

# Swansea High School

## 2019 Annual Report



8389



## Introduction

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

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

### School context

Swansea High School is a comprehensive, co-educational school with an enrolment of 675 students including a proud Aboriginal component of 11%. We are committed to providing a supportive learning environment, fostering greater student participation and encouragement to exceed personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources. We are incorporating a variety of literacy and numeracy strategies across all KLAs to improve pedagogical practice and student outcomes. Our 52 teaching staff range from very experienced to early career, including 8 Head Teachers. To support our students we have eight administrative staff and four student learning support officers. The staff at Swansea High are innovative, focused on continual improvement and support curriculum aimed at meeting the needs of all students.

We are a Positive Behaviour for Learning School which is student led with expectations developed by students for students.

Programs to support retention from partner Primary schools, the creative and performing arts and gifted and talented programs have been implemented and producing positive learning outcomes.



## 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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling



## Strategic Direction 1

### Creating stimulating learning environments

#### Purpose

To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive. These environments are where students and staff gain skills to support their progress and there is evidence to show expected growth in all areas.

#### Improvement Measures

- All teachers are involved in Learning Teams where practices are refined through feedforward processes
- All projected technology programs are implemented, evaluated and refined.
- At least 90% of students in Yr 9 2020 will have improved understanding of identified ICT skills from baseline data
- Students indicate improved engagement above state average through the TTFM and 1% improvement in attendance..

#### Progress towards achieving improvement measures

**Process 1:** • Evidence based high impact Visible Learning strategies are implemented in all classes.

Evaluation	Funds Expended (Resources)
In 2019 Swansea High School engaged in targeted professional learning to develop skills and expertise in visible learning strategies with an emphasis on student centred learning, differentiation and formative assessment. Staff have refined programs and assessments to differentiate and include reasonable adjustments to personalise learning. This has resulted in the development of collaboration skills and the ability to feedforward as a direct result of participation in professional learning teams.	Teaching Staff, LASTs, SLSOs  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>

**Process 2:** • Technology enhanced learning opportunities are available for all.

Evaluation	Funds Expended (Resources)
In 2019 Swansea High School continued to promote the development of ICT skills in students with a particular focus on the use of collaborative tools in the classroom. The school's BYOD program had mixed success with only 50% of students regularly bringing their own device to school.	Staff, LASTs, SLSOs  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$50000.00)</li></ul>

**Process 3:** • Formative assessment strategies explicitly embedded in all teaching practice.

Evaluation	Funds Expended (Resources)
Throughout 2019 Swansea High School has continued to focus on the development and implementation of quality formative assessment in all classes. All staff have undertaken targeted professional learning to respond to the expressed needs of students and continued the implementation of specific strategies to support students who require both extension and support. This was successful with students being able to clearly articulate that they were provided with explicit formative assessment tasks throughout units of work in all subjects.	All Teaching Staff  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$50000.00)</li></ul>



## Strategic Direction 2

Developing positive partnerships and relationships

### Purpose

Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

### Improvement Measures

PBL data will improve by 5% in the yellow and have less than 1% in the red by 2019 and be maintained through 2020

Students indicate a 8% improvement in connection with the school from baseline data

20% increase in partnerships and student involvement with external agencies that support learning & well being.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school process that refines the implementation of PBL and wellbeing programs

Evaluation	Funds Expended (Resources)
In 2019 Swansea High School continued to focus on the effective implementation and delivery of PBL (Positive Behaviour for Learning). The renewed focus led to quality student behaviour across the school as evidenced by the improved number of positive entries in Sentral and significant decrease in negative behaviours across the school. Student survey data provided strong evidence that students were extremely happy at the school, were highly engaged in their learning, and had positive relationships with their teachers.	Class Teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

**Process 2:** Create connections and partnerships that enhance attendance and the learning opportunities for staff and students

Evaluation	Funds Expended (Resources)
<p>In 2019 Swansea High School was successful in fostering positive relationships within and beyond the school to create a peaceful, respectful and productive learning environment. The school had a targeted approach to ensuring the school's PBL values of <i>'Respect, Responsibility and Ready to Learn'</i> were communicated to students at every opportunity. Student surveys conducted in Term 4 indicated students were engaged and connected to school and over 80% of students felt they had an adult at the school they could talk to. Partnerships established with Links2Learning and Job Quest for the Jumpstart program Programs with the Galgabba Community of Schools continued to add value to the school through positive relationships within and beyond the school as well as opportunities for students to build skills and capabilities. Initiatives such as NAIDOC week celebrations, Premiers Sporting Challenge and the STEM Expo created tremendous exposure for the school in the broader community.</p> <p>The continuation of the LAW (Learning, Attendance &amp; Wellbeing) Mentoring Program was undertaken in 2019 which provided an additional support person for our students and significant progress toward improved connection with the school. Improved student behaviour and increased completion of assessment tasks indicate improved connection to learning.</p>	PBL Coordinator, PBL Team, Paraprofessionals, Class teachers  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$80000.00)</li></ul>

**Process 3:** Implement cultural and learning programs to support closing the gap for Aboriginal students

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

Aboriginal student engagement has been significantly improved with the continued employment of two Aboriginal Education Workers who provided cultural and learning support for our students. The numbers of students participating on a regular basis increased by 16 students and the number of students identifying as Aboriginal has also increased. The students performed traditional dances at our combined Galgabba Community of Schools NAIDOC Day celebration, developed understanding of the Awabakal language, developed cultural understandings and participated in excursions to significant cultural sites. Aboriginal students established a Junior AECG and represented on the student Representative Council.

