

Ku-ring-gai High School

2019 Annual Report



inspire, challenge, create

8416

Introduction

The Annual Report for 2019 is provided to the community of Ku-ring-gai 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.

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Message from the principal

Ku-ring-gai High School is a community that values the individual worth and contribution of all of its members. Our school ensures excellent student centred co-educational and comprehensive education with a positive focus on student achievement through future focussed learning providing the skills for after- school success for all students. As a learning community "*Harmony in Diversity*" remains our underpinning belief. Our teachers are passionate educators who know their students and how they learn.

As our students are global citizens, in an ever changing world our focus is on engaging students in :

– **ways of thinking:** *critical, creative and deep thinking.*

Preparation for life and work in the 21 st Century : *developing skills of collaboration and communication*

.Competent in the use of the tools necessary for success in the 21 St century : *information and technology literacies to complement literacy and numeracy skills.*

Preparation for a competent and fulfilled life: *an holistic approach to student well being and personal success*

Epitomising our creative and innovative approach to education is our *Talent Enrichment Program*. We are fortunate to be located on 25 acres of beautiful stimulating grounds beside the Ku-ring-gai National Park. Our learning spaces are modern, flexible and enhance every student's learning experience. These include, science laboratories, commercial kitchens, and outstanding sporting facilities.

With the understanding that the parent is the "*First Teacher*", we work closely with our families to ensure that each child's learning is positive and supported by a strong committed student well-being and learning support team. I am proud of the personal and academic successes of our students and thank their teachers, support staff, administrative staff and P&C for their dedication and efforts in ensuring a strong meaningful learning community.

2019 has been an exciting year with the refurbishment of 15 classrooms, the near completion of the new school hall and the upgrade of technology across the school. New covered outdoor learning spaces including a music amphitheatre, covered art area and drama amphitheatre will enhance and support our talented arts students.

Message from the school community

The P&C and Parent Body are active in supporting the teaching and learning in the school by contributing to upgrading resources and enhancing the new building refurbishments and the new school hall expected to be completed in July 2020. State of the art technology sponsored by the P&C will ensure quality performances, audio and lighting in the new hall. The P&C played an active roll represented by the President Mr Gordon Iles in preserving the Bini Shell– Margaret Preston Hall as a heritage building and in representing the parent body in architectural planning of the new hall and refurbishments.. A number of parent social evenings were organised to help build the school parent community. The

P&C were also successful in gaining a grant to upgrade the kitchen facilities in the Bini Shell. Regular meetings with the Principal and P&C executive ensure parent involvement in planning school directions and targets.



School background

School vision statement

Our vision is to promote harmony in diversity within a strong learning community, where the individual worth and the contribution of all members is valued, as are high expectations and the development of students into global citizens.

School context

Ku-ring-gal High School is a growing, comprehensive, co-educational high school situated in a stimulating natural environment adjacent to the Ku-ring-gai Chase National Park. The school specialises in the provision of high quality learning experiences with a focus on academic excellence and creativity in learning.

Ku-ring-gai High School is a member of the Pittwater Network of schools and a member of the North Shore alliance of five public secondary schools in Northern Sydney. The school has highly visible and collaborative leadership teams which foster a dynamic and innovative culture in teaching and learning. The Talent Enrichment Program (TEP) is a unique initiative to Ku-ring-gai High School which offers a wide selection of subjects in creative and performing arts, humanities, technology, STEM and sport, in a vertical stream. Strong school and community partnerships support a diverse and committed staff in providing enhanced learning opportunities for all students.



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

Student engagement

Purpose

High expectations of quality teaching and rich learning practices in an environment promoting and encouraging curious, creative and critical thinkers. A learning environment that ensures creating a "Culture of Thinking", equity of learning opportunities for all students and one in which practice and policy are underpinned by evidence, research and data.

Improvement Measures

Literacy and numeracy– increased numbers of students achieving in the top two bands in Year 9.

All faculties implement a self reflection survey for all students at the end of each term which self identifies student progress and engagement.

60% of all teachers have implemented visible thinking techniques into classroom practice.

Student feedback and assessment data to provide meaningful , engaging quality educational programs..

