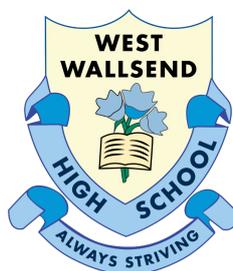


# West Wallsend High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of West Wallsend 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

West Wallsend High School is a proudly comprehensive community–focused school, which supports and encourages students to achieve their full potential in an inclusive and caring environment based on the core values of *respect, responsibility and excellence*. We strive to design and deliver a high quality education for all students in which our overall vision is: **engaged learning, passionate teaching, exceeding expectations**.

### School context

West Wallsend High School is a 7–12 coeducational high school on the western side of Newcastle with over 600 students.

Our school values and culture underpin our daily work in ensuring our learning community strives for excellence, respect and responsibility. Teachers are committed to providing a high quality community of learning, delivering a broad range of subjects in an environment of high expectations. The school has a diverse range of students with 94 identifying as Aboriginal people. Six classes are dedicated to the education and support of students with disabilities.

A range of academically selective programs are on offer, including innovative future focused initiatives for gifted and talented students. The school also places a concentrated focus on developing aspirational learners with strong vocational educational opportunities.

West Wallsend High School has a tradition of strong parent and community involvement, working for continual improvement with the P&C and local AECG. We foster proud connections to four partner primary schools as part of the Sugarloaf Community of Schools (SCoS), as well as extensive links to the wider West Wallsend community.

## 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>

## Strategic Direction 1

### Future Focused Teachers

#### Purpose

To develop teachers of the highest calibre who are skilled in engaging and challenging every student to exceed their expectations.

#### Improvement Measures

Increased staff engagement in school-based professional learning and the Aspirant Leaders Program.

Increased participation in and receipt of higher levels of accreditation for classroom teachers and executive staff.

Increased quality and frequency of feedback and feed-forward processes from 7–12, leading to improvement in the percentage of students achieving in higher bands across all assessment tasks, and value-added HSC results.

#### Progress towards achieving improvement measures

##### Process 1: Aspirational teachers and leaders:

- Head teachers build the capacity of their staff by identifying and implementing key learning objectives in their faculty, and across the school.
- All teachers demonstrate best practice and engage in reflective practices to drive sustainable teaching and leading.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• A comprehensive refinement of a contextualised Suite of Professional Learning was differentiated to target all career levels. Staff engagement in all tiers of professional learning is high. This initiative has included a highly successful aspirant leadership program with faculty 2ICs attending more than 70% of all executive meetings as well as targeted leadership masterclasses. Aspirants also took on leadership roles in whole school initiatives, including leading key professional learning at staff development days.</li><li>• More than 20 hours of school-based registered learning was designed to ensure all staff could work towards required registered hours (in addition to their non-registered teacher identified professional learning hours) to support their maintenance of accreditation at proficient level. All staff were supported to gain regular access to their accreditation requirements register via the eTAMS platform to track, monitor, evaluate and reflect on their professional development.</li><li>• Highly successful design and delivery of a beginning teacher masterclass and mentorship program for TRAs (teachers requiring accreditation) inclusive of permanent, temporary, and casual teachers. This led to four staff members successfully attaining proficient accreditation in 2019. Beginning teachers and their supervisors from across the Sugarloaf Community of Schools also regularly attended and engaged with the masterclass program.</li><li>• All staff have access to new leadership opportunities. This is formalised through the continued growth of the 2IC program in which each executive role has a shadowed position to allow for capacity building, stability, and sustainability across all leadership roles. This includes senior executive positions, with more than half of the executive team being mentored and supported to relieve in senior executive roles. Two staff members continued to work towards attaining accreditation at highly accomplished career stage, one via the DoE Executive Leadership Development Initiative.</li><li>• Senior executive members collaborated with Sir Joseph Banks High School and co-design/co-delivered the inaugural Leadership 360 Executive Conference. This initiative opened the door to impactful cross-context collaboration to allow for leadership skills development and for both teams to build on meaningful sharing opportunities in KLAs as well as whole school initiatives such as PBL, targeted literacy programs and whole school wellbeing.</li><li>• Successful design and implementation of a simplified digitised professional</li></ul>	<ul style="list-style-type: none"><li>• Deputy Principal – \$163,264</li><li>• Head Teacher Instructional Leader – \$107,114</li><li>• Support for Beginning Teachers (DoE funding) – \$26,937</li><li>• Professional learning – \$61,871</li></ul>