Academic growth of our Aboriginal students continues to be extremely positive with:

62% of Year 9 Aboriginal students achieving at or above expected growth in Numeracy

69% of Year 9 Aboriginal students achieving at or above expected growth in Writing

50% of Year 9 Aboriginal students achieving at or above expected growth in Grammar and Punctuation

Aboriginal Education Workers,  
Aboriginal Education Coordinator and  
ARCO

### **Funding Sources:**

- Aboriginal background loading (\$70000.00)



### Strategic Direction 3

Promoting individual personal best

#### Purpose

Opportunity for success is the right of all students and staff. Tailored learning including literacy and numeracy and personal reflection supports the achievement of personal best and develops confident learners.

#### Improvement Measures

At least a 10% increase in students who achieve above state growth in all aspects of Literacy and Numeracy

At least 80% of a randomly selected student group of 100 students can engage in self-reflective conversations using the language of growth mindset.

At least 60% of students have above expected growth in all aspects of NAPLAN

At least 10% decrease in Aboriginal students below minimum standards and at least 50% of Aboriginal students achieve expected growth

Value added data for HSC is improved.

#### Progress towards achieving improvement measures

**Process 1:** Teachers engage in differentiated PL to implement literacy and numeracy strategies that support students to achieve personal best

Evaluation	Funds Expended (Resources)
<p>In 2019 Swansea High School Staff engaged in professional learning targeted at improving specific literacy and numeracy strategies. Teachers of Karakal (Gifted and Talented class), Tiriki (learning support class) and Year 9 and 10 Jumpstart (transition to work class) formed teams after surveys of students in these classes were undertaken and analysed. The staff engaged in targeted professional learning to respond to the expressed needs and feedback and continued the implementation of specific strategies to support students who required both extension and support. A Professional Learning Team, with a team member from each faculty, was also established to support the implementation of Inquiry Based Learning units within each faculty. The team has supported the development of Inquiry Based Learning units of work in 2020.</p> <p>The Literacy Team has a representative from each faculty and has driven literacy improvements and dissemination of strategies and accountabilities across the whole school with impressive student results.</p>	<p>Class Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$30000.00)</li></ul>

**Process 2:** Growth Mindset Tracking Process implemented to focus on continual improvement and goal setting

Evaluation	Funds Expended (Resources)
<p>Growth Mindset was reinforced throughout 2019 and was embedded in the common PBL language throughout the school. The LAW program had growth mindset learning incorporated to continue to develop the understanding to a deeper level. Years 8 and 10 participated in self-reflective interviews at the end of the year as they were at key stage transition points. The language of growth mindset was included in the interviews and will feature more prominently in 2020 after more in-depth development of the concept.</p>	<p>Class Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

**Process 3:** Targeted professional learning for all staff linked to PD Plans aligned with the school plan

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>PDP meetings, lesson observations and individual policy compliance checks were systematically implemented. This proved to be a strong process and system that supported the school to have no HSC concerns or breaches and provided evidence of compliance with all NESA Syllabus documents.</p>	<p>All Teaching and Administrative Support Staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$10000.00)</li></ul>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Workers, Aboriginal Education Coordinator and Aboriginal Stage 6 student tutor</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$71 372.00)</li> </ul>	<p>Aboriginal student engagement has been significantly improved with the continued employment of two Aboriginal Education Workers and an Aboriginal Education Coordinator who provide cultural and learning support. The numbers of students participating on a regular basis increased by 16 and the number of students identifying as Aboriginal also increased. The students performed traditional dances at our combined Galgabba Community of Schools NAIDOC Day celebration, developed understanding of the Awabakal language, developed cultural understandings and participated in excursions to significant cultural sites. Aboriginal students established a Junior AECG and had representation on the Student Representative Council. Aboriginals students in Stage 6 undertook individualised tutoring during their study periods to assist with their completion of their HSC.</p>
<b>English language proficiency</b>	<p>LASTs and SLSOs</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$23 021.00)</li> </ul>	<p>Identified students participated in one to one tutoring where they developed literacy skills and gained support to complete assessment tasks.</p>
<b>Low level adjustment for disability</b>	<p>LASTs, SLSOs, Class Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$177 338.00)</li> </ul>	<p>This funding provided SLSO support to students and classes with additional learning needs including Tirrili, an in school supported class for students with learning challenges in Stage 3, and Jumpstart, vocationally oriented Stage 5 classes. Other students and classes that required support were identified through data analysis and submission and additional support was implemented.</p>
<b>Socio-economic background</b>	<p>LASTs, SLSOs, Class Teachers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$251 728.00)</li> </ul>	<p>This funding was utilised to provide additional staffing to reduce class sizes, including middle stream classes, as well as a smaller stage 4 support class. Additional funding was also allocated to Professional Learning to ensure the strategies incorporated in our strategic directions were supported.</p>
<b>Support for beginning teachers</b>	<p>Beginning Teachers and Teacher Mentors</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$34 738.00)</li> </ul>	<p>Swansea High School has a locally designed Beginning Teacher Induction Program designed to support the needs of beginning teachers who commence their career at the school. The Swansea High School Beginning Teacher Induction Program provides a faculty mentor for each beginning teacher and a professional learning and support plan. As part of this program beginning teachers and their mentors receive ongoing feedback and support that is embedded in the collaborative practices of the school, access to specific training, and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback. Professional learning focused on classroom and behaviour management strategies to build student engagement, collaborative professional practices within the school and</p>



