

# Mount Annan High School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Mount Annan High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

All within the school community share in a collective responsibility for the care and the education of our young people. By working closely together and supporting one another we can help our students by identifying their talents and ability and promoting and developing their strengths. We can also help our students to acquire the values, the skills and the knowledge that enable them to live rich and fulfilling lives and contribute actively to building better communities and societies.

### School context

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum. Our school motto is 'Be the best you can be' and our core values are: Strive, Respect and Co-operate. Student leadership is constantly supported through the SRC and our students have a very high positive profile in the community. Our school is situated on a beautiful treed site and was established in 2003. We are very well supported in our community by our parents and local organisations, our P&C continue to work tirelessly by raising funds to improve resources in our school for student and staff. Whilst we constantly strive for excellence, we test ourselves against our annual school targets and communicate via evaluation and feedback with our community on a regular basis. We aim to build a curriculum path that is as individualised as a student needs, striving to set attainable goals and moving all students forward to achieve these goals. Our school is committed to providing rich programs to develop higher order skills in analysing, critical thinking, problem solving and technology enabling all students to 'Be the best they can be'.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

### Learning

#### Purpose

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing— now and in future years. By sharing information about learning development, teachers engage parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

#### Improvement Measures

Increase the percentage of students with a positive sense of belonging to the school to at or above state average.

Future focused learning skills of communication, collaboration, critical thinking and cooperation are demonstrated by all students and reported upon.

Increasing the engagement of students, parents and staff in the development and implementation of differentiated lessons and patterns of study.

#### Progress towards achieving improvement measures

##### Process 1: Student Wellbeing

Positive student wellbeing is essential for young people to grow and succeed as citizens and learners. Schools that excel in this area have comprehensive whole school platforms which address all areas of wellbeing.

Evaluation	Funds Expended (Resources)
Mentoring has occurred through the Learning Centre. Workshops have not been organised for Term 1, 2020 at this stage. This will need to occur in early Term 1.	Relief for staff involved instigating support structures.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$5000.00)</li><li>• Community funding 6300 (\$112000.00)</li></ul>

##### Process 2: Future-focused Learning

Our students will work well past the middle of the 21st Century and they need to be equipped with the skills to succeed in a rapidly changing world. The way that students learn is vastly different from previous generations and we need to adapt as educators.

Evaluation	Funds Expended (Resources)
Evaluation of Year 7 Enrichment 2019 was successful and would be continued and strengthened in 2020. Class sizes to be increased to up to 30. This will require additional resources for this class so that they can fully access the curriculum being studied.  PBL showcase successful, however, further investigation required into engaging and encouraging parents to attend. Those who did attend were very impressed, but only approximately 10 families attended.  Year 7 Enrichment class STEM/CREATE showcase help over until week 2 Term 1 2020.	Require planning support for teachers and additional resources

**Process 3: Student-centred Learning**

Our students come from a wide range of backgrounds, with a variety of skills and abilities. A 'one size fits all' approach is not effective and we need to do more to personalise the learning wherever possible.

Evaluation	Funds Expended (Resources)
PBL showcase was presented by students to staff, parents and the community.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$800.00)</li></ul>

## Strategic Direction 2

### Teaching

#### Purpose

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

#### Improvement Measures

All staff Performance and Development Plans reflect professional learning that is targeted and connected to both student engagement and the school's strategic directions.

All staff maintain accreditation and 15% are working towards higher accreditation levels.

30% of students achieve a Band 8 in Year 9 NAPLAN in Literacy and Numeracy and all students qualify for the award of a HSC by the start of Year 12.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

A highly-skilled staff who reflect on their classroom practice, collaborate with others and keep abreast of current educational thinking is essential for the success of the students within their care and for their own career development.

Evaluation	Funds Expended (Resources)
<p>Professional learning opportunities have remained consistent throughout, however, the application process has become more accessible and streamlined.</p> <p>The link between PDPs and PL has resulted in a more focused approach to PL. Will need to revisit to evaluate if it is too restrictive.</p> <p>ECTs have had more access to external PL through the use of ECT funding. However, they are no longer offered release periods with their mentors, which has been a disadvantage. Re-introduction of ECT/mentor periods has been suggested.</p>	<p>Beginning Teacher Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Beg Teacher Support (\$14000.00)</li></ul>

##### Process 2: Accreditation and Teaching Standards

With all secondary teachers becoming accredited from 2018 and a growing number seeking to achieve higher levels of accreditation, it is vital that they are supported through this period of change and beyond.

Evaluation	Funds Expended (Resources)
<p>Teacher have identified as individually working on their Accreditation and expressed that they would like an opportunity for group PL .</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional Learning (\$6000.00)</li><li>• Beginning Teacher Support (\$8000.00)</li></ul>

##### Process 3: Literacy and Numeracy

## Progress towards achieving improvement measures

**Process 3:** With students being required to achieve at least a Band 8 in NAPLAN before qualifying for the award of a HSC, a strong foundation in literacy and numeracy is as important as ever.

Evaluation	Funds Expended (Resources)
<p>Teacher feedback utilising SCOUT data as evidence.</p> <p>Summative assessment comparisons of year groups in 2018, 2019 (pre and post strategies).</p> <p>Numeracy Co-ordinator to present developed lessons</p> <p>Numeracy: Timetabled one period from Maths Faculty in Year 7 and 8 for Numeracy Program in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$90000.00)</li></ul>



## Strategic Direction 3

### Leading

#### Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

#### Improvement Measures

More than 50% of staff agree or strongly agree that morale amongst staff at the school is good.

All staff and students have the opportunity to engage in a broader range of leadership positions within the school.

Mount Annan High School is the 'school of first choice' for local area students with enrolments continuing to trend upwards over the course of the plan.

Increased staff morale and their willingness to take on various leadership roles.