## Progress towards achieving improvement measures

learning application process to ensure teacher development opportunities are aligned to PDP goals and the Strategic Directions of the school.

- A comprehensive PDP process was supported and adhered to and staff PDPs were evaluated by week 7 of term 4 to inform authentic and meaningful 2020 planning.
- A professional learning community has been designed and initiated by aspirant leaders to engage teachers with observation opportunities to enhance collaborative and reflective practice. This PLC will continue to grow and develop further into 2020.

### Process 2: Whole school formative assessment practices:

- Head teachers lead and monitor the implementation of formative assessment practices to improve teacher pedagogy, including student feedback.
- Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation	Funds Expended (Resources)
<p>• Through a lens of strategic planning, students, staff, and the community have been integral in shifting mindset, particularly around HSC achievement, leading to a substantial progressive shift in academic performance outcomes and a boost in rigour in relation to senior pathways. HSC results have been influenced by the shift in formative practices, reflected by continued significant value-added improvement in relation to students achieving results in the top two bands. This led to West Wallsend High School being identified as one of the leading schools in the state for HSC improvement. This achievement was recognised with the following in 2019: <b>Regional North Executive Director's Excellence Award for Teacher Innovation and Initiative, NSW Secretary of Education's Award for an Outstanding School Initiative – HSC Improvement and the NSW Premier's Award for Providing High Quality Education – School Improvement through HSC Performance.</b></p> <p>• Head teachers are increasingly developing their confidence as instructional leaders of formative assessment practices, using evidence to develop differentiated learning strategies across all programs of work. This has led to executive staff building the capacity of aspirant leaders as well as all faculty members.</p> <p>• School developed and evidence-based professional learning in formative assessment practices has allowed for outstanding work to be completed in the space of stage 4, stage 5, and stage 6 formative assessment mapping. The mapping of Stage 6 formative assessment practices has been finalised. Stage 4 and 5 mapping will continue into 2020. As a result of this, all summative assessment tasks were also reviewed to ensure that formative road mapping provided teachers with a framework to improved feedback and feed forward strategies for all cohorts as part of both summative and formative pedagogical practice.</p> <p>• Head Teachers have completed data analysis and observations of practice to inform the development of authentic formative assessment strategies and future directions to enhance teaching, learning and overall assessment practice. Head Teachers worked alongside an appointed Instructional Leader to ensure targeted professional learning was based on research and developed to support quality teaching and learning across the school. To assist in skill development in this space, all executive staff and aspirant leaders were provided with professional instruction in the use of the Scout platform, as well as targeted professional learning in data harvesting and analysis from members of the CESE (Centre for Education Statistics and Evaluation) team.</p> <p>• Six executive staff engaged with a regional network of leader learners through a model of collaborative practice to access future focused professional learning in the realm of formative assessment. This learning was utilised to further enhance the development of school-designed resources which were contextualised to respond to the needs of students.</p>	<ul style="list-style-type: none"> <li>• Deputy Principal – \$163,264</li> <li>• Head Teacher Instructional Leader – \$107,114</li> <li>• Support for Beginning Teachers (DoE funding) – \$26,937</li> <li>• Professional learning – \$61,871</li> </ul>

## Strategic Direction 2

### Future Focused Learners

#### Purpose

To develop future focused learners who are exceeding expectations by meeting, and moving beyond, literacy and numeracy targets.

#### Improvement Measures

Increased proportion of students achieving in higher NAPLAN and HSC bands.