<b>Support for beginning teachers</b>	<p>Beginning Teachers and Teacher Mentors</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$34 738.00)</li> </ul>	<p>productive relationships with parents and care givers.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	332	337	349	328
Girls	331	330	314	289

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	91.8	91.6	92.1
8	87.7	88.1	88.4	87.8
9	85.9	86.2	85.5	88.2
10	83.6	84.6	82.6	83.1
11	83.1	85.8	81.4	83.9
12	85.9	88.4	83.4	85.5
All Years	86.2	87.5	85.8	86.9
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	1.5	14	10
Employment	1.5	22	15
TAFE entry	0	3	10
University Entry	0	0	50
Other	97	61	0
Unknown	0	0	15

### Year 12 students undertaking vocational or trade training

15.22% of Year 12 students at Swansea High School undertook vocational education and training in 2019.

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

94.4% of all Year 12 students at Swansea High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.88
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>	721,730
<b>Revenue</b>	8,254,664
Appropriation	7,972,767
Sale of Goods and Services	39,913
Grants and contributions	235,844
Investment income	6,141
<b>Expenses</b>	-8,197,603
Employee related	-7,418,474
Operating expenses	-779,128
<b>Surplus / deficit for the year</b>	57,062

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>	417,106
<b>Equity Total</b>	523,460
Equity - Aboriginal	71,372
Equity - Socio-economic	251,728
Equity - Language	23,021
Equity - Disability	177,338
<b>Base Total</b>	6,424,250
Base - Per Capita	156,752
Base - Location	0
Base - Other	6,267,498
<b>Other Total</b>	319,171
<b>Grand Total</b>	7,683,987

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.