#### Progress towards achieving improvement measures

##### Process 1: Staff Wellbeing

A positive workplace culture, where staff feel valued and appreciated for their work is vital to the success of the school as a whole. Students respond best to teachers who are passionate about what they do and are happy to share that.

Evaluation	Funds Expended (Resources)
Morning tea provided by faculties End of year celebratory lunch.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• school operational funding (\$400.00)</li><li>• professional learning (\$2200.00)</li></ul>

##### Process 2: Building Leadership Capacity

In high performing schools both staff and students see themselves as leaders and are given numerous opportunities to extend and build that leadership capacity in their chosen fields.

Evaluation	Funds Expended (Resources)
LDI program funding is no longer available and therefore we cannot offer this opportunity to staff.  Students successfully completed peer support training as offered by M. Vandermulen – the students in this program took a strong leadership role in the 6 into 7 transition program.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

##### Process 3: Community Partnerships

The school is a vital part of both the local, wider and global community and it is essential that we build and strengthen partnerships with community bodies and their members. These relationships benefit our students in a multitude of wide-reaching ways.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

1. Stage 3/4 Assessment project was successful– partnership formed and work conducted. Timing was the issue with matching up times between primary schools and MAHS. Only CHPS and MAHS worked together (MAPS and OPPS did not attend working party or collaboration days). The partnership is on-going

The debating workshops did not occur due to time and other interruptions at both primary schools and MAHS

2. Diversity Day did not occur

1. Teacher release time to work with COS, Assessment Grant

2. Teachers, students and community members– release time

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Mentor Teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$27 919.00)</li> </ul>	<p>The introduction of the KARI program allows Aboriginal students in years 9 –12 the opportunity to have access to a variety of activities and prospects that support Aboriginal students in improving their education and career outcomes.</p> <p>Students in years 11 to 12 are given the opportunity to participate in the NRL School to Work program which provides them with opportunities that assist them reaching their career and education goals, through links with universities, TAFE and various corporations.</p>
<b>English language proficiency</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$59 000.00)</li> </ul>	<p>English Language Proficiency funding was used to provide intensive and personalised support to EAL/D students. The focus was on developing EAL/D students' English language competence across the curriculum, so that they could fully participate in schooling and independently pursue further education and training. To ensure effective EAL/D student support, direct, collaborative and resource based EAL/D teaching modes were utilised.</p>
<b>Low level adjustment for disability</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$239 000.00)</li> </ul>	<p><i>How we used our funding to improve the outcomes of the students it was intended for?</i></p> <p>In 2019, the Learning and Support Team was led by the Head Teacher Teaching &amp; Learning. The comprised of:</p> <ul style="list-style-type: none"> <li>1 permanent Learning and Support Teacher</li> <li>2 temporary Learning and Support Teachers</li> <li>1 temporary English as an Additional Language or Dialect Teacher</li> <li>2 permanent Student Learning Support Officers</li> <li>3 casual Student Learning Support Officers (on rotation)</li> </ul> <p>c</p> <p>In 2019, Integration Funding Support was provided for 7 students. This funding was used to employ SLSOs to work intensively with these students. The focus was on adjusting teaching and learning materials to ensure the students had equal and personalised access to their education, leading to an improvement in student outcomes. A Literacy and Numeracy program, in response to an analysis of NAPLAN data, also introduced and implemented for students on the Learning and Support Team database. The program aimed to support the school's goal of increasing NAPLAN results in Year 9 by targeting students with additional learning and support needs.</p>
<b>Socio-economic background</b>	Third Deputy Principal and	The Out of Home Care Coordinator used

<p><b>Socio-economic background</b></p>	<p>a Yr 12 Learning Centre Coordinator</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$299 000.00)</li> </ul>	<p>OOHC funding to coordinate and monitor the educational support for children and young people in out of home care. The coordinator worked with educational services staff, and relevant staff in other agencies, to establish effective and efficient modes of working to improve the educational outcomes for students in out of home care. There was a strong focus on student wellbeing as well as educational outcomes.</p> <p>A third deputy principal was employed to assist with wellbeing and teaching and learning within the school. The year 12 study centre was staff with a teacher full-time to assist students preparing for HSC.</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning Teacher Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Support (\$128 354.00)</li> </ul>	<p>In 2019 nine beginning teachers were working towards NESA accreditation at Proficient. This group of staff was made up of permanent and temporary employees.</p> <p>Support for beginning teachers in 2019 was boosted with some staff being beneficiaries of funding. The staff who benefited from these funds chose to use the allocation of relief funding in a flexible manner rather than the modelled two hours' release. Mentors were provided through the Head Teacher Teaching and Learning. Professional Learning workshops were tailored to the needs of beginning teachers.</p> <p>In 2019, a variety of internal and external professional learning opportunities were offered to Beginning Teachers.</p> <p>These included:</p> <ul style="list-style-type: none"> <li>• Induction processes</li> <li>• Behaviour management</li> <li>• Communicating with parents and community</li> <li>• Report writing</li> <li>• Utilising the Learning Support Team and resources effectively</li> <li>• Annotating evidence for accreditation</li> <li>• Preparing for lesson observations</li> <li>• Practical applications for differentiation</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>Beginning Teacher Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Beginning Teacher Support (\$128 354.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Life skills and adjusting the curriculum</li> <li>• Comprehension strategies in the classroom</li> <li>• Writing scaffolds to support students</li> <li>• MAHS policies, processes and procedures</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	341	381	418	468
Girls	339	379	387	436

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.2	92.2	92.2	91.7
8	89.1	91.4	87.4	88.5
9	91.2	88.8	88.7	84.3
10	87.3	88.5	85.9	86.8
11	88.7	86.1	83.8	84.4
12	88.4	88.4	87.2	84.2
All Years	89.6	89.3	87.9	87.3
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	0	10
Employment	11	12	47
TAFE entry	12	8	15
University Entry	0	0	21
Other	0	0	0
Unknown	0	0	7

### Year 12 students undertaking vocational or trade training

48.00% of Year 12 students at Mount Annan High School undertook vocational education and training in 2019.

