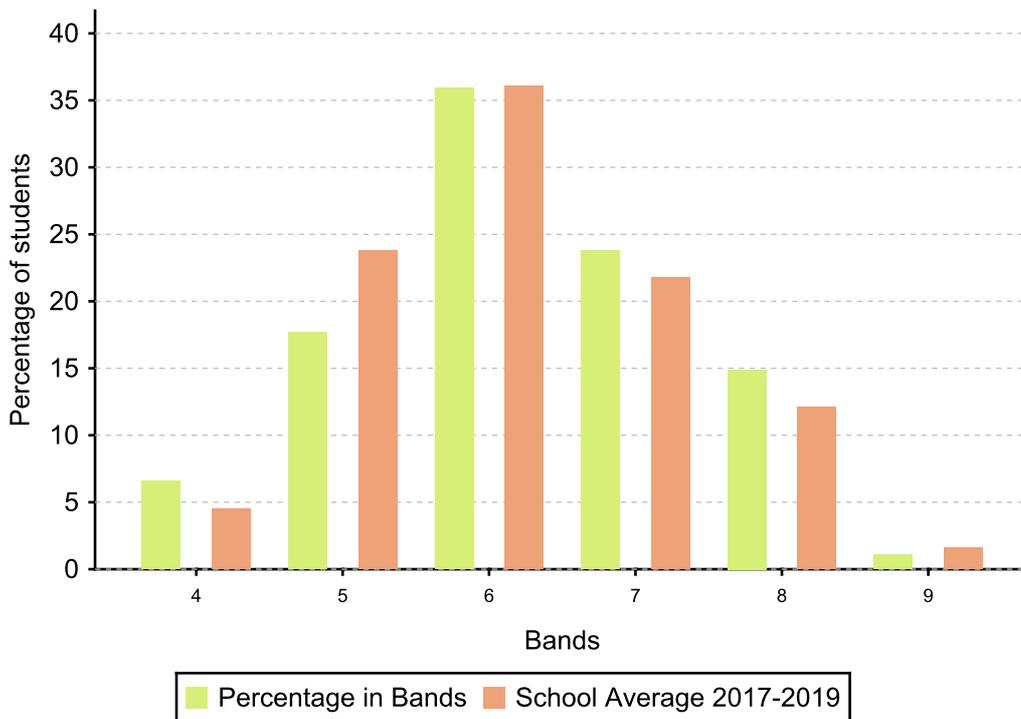
Band	4	5	6	7	8	9
Percentage of students	4.4	21.3	32.8	26.8	10.4	4.4
School avg 2017-2019	5.1	16.1	34.1	29.8	11.6	3.3

**Percentage in bands:  
Year 7 Spelling**



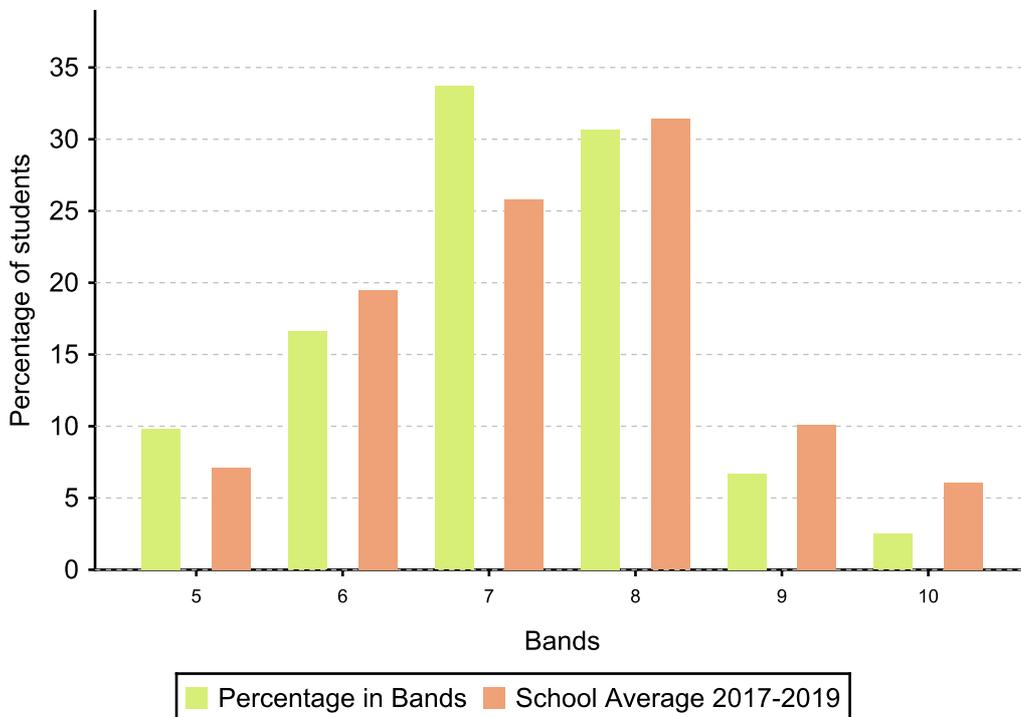
Band	4	5	6	7	8	9
Percentage of students	4.4	11.5	25.8	29.7	18.7	9.9
School avg 2017-2019	3.7	9.6	24.6	27	25	10