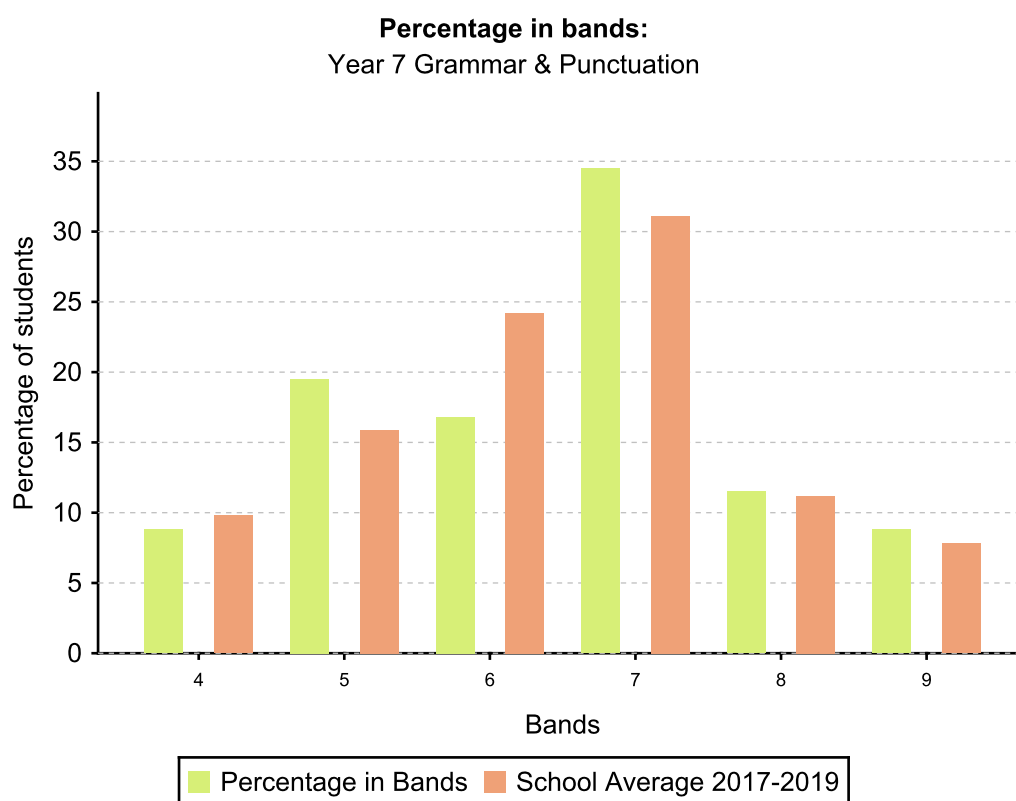


## School performance - NAPLAN

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

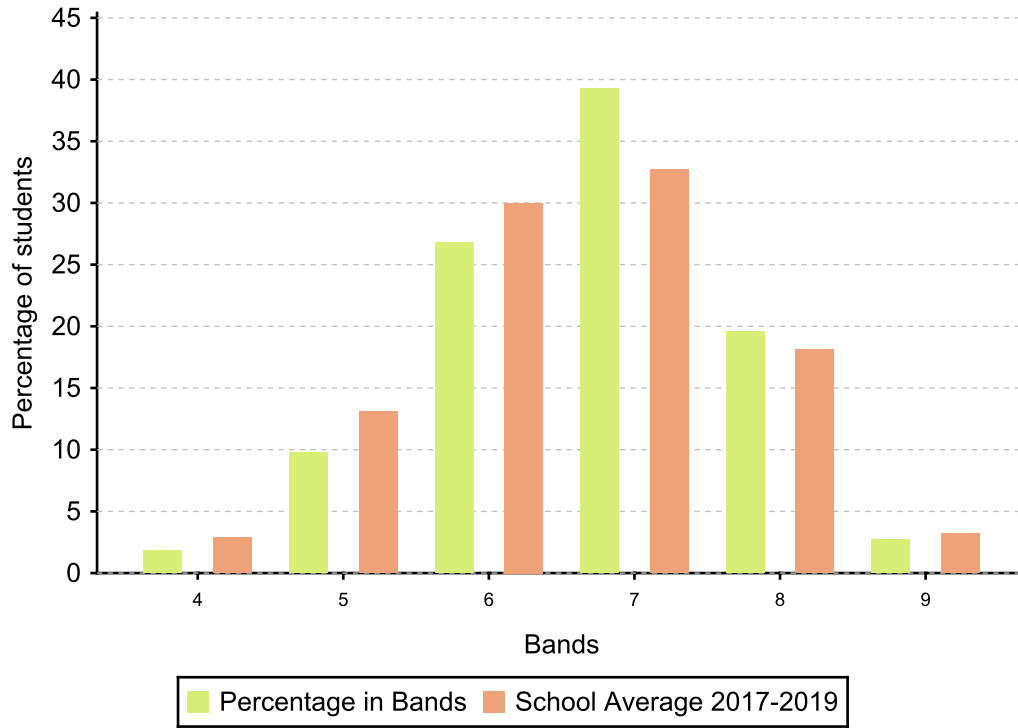


Band	4	5	6	7	8	9
Percentage of students	8.8	19.5	16.8	34.5	11.5	8.8
School avg 2017-2019	9.8	15.9	24.2	31.1	11.2	7.8



### Percentage in bands:

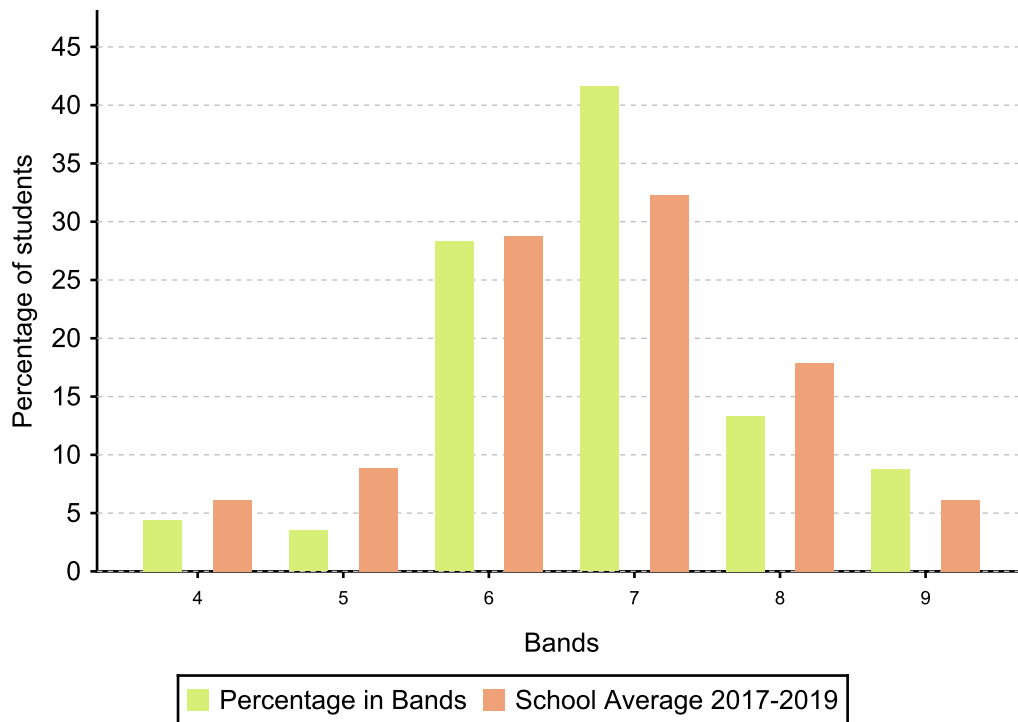
#### Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.8	9.8	26.8	39.3	19.6	2.7
School avg 2017-2019	2.9	13.1	30	32.7	18.1	3.2