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

97.4% of all Year 12 students at Mount Annan 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)	9
Classroom Teacher(s)	49.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.37
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <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>	561,711
<b>Revenue</b>	10,905,831
Appropriation	10,621,001
Sale of Goods and Services	124,453
Grants and contributions	151,189
Investment income	3,866
Other revenue	5,322
<b>Expenses</b>	-11,073,437
Employee related	-10,236,589
Operating expenses	-836,848
<b>Surplus / deficit for the year</b>	-167,606

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>	1,010,086
<b>Equity Total</b>	625,909
Equity - Aboriginal	27,919
Equity - Socio-economic	299,828
Equity - Language	59,157
Equity - Disability	239,005
<b>Base Total</b>	8,090,583
Base - Per Capita	196,458
Base - Location	0
Base - Other	7,894,125
<b>Other Total</b>	394,735
<b>Grand Total</b>	10,121,313

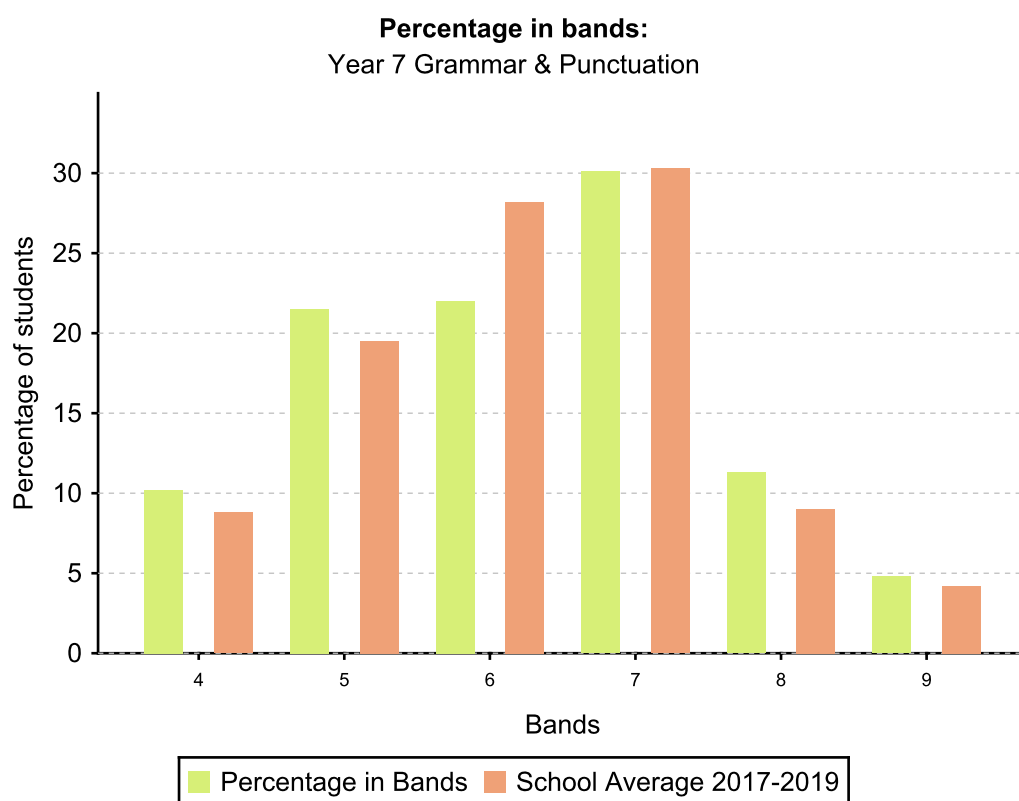
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

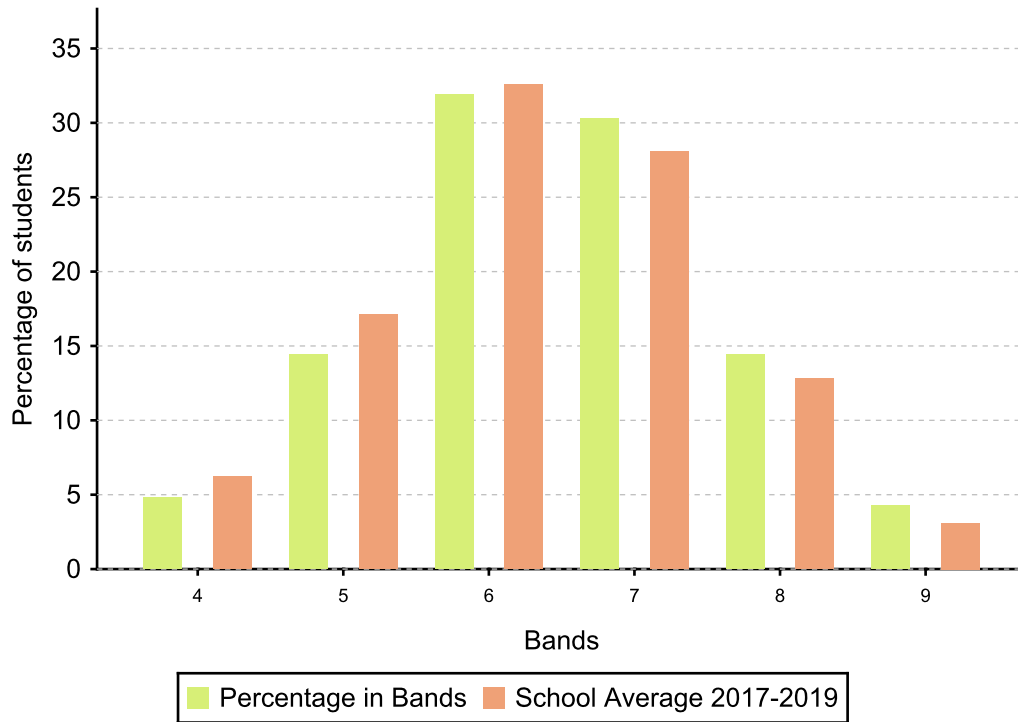
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