**Percentage in bands:  
Year 7 Writing**



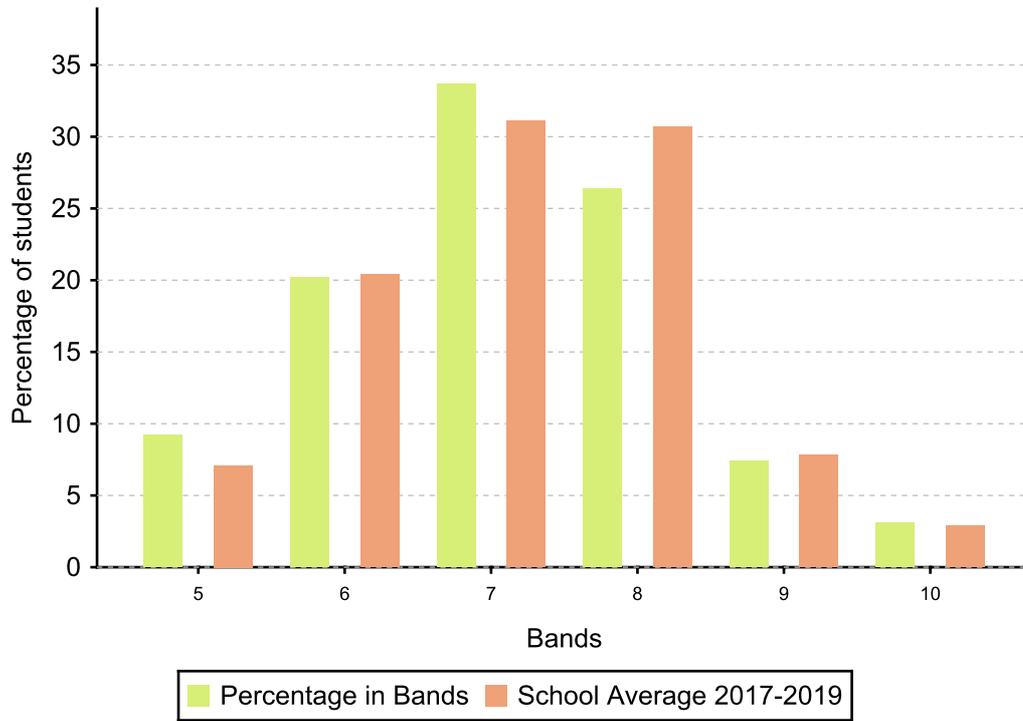
Band	4	5	6	7	8	9
Percentage of students	6.6	17.7	35.9	23.8	14.9	1.1
School avg 2017-2019	4.5	23.8	36.1	21.8	12.1	1.6