### Percentage in bands:

#### Year 7 Spelling

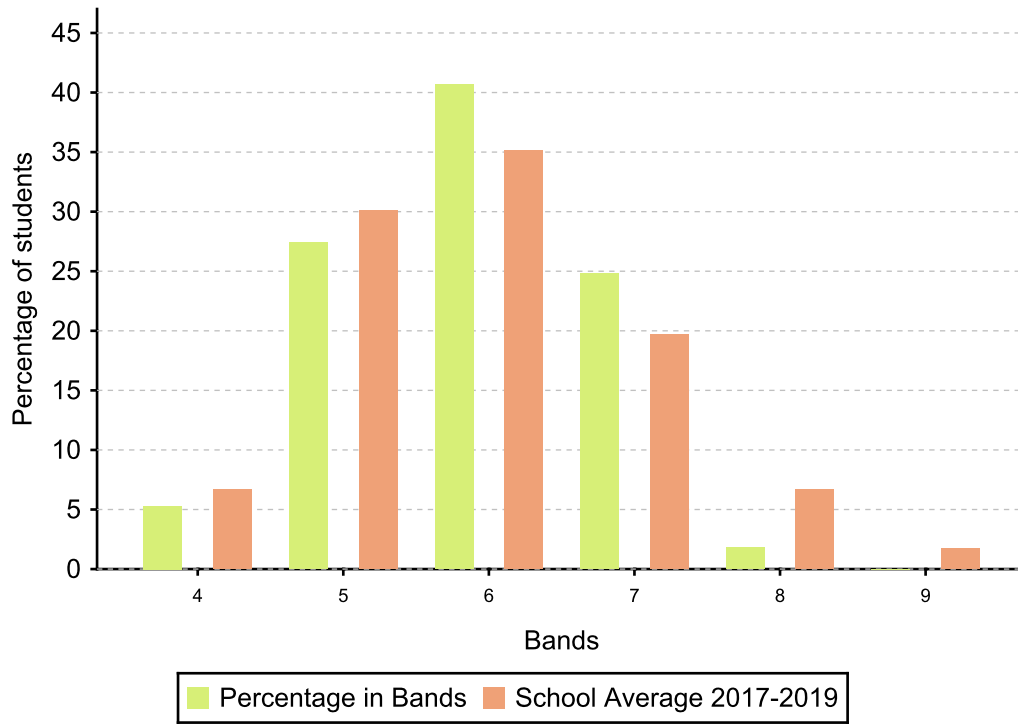


Band	4	5	6	7	8	9
Percentage of students	4.4	3.5	28.3	41.6	13.3	8.8
School avg 2017-2019	6.1	8.9	28.8	32.3	17.9	6.1



### Percentage in bands:

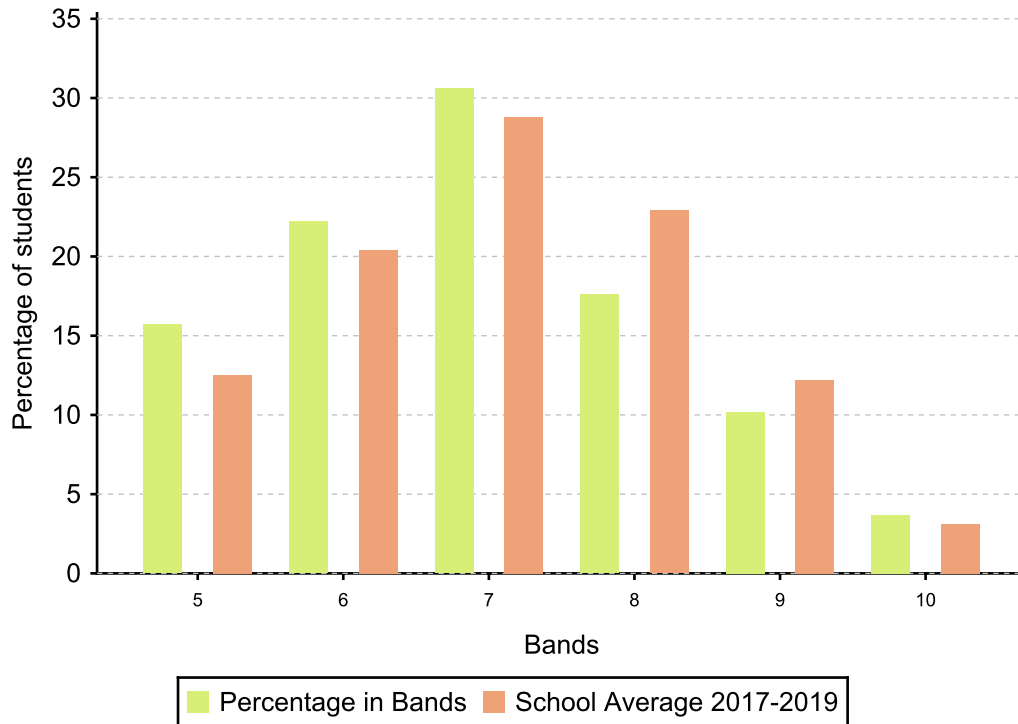
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	5.3	27.4	40.7	24.8	1.8	0.0
School avg 2017-2019	6.7	30.1	35.1	19.7	6.7	1.7

### Percentage in bands:

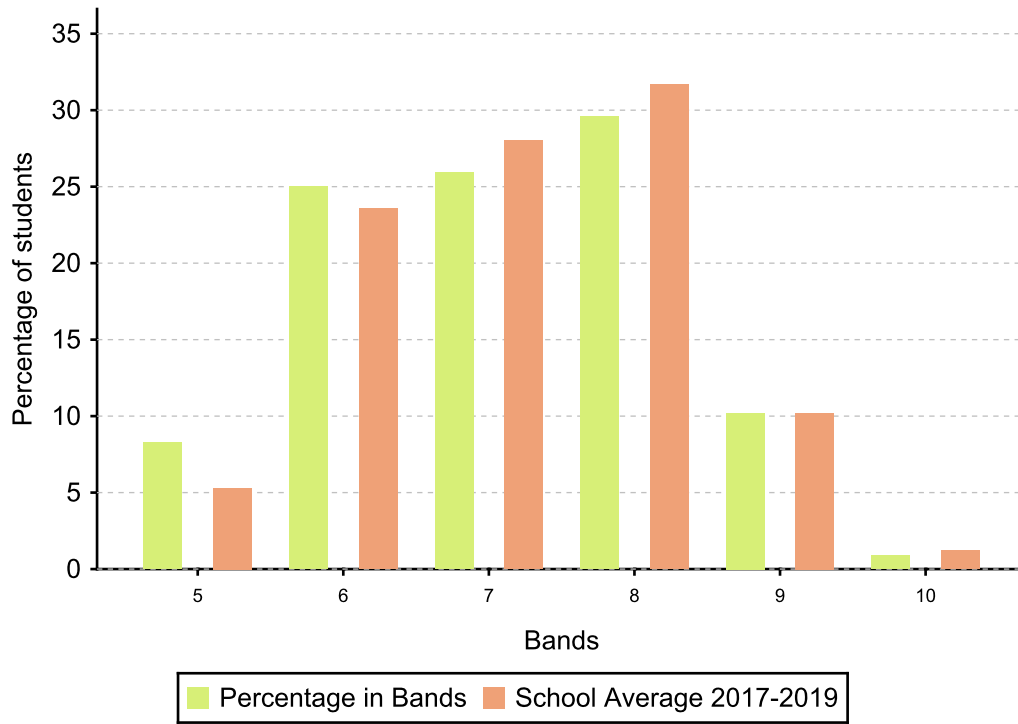
#### Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	15.7	22.2	30.6	17.6	10.2	3.7
School avg 2017-2019	12.5	20.4	28.8	22.9	12.2	3.1