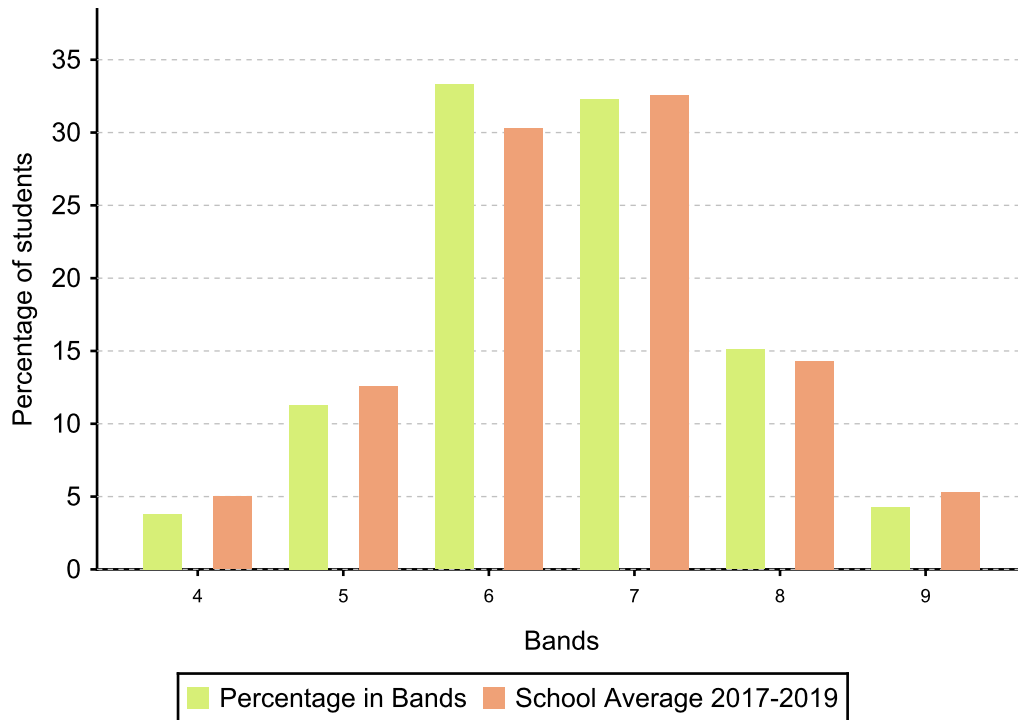
Band	4	5	6	7	8	9
Percentage of students	10.2	21.5	22.0	30.1	11.3	4.8
School avg 2017-2019	8.8	19.5	28.2	30.3	9	4.2

**Percentage in bands:**  
Year 7 Reading



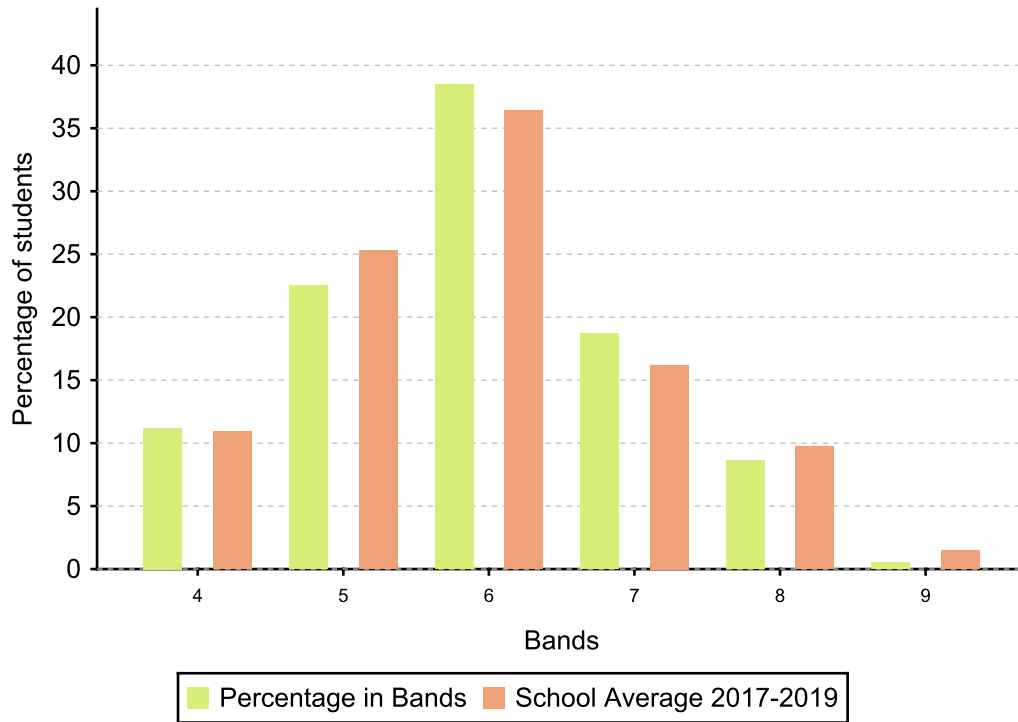
Band	4	5	6	7	8	9
Percentage of students	4.8	14.4	31.9	30.3	14.4	4.3
School avg 2017-2019	6.2	17.1	32.6	28.1	12.8	3.1