Increased proportion of students demonstrating active engagement with their learning.

Literacy and numeracy results for Aboriginal students matches (or exceeds) their chronological age.

#### Progress towards achieving improvement measures

##### Process 1: Academic achievement in literacy and numeracy

- Students engage in Super Six comprehension strategies to impactfully improve their literacy progression.
- Students are exposed to the explicit teaching of literacy and numeracy strategies in their classes daily.
- All Aboriginal students participate in targeted programs to improve their literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
<p>• Students in year 9 demonstrated substantial growth in most areas of NAPLAN, with value added data indicating a significant increase in students achieving above expected growth in relation to similar school groups and the state. The results for Aboriginal students continue to exceed the improvement data from previous years in NAPLAN. Data was extensively reviewed to identify students who may require further interventions throughout the coming year.</p> <ul style="list-style-type: none"><li>• A larger proportion of students achieved in higher bands across several subjects in the HSC. In particular, the growth of improvement for Aboriginal students was substantial, with Aboriginal students achieving above state average in almost every course.</li><li>• Sentral data is frequently harvested to gauge trends in student behaviour and engagement. Students have responded positively to the Positive Behaviour for Learning program with more students than ever before achieving Diamond Award status.</li><li>• Highly successful implementation a range of contextually designed and delivered initiatives including:<ul style="list-style-type: none"><li>• <i>The ObLITerate targeted literacy program for all stage 4 students. This program explicitly embeds the Super Six strategies into cross-curricular literacy activities. Teachers from all KLAs received professional learning and support from a critical friend in the English faculty to deliver targeted literacy lessons to all students in year 7 and 8 once per week. Lessons are also supported by a several SLSOs, specifically trained to allow for breakout intensive support and differentiated delivery.</i></li><li>• <i>The High Achieving Targeted Students (HATS) stage 5 programs in both literacy and numeracy.</i></li><li>• <i>The Bright Sparks year 7 numeracy and maths skills program.</i></li><li>• <i>The Maths in Trades curriculum option for stage 5 students.</i></li></ul></li><li>• Targeted mathematics support for Aboriginal students in years 7–12. An Aboriginal Education Officer offered support to specialist teachers who worked with individual students. Teachers identified specific areas of need for each student and designed a targeted program of support, which was tracked and evaluated through the Personalised Learning Pathways (PLP) process. This program transitioned to an in-class support model after two terms of individualised delivery. A specialised School Learning Support Officer was also employed to support the cultural development and wellbeing of Aboriginal students which resulted in the growth of our Yidaki (didgeridoo)</li></ul>	<ul style="list-style-type: none"><li>• Deputy Principal – \$33,489</li><li>• Head Teacher Student Engagement – \$130,829</li><li>• Aboriginal Education Officer and Aboriginal School Learning Support Officer – \$69,017</li><li>• Targeted literacy initiatives – \$10,812</li><li>• Stage 6 English network grant (DoE funding) – \$1,834</li><li>• Stage 3–4 Sugarloaf CoS continuity of learning grant (DoE funding) – \$5,744</li><li>• Targeted numeracy initiatives – \$11,384</li><li>• Aboriginal education initiatives – \$4,913</li></ul>

**Progress towards achieving improvement measures**

group. This group more than doubled in size in 2019.

## Strategic Direction 3

### Future Focused Communities

#### Purpose

To increase community participation in school leadership and family partnership projects so that our students grow into aspiring, confident, creative and resilient global citizens.

#### Improvement Measures

Improved student retention.

Increased ambition reflected in post-school pathways for students.

Increased parent attendance at assemblies, community days and other events.

Improved SCoS Transition Program, shown through improved continuum of learning and increased student engagement and academic performance.