**Percentage in bands:  
Year 9 Grammar & Punctuation**



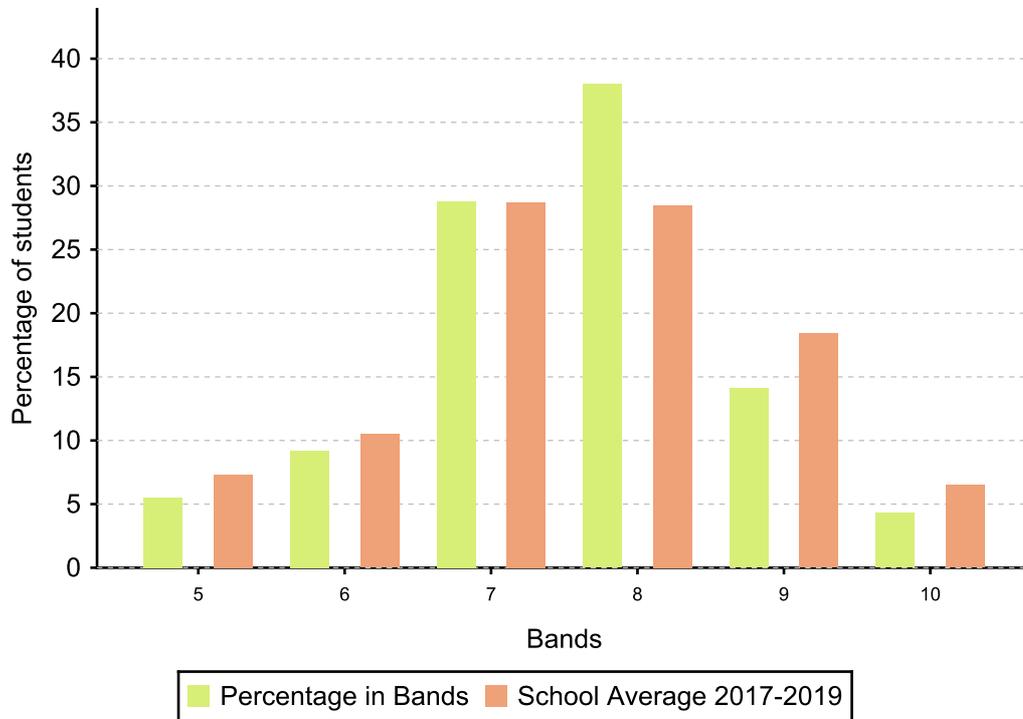
Band	5	6	7	8	9	10
Percentage of students	9.8	16.6	33.7	30.7	6.7	2.5
School avg 2017-2019	7.1	19.5	25.8	31.4	10.1	6.1

**Percentage in bands:  
Year 9 Reading**



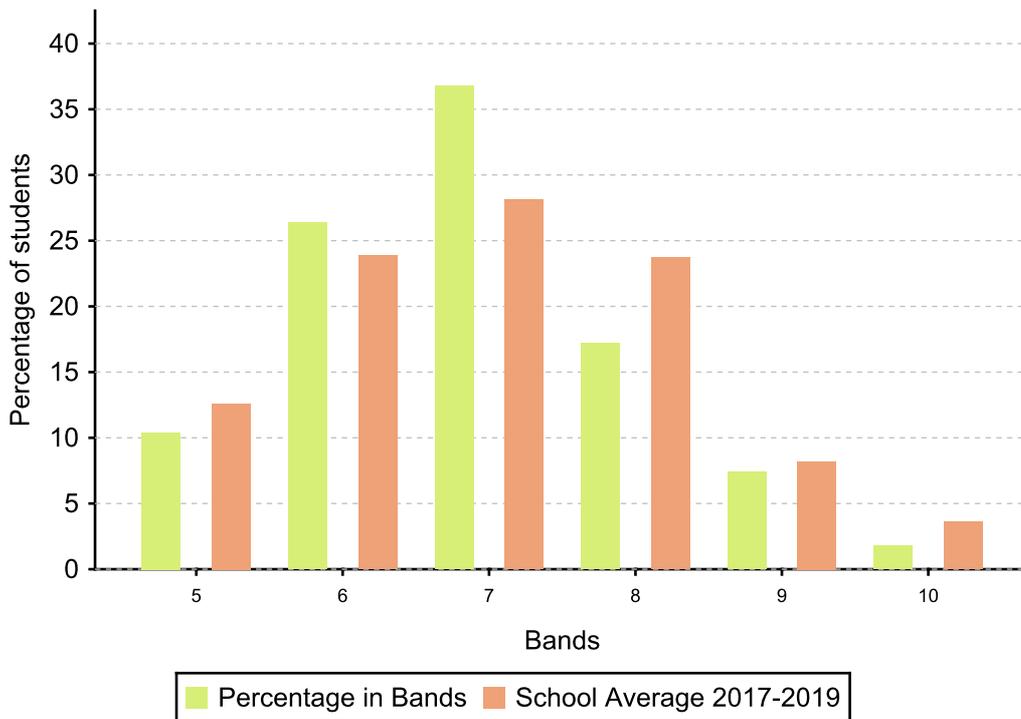
Band	5	6	7	8	9	10
Percentage of students	9.2	20.2	33.7	26.4	7.4	3.1
School avg 2017-2019	7.1	20.4	31.1	30.7	7.8	2.9