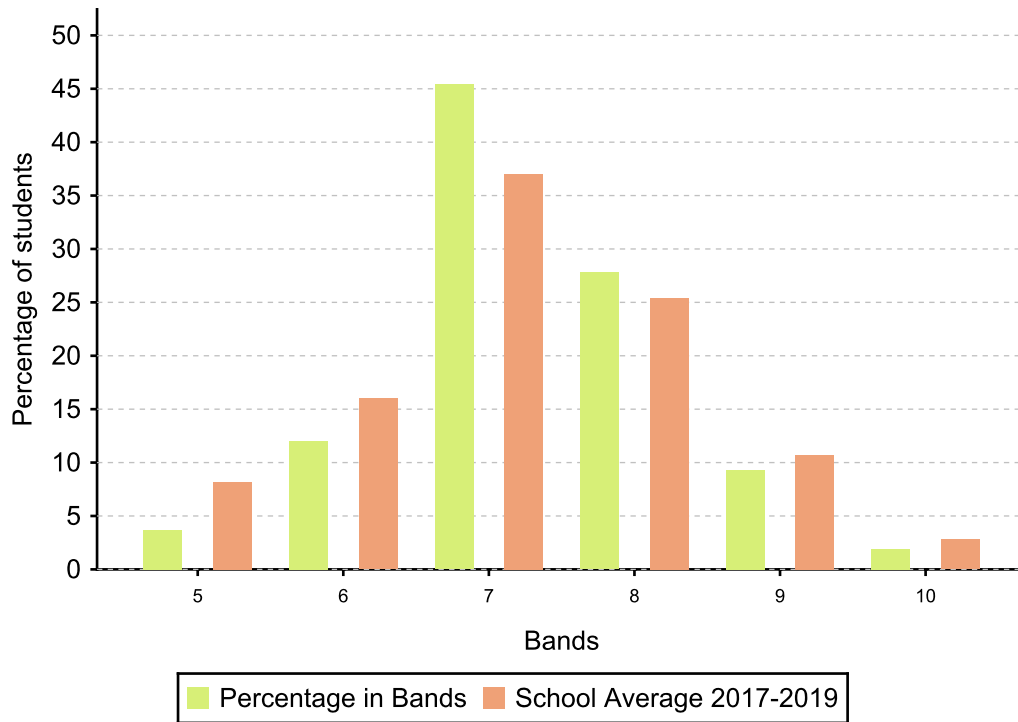


**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	8.3	25.0	25.9	29.6	10.2	0.9
School avg 2017-2019	5.3	23.6	28	31.7	10.2	1.2

**Percentage in bands:**  
Year 9 Spelling

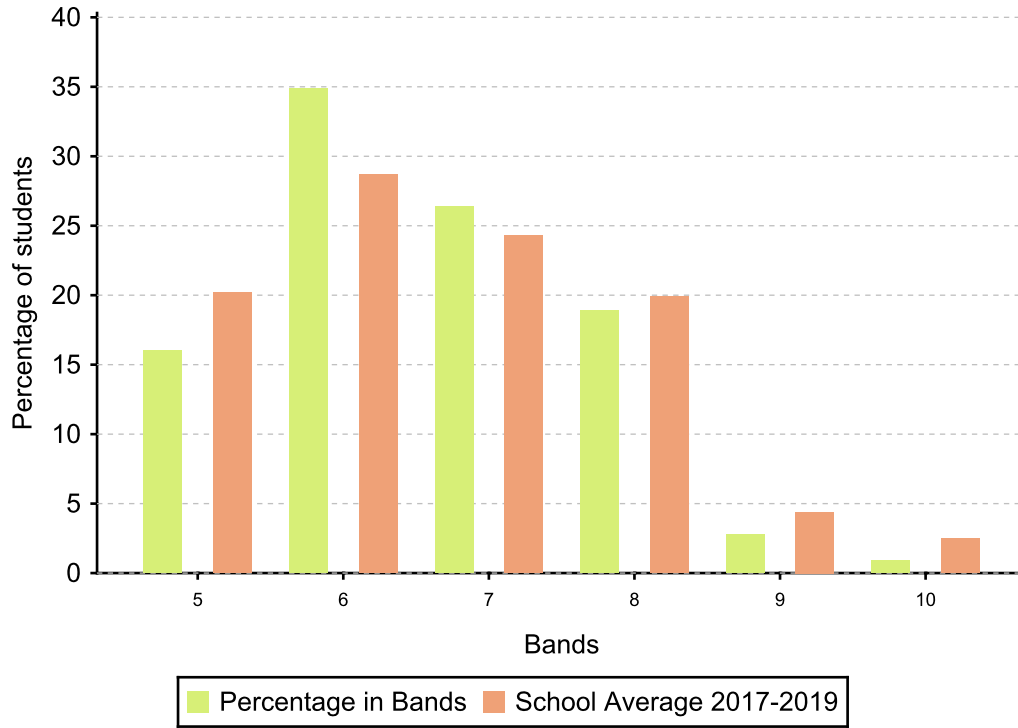


Band	5	6	7	8	9	10
Percentage of students	3.7	12.0	45.4	27.8	9.3	1.9
School avg 2017-2019	8.2	16	37	25.4	10.7	2.8