#### Progress towards achieving improvement measures

##### Process 1: Community of learners: *Continuum of learning*

- Staff implement a whole school approach to stage appropriate activities that stimulate student's literacy and numeracy development. This will be extended into partner primary schools.
- Executive staff plan, design and implement programs which support a continuum of learning across the SCoS.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Improved technology and communication structures have continued to enhance community partnerships. The Community Liaison Officer has supported a range of initiatives across the Sugarloaf Community of Schools (SCoS) to ensure a framework of improved and consistent messaging. As a result, social media and website traffic has increased exponentially and parents, as well as the wider community, have provided positive feedback in relation to the up to date and informative channels of communication.</li><li>• An innovative and engaging Year 6 into 7 Transition Program has been re-designed by the Head Teacher Wellbeing, instigating a range of dynamic workshops for students to engage with from all partner primary schools, including: <i>write a book in a day competition, online newspaper program, short film program, creative mind art-making program, engaging with music program and the highly popular MasterChef program</i>. This transition initiative had substantial take up, with all partner primary schools engaging with the multitude of workshops offered. The success of this 2019 transition program contributed to West Wallsend High School taking on its largest ever year 7 cohort in 2020.</li><li>• The successful design and implementation of the school's first Wellbeing Week which provided an engaging, fun and informative framework of wellbeing activities for both students and staff. This initiative will expand in 2020.</li><li>• Literacy and numeracy programs also extended into partner primary schools. Head teachers worked with primary staff to profile literacy and numeracy needs and to map the continuum of skills from stage 3 into stage 4. The Head Teacher English led opportunities for literacy continuum and Textual Concepts in English program development, supported by a continuity of learning DoE grant. Further collaborative practice will continue into 2020.</li><li>• Parent/carer and community attendance, participation, and support in a range of initiatives were at an historical high in 2019. The Year 10 subject selection information night achieved more than 92% attendance of students and caregivers. The Year 6 information evening hosted more than 250 people from partner primary schools. The CAPA show case, GATS showcases, and several award ceremonies were standing room only due to highly increased community attendance. Website and social media traffic</li></ul>	<ul style="list-style-type: none"><li>• Head Teacher Student Engagement – \$130, 829</li><li>• Head Teacher Wellbeing – \$139,760</li><li>• Job Coach – \$20,360</li><li>• Community Liaison Officer – \$96,906</li><li>• Targeted 'community of learners' initiatives – \$8,215</li><li>• Stage 3–4 Sugarloaf CoS continuity of learning grant (DoE funding) – \$5,744</li></ul>

## Progress towards achieving improvement measures

have soared with more than a 200% increase in daily views across the year. Several social media posts received more than 7,000 viewer engagements.

- A new TLC (The Learning Centre) has been successfully implemented, providing wellbeing and academic support by specialist teachers following a Learning Support Team referral process. This has led to vulnerable students feeling more supported and has led to improved attendance and retention for these students. This initiative will continue in 2020.