**Percentage in bands:**  
Year 7 Spelling



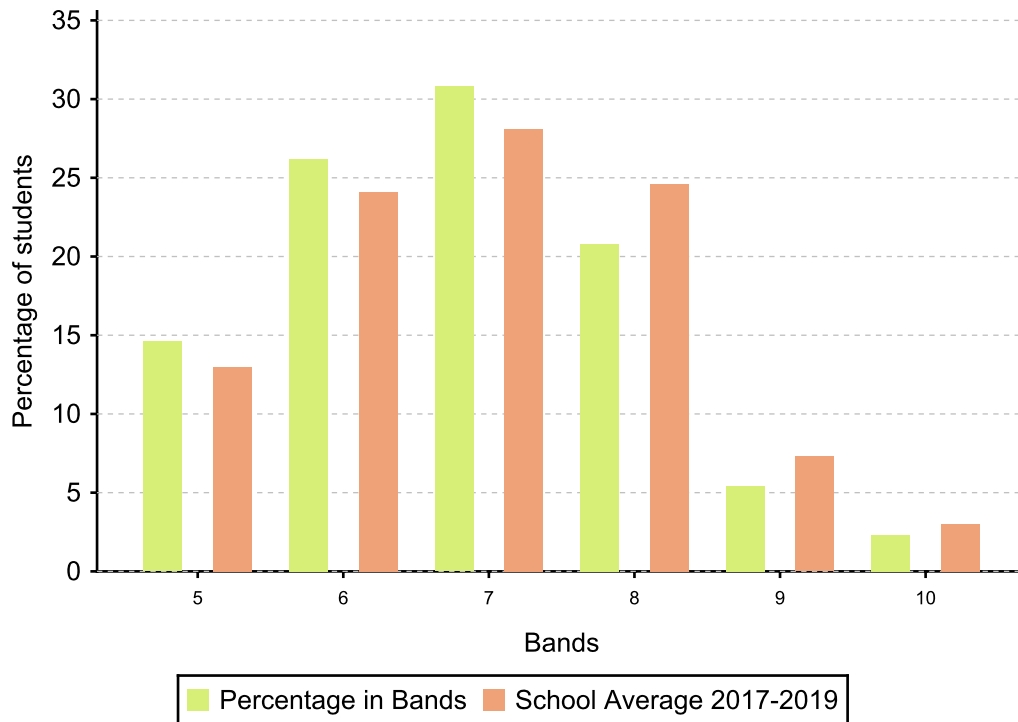
Band	4	5	6	7	8	9
Percentage of students	3.8	11.3	33.3	32.3	15.1	4.3
School avg 2017-2019	5.0	12.6	30.3	32.6	14.3	5.3

**Percentage in bands:**  
Year 7 Writing



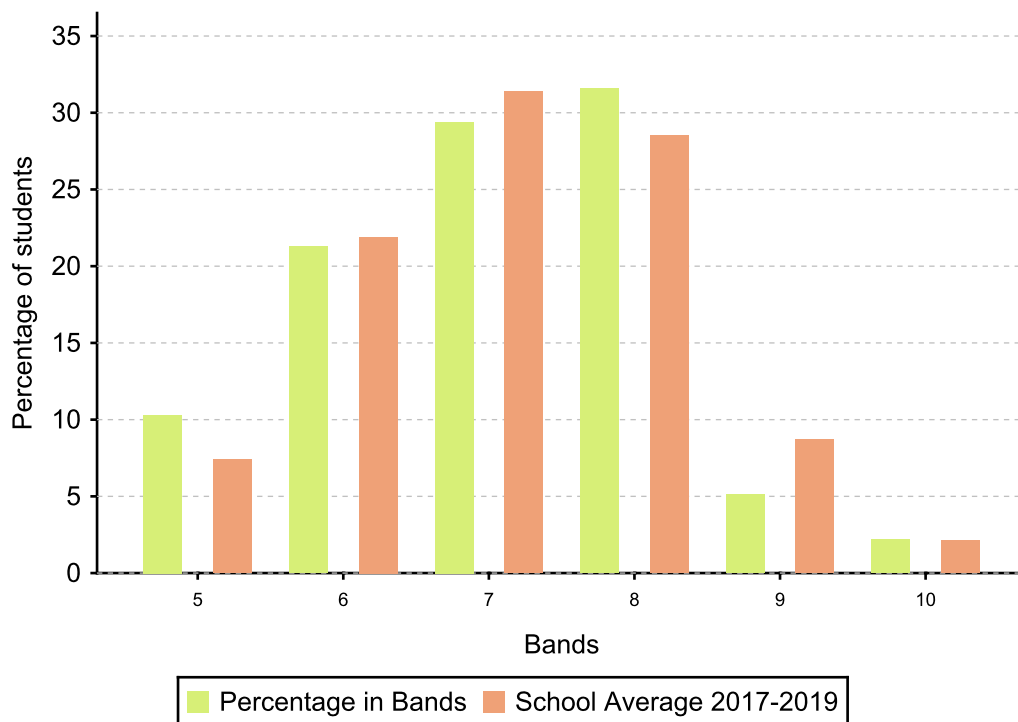
Band	4	5	6	7	8	9
Percentage of students	11.2	22.5	38.5	18.7	8.6	0.5
School avg 2017-2019	10.9	25.3	36.4	16.2	9.7	1.5