**Percentage in bands:  
Year 9 Spelling**



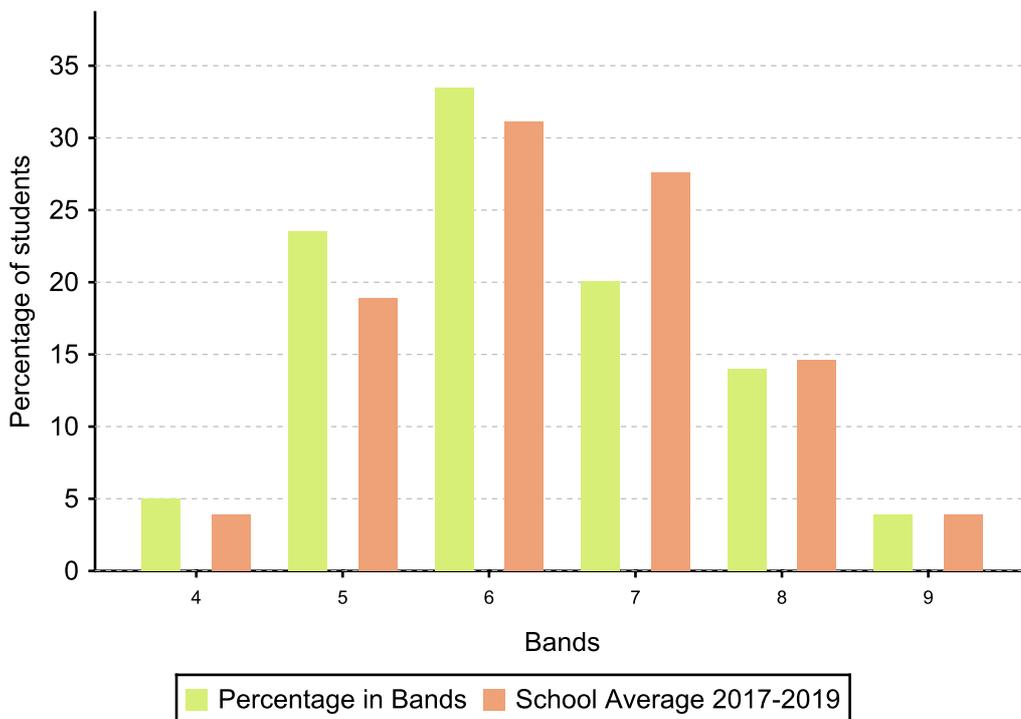
Band	5	6	7	8	9	10
Percentage of students	5.5	9.2	28.8	38.0	14.1	4.3
School avg 2017-2019	7.3	10.5	28.7	28.5	18.4	6.5