### Process 2: Community of learners: *Aspirational learning*

- All staff implement a whole school targeted approach to key areas for student improvement.
- The school adopts a whole school approach to reflection and feedback.
- The school executive collects, tracks and analyses data on student education and career aspirations from and across stages 3–6.
- The school utilises this aspirational program as an adjunct to increase student ambition.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 100% of year 12 students who applied for university were offered a place, resulting in our highest ever tertiary studies matriculation numbers and highlighting the increased ambition and aspirations of students. Senior students were heavily supported by the Senior Hub teacher, Careers Advisor and Job Coach to ensure all students leaving school had a defined career plan or pathway to enter the workforce or complete further study. Overall, a much higher number of year 12 students chose university for their post-school pathway, in a diverse range of fields. The year 12 dux achieved the school's highest ATAR of 91.15.</li> <li>• The Aspirant Project team continued to work closely in their partnership with the University of Newcastle, as well as partner primary schools to track, monitor, analyse and reflect on student education and career aspirations for students from and across stages 3–6. Professional learning in these areas was delivered to all staff by the Aspirations Team. Team leaders will continue their evidence-based research into 2020.</li> <li>• The appointment of a Head Teacher Engagement led to Positive Schools Theory forming the foundation of the design and implementation of the DRIVE boys education program. This program responded to a specific cohort in which a group of at-risk boys in years 8–10 were identified to access a targeted wellbeing, academic and lifeskills program of support. Student aspirations was also a driver of this program and led to students accessing a range of work skills through real world project-based learning delivery as well a range of community access programs. 11 students successfully graduated from the program at the end of 2019. This program has been expanded and redesigned to respond to the needs of a greater number of students in 2020 when it will be relaunched as the CEO (connection, empowerment, opportunity) Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher Student Engagement – \$130,829</li> <li>• Head Teacher Wellbeing – \$139,760</li> <li>• Job Coach – \$20,360</li> <li>• Community Liaison Officer – \$96,906</li> <li>• Targeted 'community of learners' initiatives – \$8,215</li> <li>• Stage 3–4 Sugarloaf CoS continuity of learning grant (DoE funding) – \$5,744</li> </ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• \$92,670</li> <li>• Program costs</li> <li>• Relevant staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Funds have been effectively utilised to employ an Aboriginal Education Officer (AEO), Aboriginal School Learning Support Officer (SLSO) and other specialist staff to support various educational and cultural opportunities for Aboriginal students. This level of support will continue into 2020.</li> <li>• All Aboriginal students had an active Personalised Learning Pathways (PLP) which was updated collaboratively with students, caregivers, and mentors. In addition, senior students were intensively supported through the Senior Hub. Aboriginal students across all year groups engaged with a range of school and external programs including: the Yidaki didgeridoo group, Aboriginal dance, leadership programs, SHOUT student leadership team, aspiration programs through Wollotuka (at the University of Newcastle) and Walk a Mile Koori Style. The school also significantly elevated our recognition and celebration of NAIDOC with an entire week of cultural activities enjoyed by all students and staff.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• \$251,735</li> <li>• Wellbeing program costs</li> <li>• Relevant staffing</li> </ul>	<ul style="list-style-type: none"> <li>• All students requiring adjustments and specific supports with learning are supported within differentiated and personalised class programming. Students also access targeted and intensive support by School Learning Support Officers (SLSOs) and Learning and Support Teachers (LASTs). IEPs were established, monitored, and supported for each relevant student to ensure students had equitable access to their learning.</li> <li>• A TLC (The Learning Centre) was established and staffed by a Learning and Support Teacher to provide referred support for specific students in years 7–12.</li> <li>• Senior students were provided with intensive academic and wellbeing support via the Senior Hub, Elevate program and the school-based booster session program.</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• \$626,932</li> <li>• Associated program costs</li> <li>• Relevant staffing including fundamental administrative staff (Business Manager, Technical Support Officer)</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial improvements in learning and wellbeing can be attributed to the wealth of programs and initiatives developed at school level including (but not limited to): <i>Middle School class structure was expanded into both years 7 and 8, GATS programs, SHOUT leadership program, Senior Hub, The Learning Centre, Kickstart exam preparation program, senior booster session program, DRIVE boys education program, SCoS Transition Program, High Achievers program, as well as a variety of initiatives in areas of sport, technology leadership, Aboriginal Education, CAPA and wellbeing.</i></li> <li>• Specific funding support for individual students and student groups in relation to excursions, uniform and academic support.</li> </ul>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• \$26,937</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning teachers were substantially supported through a comprehensive induction program, suite of targeted professional</li> </ul>

<p><b>Support for beginning teachers</b></p>	<ul style="list-style-type: none"> <li>• \$26,937</li> </ul>	<p>learning, opportunities to access PDP identified professional development, mentorship program, access to release from face-to-face teaching to further develop teaching and learning practices and/or to work alongside experienced teachers.</p> <ul style="list-style-type: none"> <li>• This framework allowed beginning teachers to engage in reflective practice to build upon and consolidate their teacher practice aligned to the Australian Professional Standards for Teachers at proficient career stage.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	278	293	281	304
Girls	279	274	284	293