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



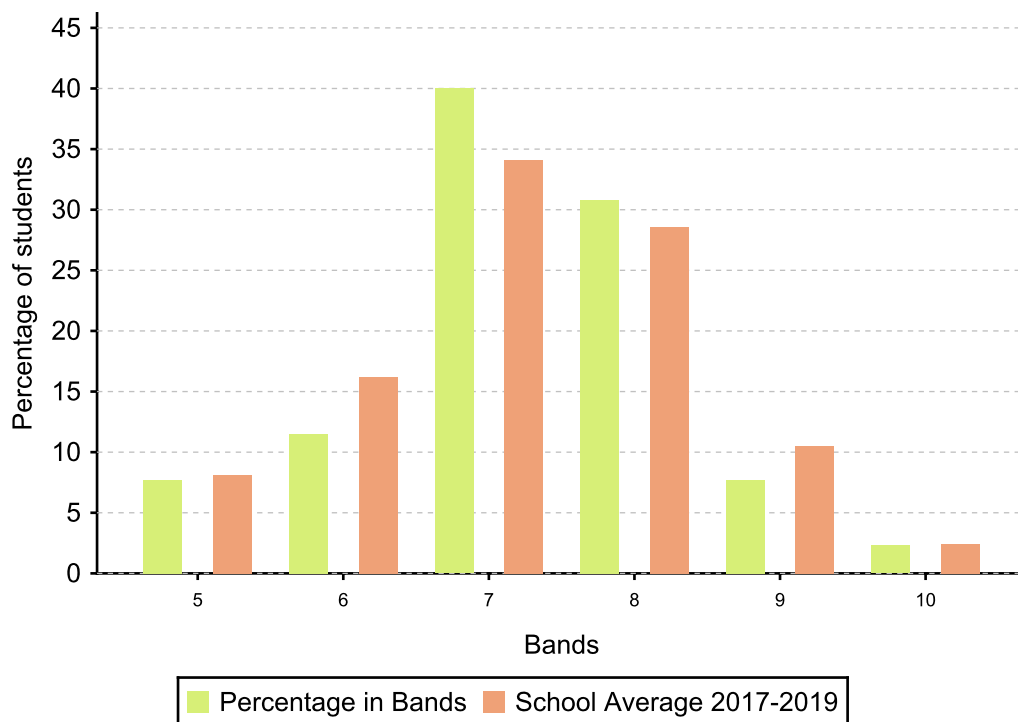
Band	5	6	7	8	9	10
Percentage of students	14.6	26.2	30.8	20.8	5.4	2.3
School avg 2017-2019	13	24.1	28.1	24.6	7.3	3

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	10.3	21.3	29.4	31.6	5.1	2.2
School avg 2017-2019	7.4	21.9	31.4	28.5	8.7	2.1

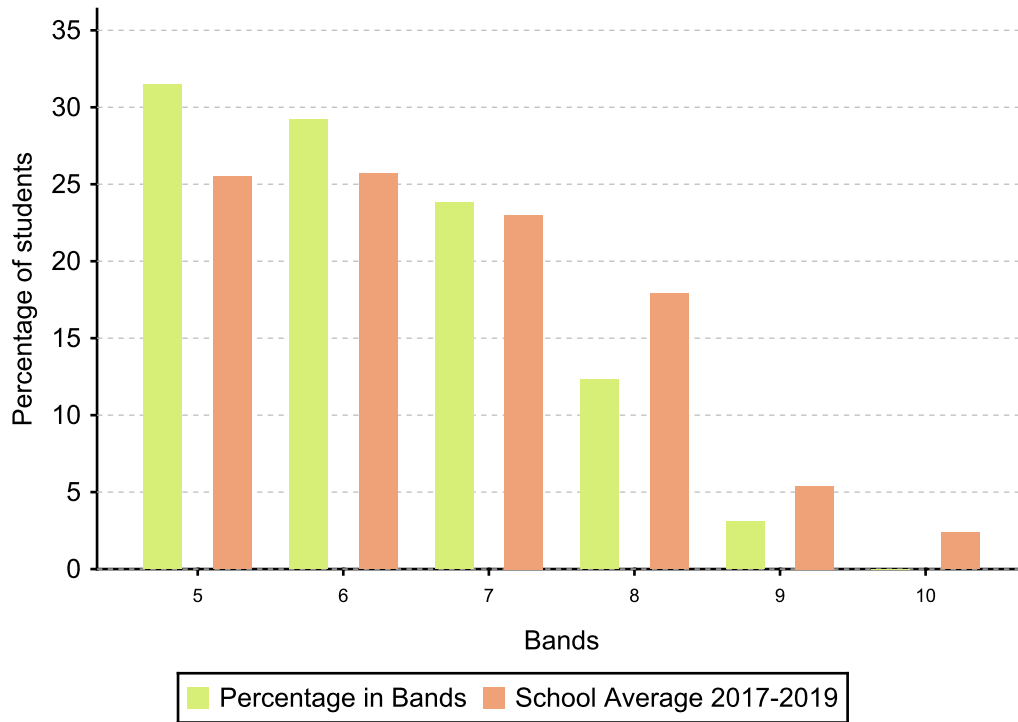
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	7.7	11.5	40.0	30.8	7.7	2.3
School avg 2017-2019	8.1	16.2	34.1	28.6	10.5	2.4