**Percentage in bands:**  
Year 9 Writing



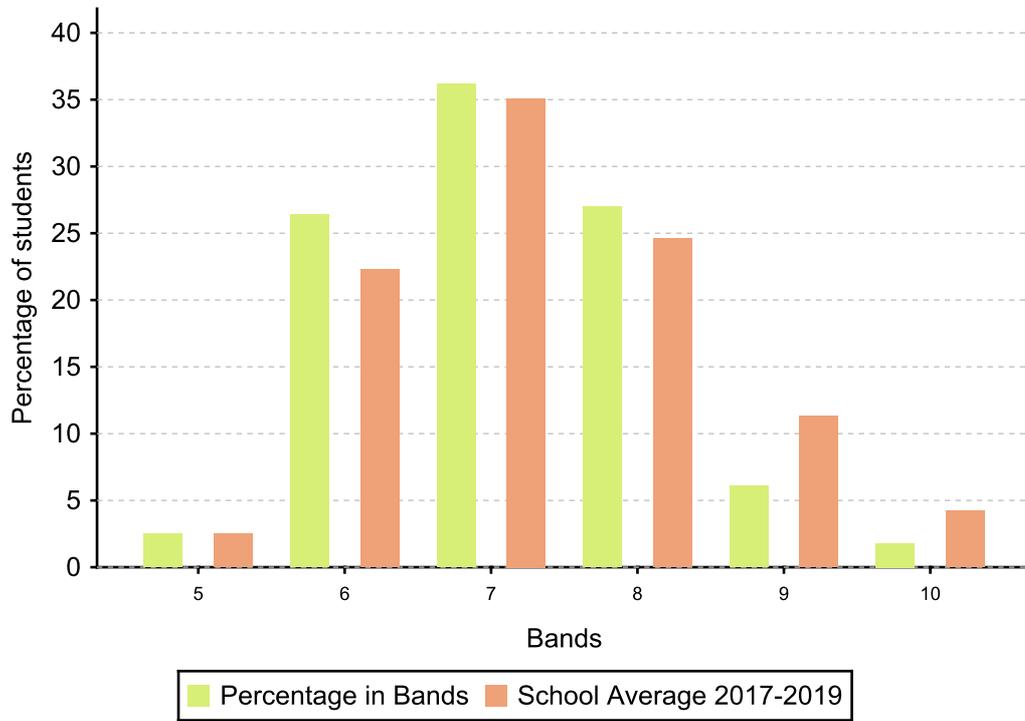
Band	5	6	7	8	9	10
Percentage of students	10.4	26.4	36.8	17.2	7.4	1.8
School avg 2017-2019	12.6	23.9	28.1	23.7	8.2	3.6

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.0	23.5	33.5	20.1	14.0	3.9
School avg 2017-2019	3.9	18.9	31.1	27.6	14.6	3.9