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.6	91.6	89.7	89
8	86.2	90.8	87.8	88.4
9	84.5	88	84.4	85.5
10	83.9	87.5	83	87.2
11	83	87.3	67.1	84.9
12	84.3	91.2	82.5	83.9
All Years	85.6	89.3	83.2	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	0	0	5
Employment	4	14	8
TAFE entry	4	17	36
University Entry	0	0	44
Other	0	8	0
Unknown	0	32	7

## Year 12 students undertaking vocational or trade training

25.81% of Year 12 students at West Wallsend High School undertook vocational education and training in 2019.

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

88.1% of all Year 12 students at West Wallsend 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)	38.2
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1.5
School Administration and Support Staff	15.08
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 Actual (\$)
<b>Opening Balance</b>	376,203
<b>Revenue</b>	9,425,372
Appropriation	9,103,322
Sale of Goods and Services	130,276
Grants and contributions	187,931
Investment income	3,844
<b>Expenses</b>	-9,178,384
Employee related	-8,405,170
Operating expenses	-773,214
<b>Surplus / deficit for the year</b>	246,988

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>	1,425,018
<b>Equity Total</b>	972,814
Equity - Aboriginal	92,670
Equity - Socio-economic	626,932
Equity - Language	1,477
Equity - Disability	251,735
<b>Base Total</b>	5,886,033
Base - Per Capita	139,788
Base - Location	0
Base - Other	5,746,245
<b>Other Total</b>	464,116
<b>Grand Total</b>	8,747,982

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.

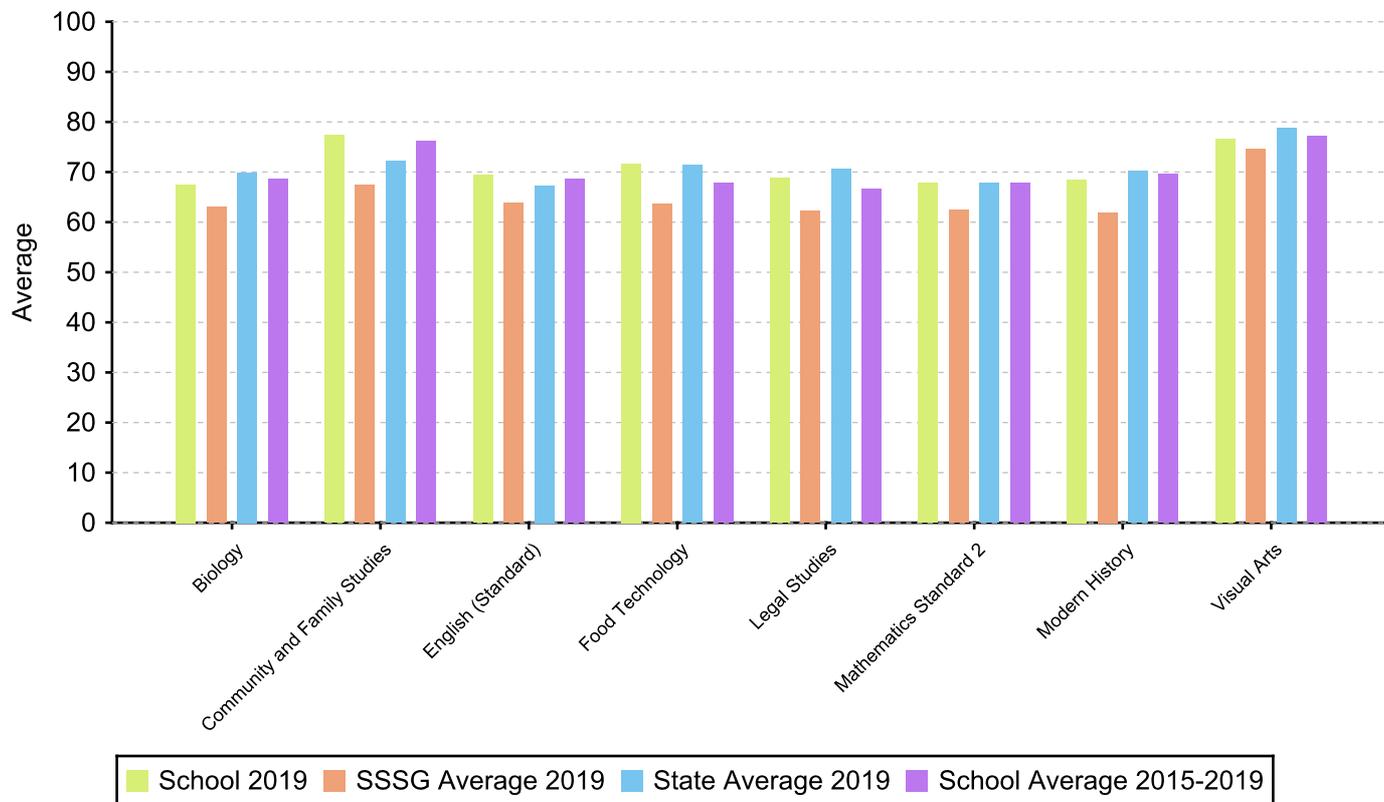
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## 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	67.5	63.0	69.9	68.7
Community and Family Studies	77.3	67.5	72.2	76.2
English (Standard)	69.4	63.8	67.3	68.6
Food Technology	71.7	63.6	71.4	67.9
Legal Studies	68.8	62.2	70.6	66.6
Mathematics Standard 2	67.8	62.5	67.7	67.8
Modern History	68.5	61.9	70.2	69.6
Visual Arts	76.5	74.6	78.8	77.1