### Percentage in bands:

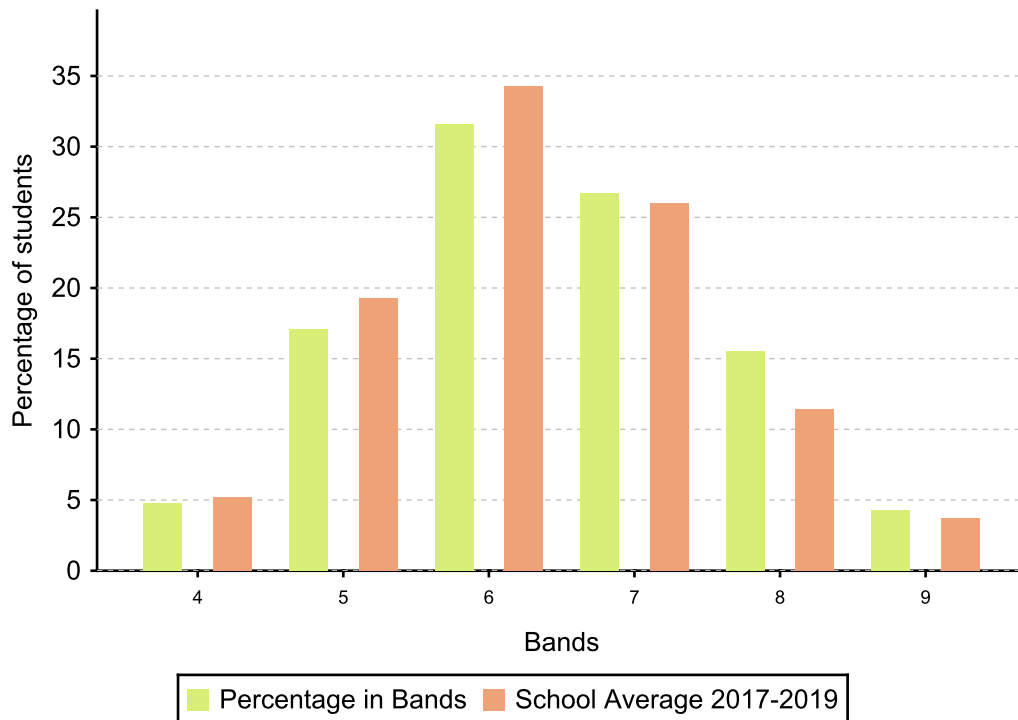
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	31.5	29.2	23.8	12.3	3.1	0.0
School avg 2017-2019	25.5	25.7	23	17.9	5.4	2.4

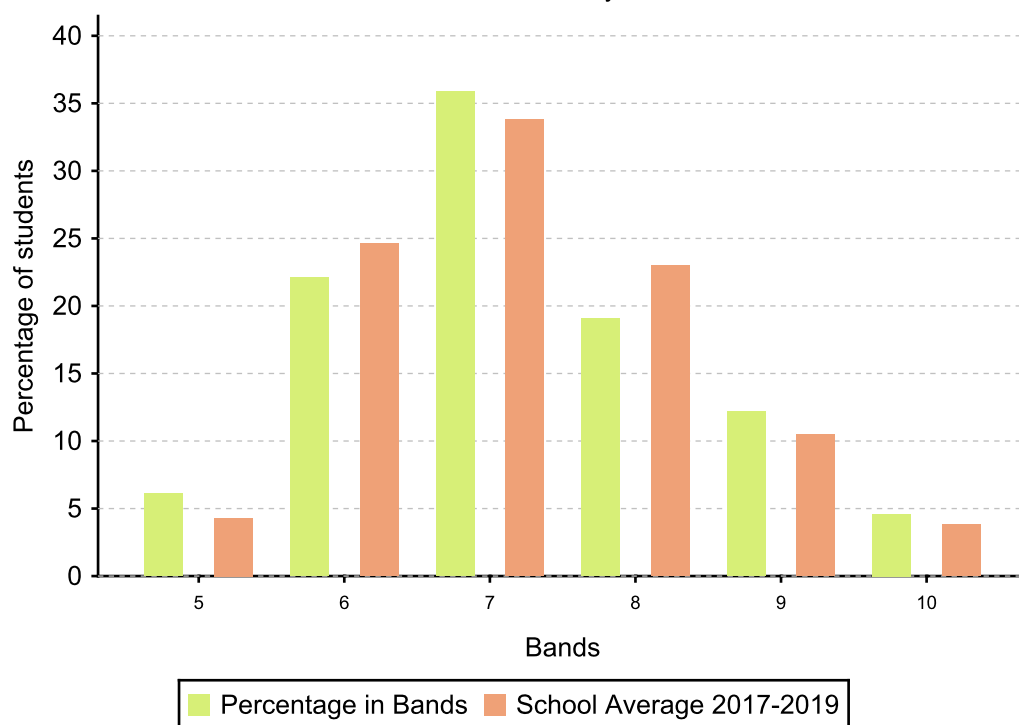
### Percentage in bands:

#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	4.8	17.1	31.6	26.7	15.5	4.3
School avg 2017-2019	5.2	19.3	34.3	26	11.4	3.7