### Percentage in bands:

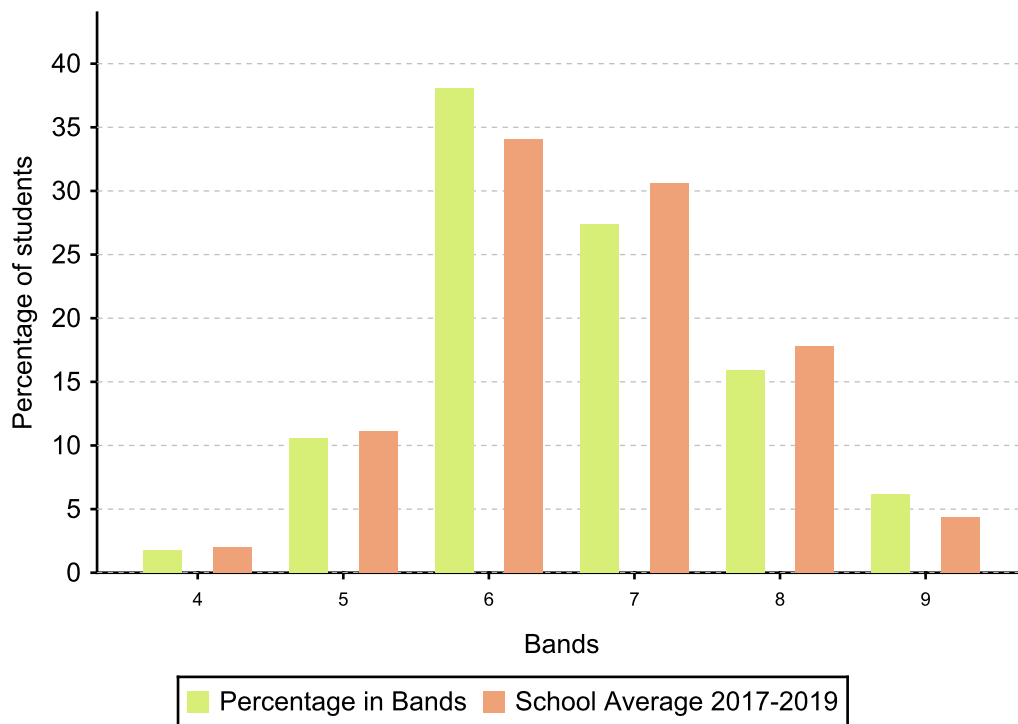
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	16.0	34.9	26.4	18.9	2.8	0.9
School avg 2017-2019	20.2	28.7	24.3	19.9	4.4	2.5

### Percentage in bands:

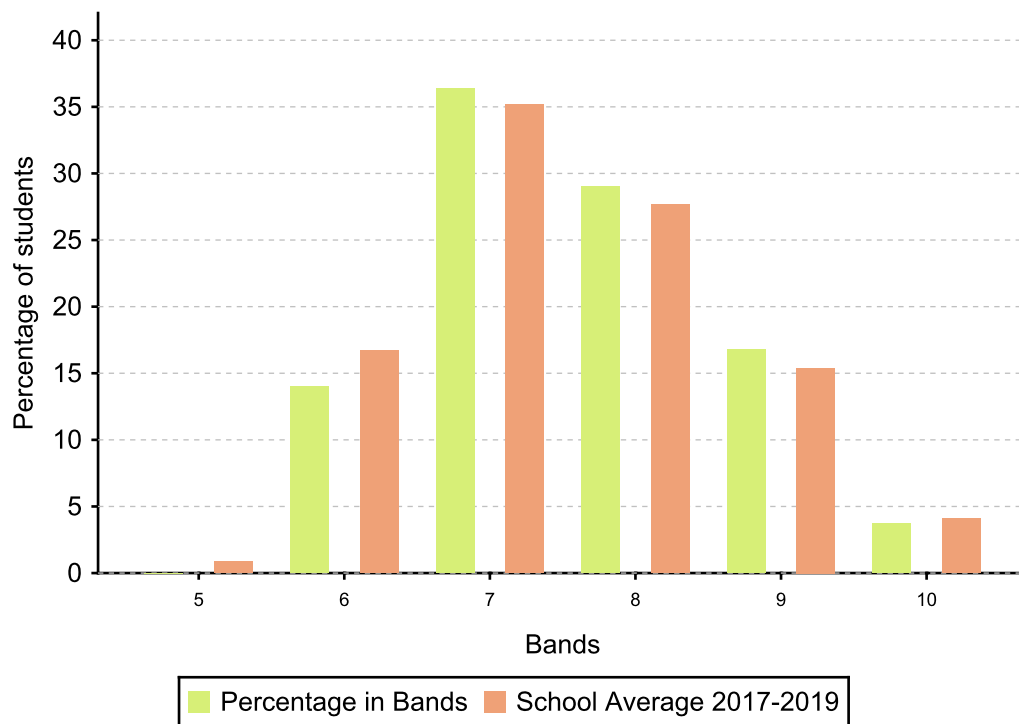
#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.8	10.6	38.1	27.4	15.9	6.2
School avg 2017-2019	2	11.1	34.1	30.6	17.8	4.4