## Parent/caregiver, student, teacher satisfaction

Our school took part in Tell Them From Me Surveys in 2019.

### Parent Survey Summary

- Parents feel welcome when they visit the school and find our administrative staff helpful
- Parents feel well informed about school activities
- School reports are written in terms that parents understand
- Children understand the school rules
- Teachers expect students to work hard and have high expectations
- 75% said the subjects their child wants to study are available at our school
- 71% would recommend the school, with 20% neither agreeing or disagreeing
- 75% are satisfied with school communications with 11% neither agreeing or disagreeing
- 91% identified school newsletters, 93% the school website and 89% designated social media as very useful for finding out school news

### Student Survey Summary

- Our students participate in school sports at a similar level to the NSW Govt Norm but have significantly lower participation in extracurricular activities 15% compared to 24%
- Our students generally feel they have positive relationships at school
- Our students do not score as well as the NSW Govt Norm for positive homework behaviours but score well for positive behaviour at school
- The majority of students feel that what they are learning at school is directly related to their long-term success
- Overall our students our school in line with NSW Govt Norm for quality instruction, positive teacher-student relations, positive learning climate and expectation for success
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach
- Students understand there are clear rules and expectations for classroom behaviour
- A higher number of students than the NSW Govt Norm feel they have someone in the community or at home who consistently provides encouragement and can be turned to for advice

### Teacher Survey Summary

- Teachers set high expectations for student learning and provide written feedback, monitoring individual student progress
- Data informs practice, through assessment tasks into lesson planning, student feedback, opportunities to improve
- Teaching strategies, linking new concepts to previously mastered skills and knowledge, use two or more teaching strategies in a lesson and encourage students to set challenging goals
- Technology, students could increase their use of technology to track study goals, teachers help student set goals for learning new technological skills
- Inclusion – teachers set clear classroom expectations, making an effort to include students with specialised learning needs in-class activities and help low-performing students plan their assignments.
- Parents – teachers work with parents to help solve problems interfering with their child's progress. Parents are regularly informed about their child's progress.
- Collaboration – teachers discuss assessment strategies with other teachers and learning problems of particular students
- Leadership – teachers work with school leaders to create a safe and orderly school environment and establish challenging and visible learning goals for students.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.