**Percentage in bands:**  
Year 9 Numeracy



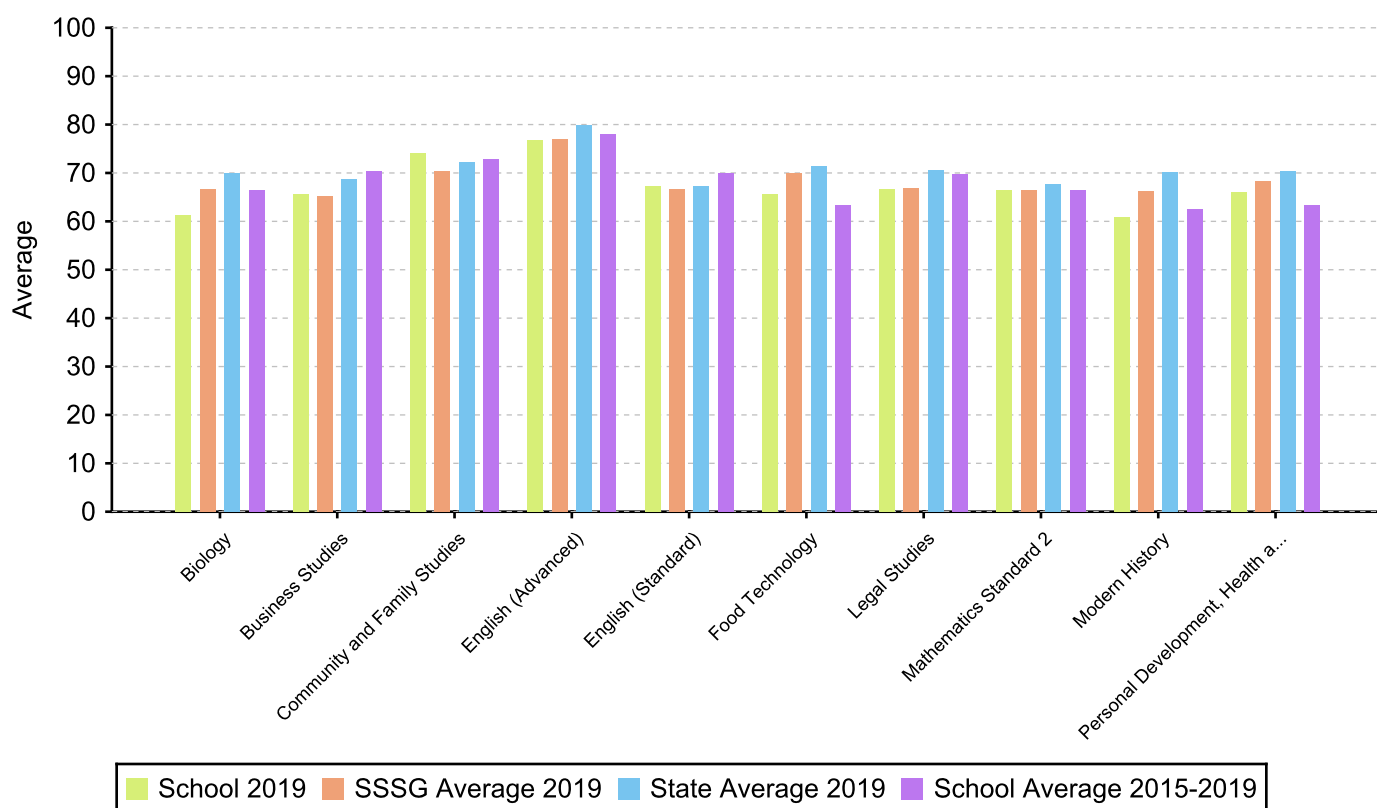
Band	5	6	7	8	9	10
Percentage of students	6.1	22.1	35.9	19.1	12.2	4.6
School avg 2017-2019	4.3	24.6	33.8	23	10.5	3.8



## 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
Biology	61.2	66.7	69.9	66.5
Business Studies	65.6	65.3	68.6	70.3
Community and Family Studies	74.1	70.4	72.2	72.8
English (Advanced)	76.7	76.9	80.0	78.0
English (Standard)	67.3	66.5	67.3	70.0
Food Technology	65.6	69.9	71.4	63.2
Legal Studies	66.7	66.9	70.6	69.7
Mathematics Standard 2	66.5	66.4	67.7	66.5
Modern History	60.9	66.2	70.2	62.6
Personal Development, Health and Physical Education	66.1	68.3	70.5	63.4

## Parent/caregiver, student, teacher satisfaction

The school annually conducts the 'Tell Them From Me' set of surveys to gauge parent/caregiver, student and teacher satisfaction.

### Parent Survey

1. Parents Feel Welcome at School – 7.5 (School Mean) against 7.4 (State Govt. Mean)
2. Parents are Informed – 7.8 (School Mean) against 6.6 (State Govt. Mean)
3. Parents support learning at home – 7.8 (School Mean) against 6.3 (State Govt. Mean)
4. School supports learning – 7.6 (School Mean) against 7.3 (State Govt. Mean)
5. School supports positive behaviour – 7.3 (School Mean) against 7.7 (State Govt. Mean)
6. Safety at school – 6.6 (School Mean) against 7.4 (State Govt. Mean)

### Student Survey

1. Student participation in school sports – 54% (School Mean) against 48% (State Govt. Mean)
2. Student participation in extracurricular activities – 19% (School Mean) against 24% (State Govt. Mean)
3. Students with a positive sense of belonging – 55% (School Mean) against 66% (State Govt. Mean)
4. Students with positive relationships – 74% (School Mean) against 78% (State Govt. Mean)
5. Students that value schooling outcomes – 68% (School Mean) against 72% (State Govt. Mean)
6. Students that regularly truant – 9% (School Mean) against 10% (State Govt. Mean)
7. Students with positive homework behaviours – 48% (School Mean) against 54% (State Govt. Mean)
8. Students with positive behaviour at school – 89% (School Mean) against 87% (State Govt. Mean)
9. Intellectual engagement composite – 49% (School Mean) against 46% (State Govt. Mean)
10. Students who are interested and motivated – 25% (School Mean) against 28% (State Govt. Mean)
11. Effort – 66% (School Mean) against 66% (State Govt. Mean)
12. Student sense of belonging improved from 2018 but we saw a slight decline in sense of advocacy and expectations of success although 51% of students thought they had high advocacy at school which is above state mean.

### Teacher Survey

1. Leadership – 5.8 (School Mean) against 7.1 (State Govt. Mean)
2. Collaboration – 6.9 (School Mean) against 7.8 (State Govt. Mean)
3. Learning Culture – 7.1 (School Mean) against 8.0 (State Govt. Mean)
4. Data Informs Practice – 7.5 (School Mean) against 7.8 (State Govt. Mean)
5. Teaching Strategies – 7.5 (School Mean) against 7.9 (State Govt. Mean)
6. Technology – 6.8 (School Mean) against 6.7 (State Govt. Mean)
7. Inclusive School – 8.2 (School Mean) against 8.2 (State Govt. Mean)
8. Parent Involvement – 6.6 (School Mean) against 6.8 (State Govt. Mean)

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# 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.