**Percentage in bands:**  
Year 9 Numeracy



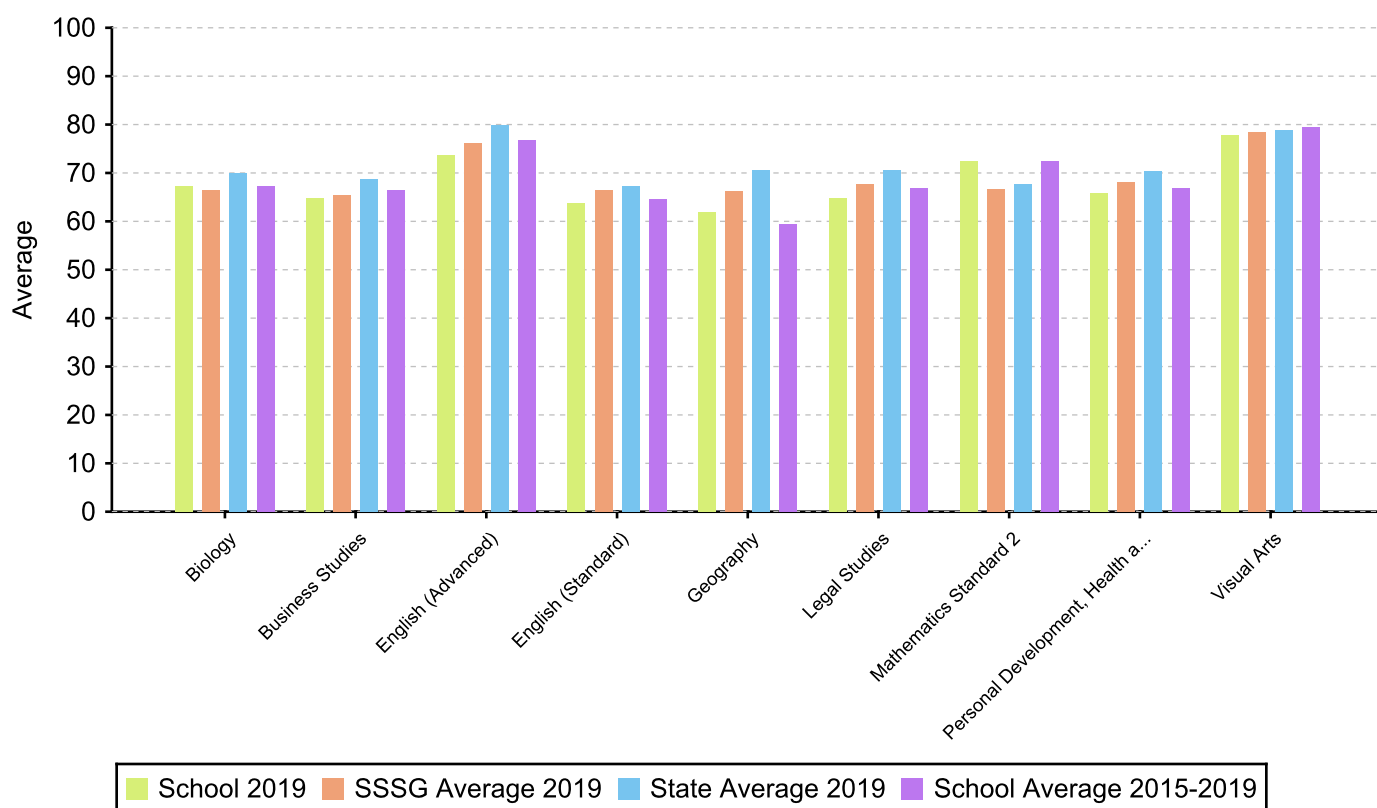
Band	5	6	7	8	9	10
Percentage of students	0.0	14.0	36.4	29.0	16.8	3.7
School avg 2017-2019	0.9	16.7	35.2	27.7	15.4	4.1



## 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	67.2	66.4	69.9	67.2
Business Studies	64.8	65.5	68.6	66.3
English (Advanced)	73.7	76.2	80.0	76.7
English (Standard)	63.8	66.3	67.3	64.5
Geography	61.8	66.3	70.6	59.4
Legal Studies	64.7	67.8	70.6	66.8
Mathematics Standard 2	72.4	66.6	67.7	72.4
Personal Development, Health and Physical Education	65.9	68.0	70.5	66.8
Visual Arts	77.7	78.4	78.8	79.5



## Parent/caregiver, student, teacher satisfaction

In 2019 all students in Year 7–10 completed a comprehensive survey in Term 4. There were over 30 questions which measured student satisfaction in areas associated with classroom learning, level of engagement and relevance of school in preparing for future work force. Data from this survey indicated the following:

- Over 85% of students believed that the general behaviour in classes enabled them to learn.
- Over 80% of students believed that they demonstrated the school's values of *Respect, Responsibility* and *Ready to Learn*.
- Over 80% of students indicated they were happy at school
- Over 95% of students believed they can achieve well in class
- Over 80% of students believed they had an adult at the school who could advocate for them
- Over 85% of students believed that school will help prepare them for the future.



# 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.