**Percentage in bands:**  
Year 9 Numeracy



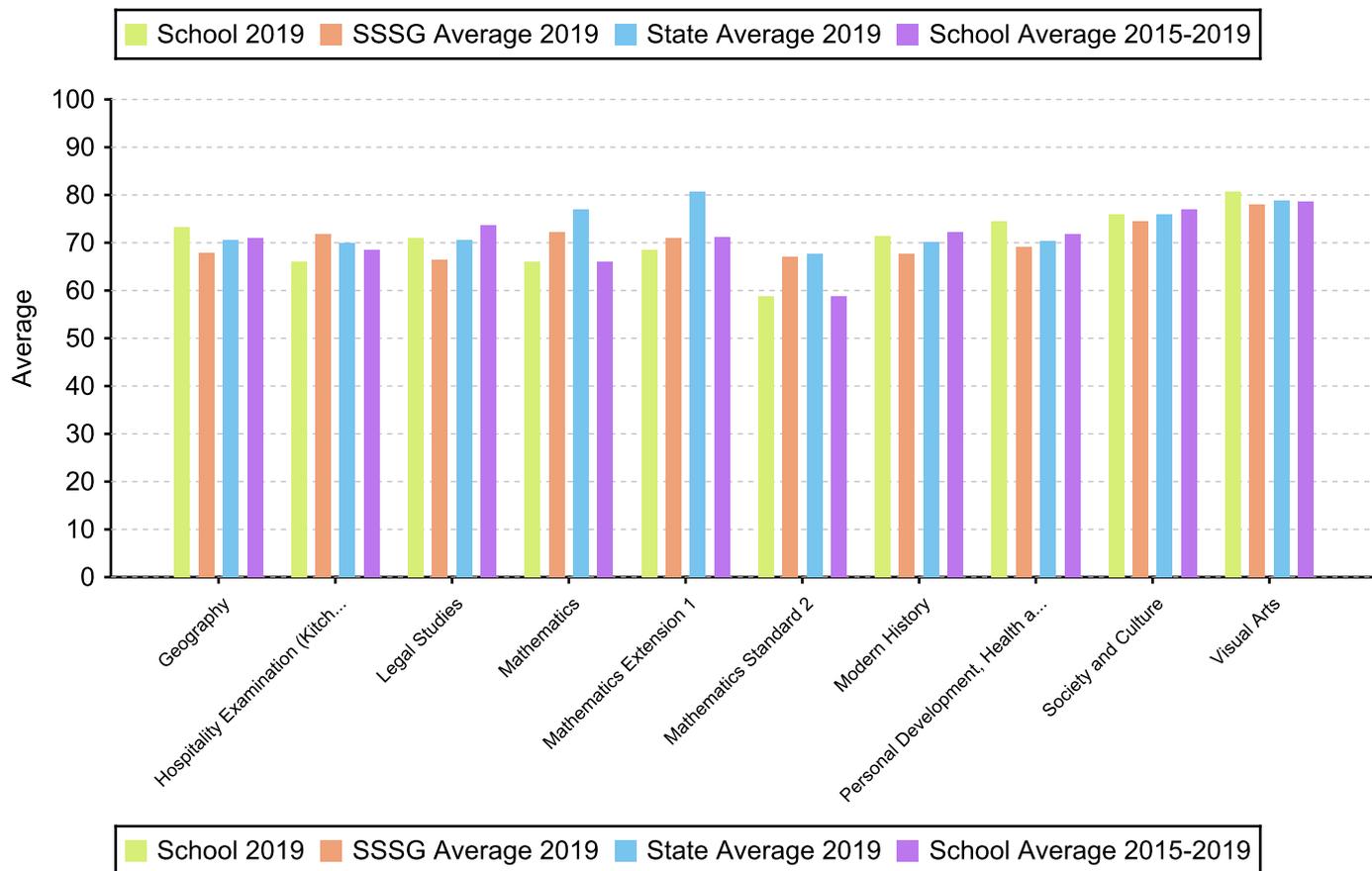
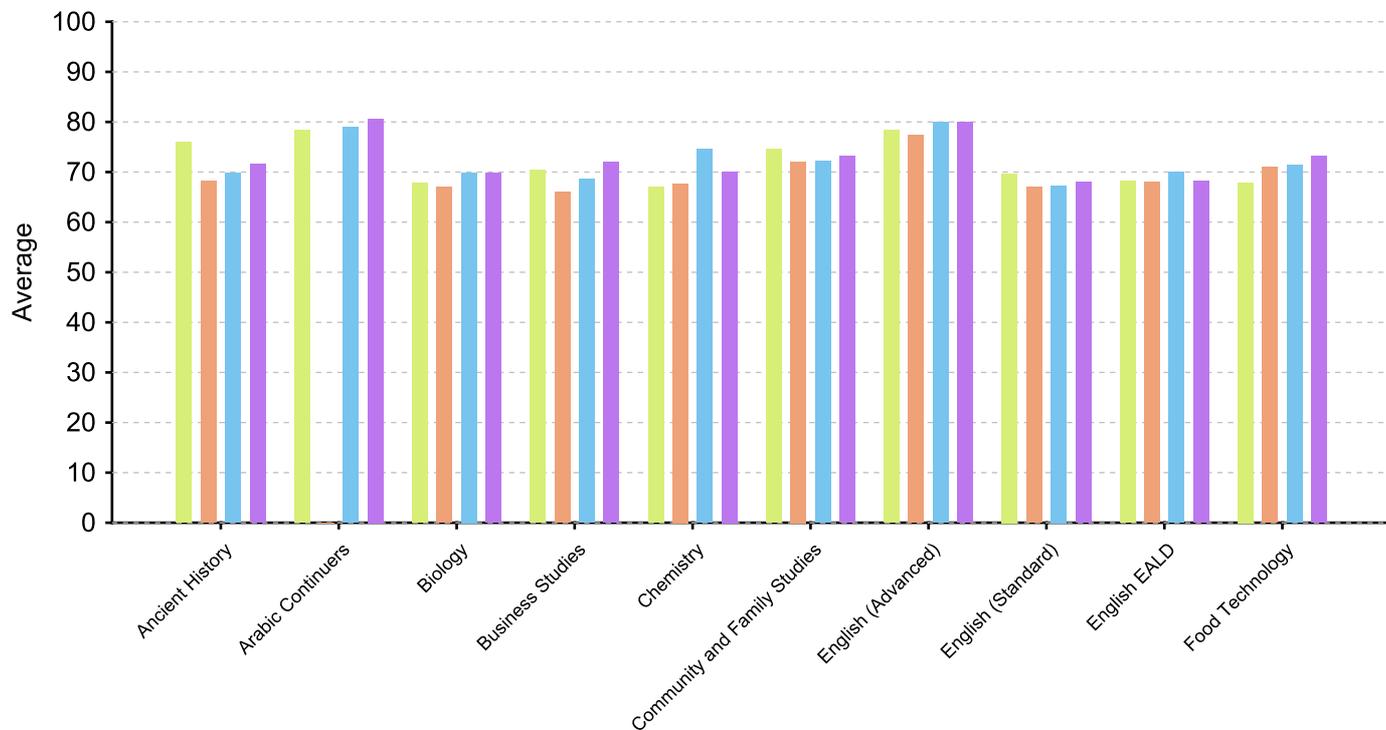
Band	5	6	7	8	9	10
Percentage of students	2.5	26.4	36.2	27.0	6.1	1.8
School avg 2017-2019	2.5	22.3	35.1	24.6	11.3	4.2



## 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	75.9	68.2	69.9	71.5
Arabic Continuers	78.4	0.0	79.0	80.6
Biology	67.8	67.0	69.9	69.8
Business Studies	70.4	66.0	68.6	72.0
Chemistry	67.0	67.7	74.7	70.1
Community and Family Studies	74.5	72.1	72.2	73.2
English (Advanced)	78.3	77.4	80.0	79.9
English (Standard)	69.7	67.1	67.3	68.0
English EALD	68.2	67.9	70.0	68.2
Food Technology	67.9	71.0	71.4	73.2
Geography	73.2	68.0	70.6	71.0
Hospitality Examination (Kitchen Operations and Cookery)	66.0	71.9	70.0	68.4
Legal Studies	70.9	66.5	70.6	73.6
Mathematics	66.0	72.3	76.9	66.0
Mathematics Extension 1	68.6	71.0	80.6	71.1
Mathematics Standard 2	58.7	67.1	67.7	58.7
Modern History	71.3	67.6	70.2	72.2
Personal Development, Health and Physical Education	74.5	69.1	70.5	71.8
Society and Culture	76.0	74.5	75.9	77.0
Visual Arts	80.7	78.0	78.8	78.6



## Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school using the Learning Bars' Tell Them From Me Survey.

### Parents

The 'Partner in Learning Parent Survey' is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This report provides results based on data from 78 respondents in this school who completed the Parent Survey between 10 September 2019 and 25th October 2019. Further analysis of these results will allow us to redirect our focus in specific areas. It will be interesting to note the impact of initiatives, such as the introduction and implementation of Positive Behaviour for Learning.

### Students

Each year the students undertake the 'Tell Them From Me' student survey. Over a number of years, the feedback from this survey has allowed the school to address different aspects of school life. One area that indicates student satisfaction is 'Positive teacher–student relations'. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. The school mean showing 6.0 against NSW Government Norm of 5.7.

### Teachers

The People Matter Employee Survey is an important tool for measuring how we are travelling as an organisation, how employees feel about working here, and how we can improve our organisational culture and processes. It gives our staff an opportunity to tell us how they feel about where we work. One of the goals in the NSW Department of Education's Strategic Plan is: "Education is a great place to work and our workforce is of the highest calibre". This annual survey is an important tool that measures how we are travelling as an organisation, how we feel about working here and how we can improve our organisational culture and processes. The response rate was at 32%.









## 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.