Progress towards achieving improvement measures

Process 1: Ensure literacy and numeracy demands are embedded in all KLAs and taught explicitly.

Evaluation	Funds Expended (Resources)
Having quality programs differentiated to meet the needs of all student with critical thinking and literacy skills being explicitly taught resulted in greater student engagement, increased and improved results in both internal and external student assessment. Parent and student feed back has been positive as well as student attendance and retention.	<p>Professional learning provided to teachers, including to new and beginning teachers in relation to incorporating visible thinking routines in their classrooms..</p> <p>Collaborative and cross faculty review of programs and student data of external assessments such as NAPLAN, HSC and others such as valid used to identify student needs, including high performing students and reconsider their engagement with programmed learning activities aimed at developing critical thinking skills.</p> <p>Guest presenters during Twilight PL for staff, student and parent feedback.</p> <p>Teacher research and shared resource development, including research findings.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$8000.00)• Support for beginning teachers (\$60475.00)

Process 2: Learning capabilities are incorporated into teaching and learning programs, explicitly taught through visible thinking routines (Cultures of Thinking) and assessment.

Evaluation	Funds Expended (Resources)
Making thinking visible and valued within our school meant our students have been able to develop solving problem skills transferable across the different	Teachers working in teams to collaborate in the design and

Progress towards achieving improvement measures

disciplines of learning. Student feedback suggested they felt empowered as they developed the dispositions and abilities of critical thinking. Hence, having incorporated the explicit teaching of thinking critically through visible thinking routines, our student responses to content and concepts became thoughtful and comprehensive.

implementation of units of work in which critical thinking is explicitly taught to students. Professional learning for teachers led to the development of a team of teachers trained by GERRIC also contributed to the review and design of our educational programs and assessment, ensuring quality pedagogical practices were embedded to cater to the needs of high performance and talented students.

Process 3: Future focused learning spaces are designed in line the five principles for future focused learning design. Flexible classroom programs and outdoor learning spaces connected to classrooms.

Evaluation	Funds Expended (Resources)
The outdoor learning areas and indoor flexible learning areas have proved invaluable to student and teacher collaborative learning .	Refurbished library and Lincoln Theatre, including outdoor learning spaces such as the huts and cola.

Process 4: Teacher professional learning in student data analyses including all learning needs of teachers were identified. Implementation of Year 7 Literacy program in 2019 to be extended to year 8 in 2020. Numeracy specifically taught across the curriculum.

Evaluation	Funds Expended (Resources)
The establishment of a Year 7 literacy specific class was positive and added value to student learning as seen in external and external assessment. The program was successful and therefore it will be extended into year 8. Similarly, embedding the explicit teaching of subject specific Numeracy skills saw over 35 percent of students achieving in the top two bands in NAPLAN.	Cese representative, Macquarie Park and in house PL as well as other needs based PL for staff.

Process 5: Professional learning working in faculty and cross curricular teams in order to develop a uniform way of programming aimed at delivering quality and explicit teaching at various levels of the Literacy and Numeracy continuum and curriculum delivery.

Evaluation	Funds Expended (Resources)
Cross faculty teams were effective in working together to ensure that across all faculties within the school, programs contained explicit teaching and learning routines related to the subject specific literacy and numeracy demands of each subject..	Access to PL both via guest presenters, and external providers. Teacher led workshops aimed at developing and revisiting pedagogical practice relating to programming and using the ACED model to evaluate areas of strength and areas in need of improvement within faculty programs .

Process 6: School Senior Executive working closely with Faculty leaders and subject specialists in the development, review, evaluation and adjustment of quality, consistent programs focussed on explicit teaching of the literacy and numeracy demands of each subject.

Evaluation	Funds Expended (Resources)
This professional learning proved successful for both new and experienced staff. It allowed the Senior Executive to equip all teachers with the necessary	CESE presenters, Macquarie Park presenters, twilight professional

Progress towards achieving improvement measures

knowledge and access to data needed to inform the development of quality teaching and learning programs designed to teach the literacy and numeracy demands of each subject, and also cater to the specific needs of each student.

learning and time allocated to analyse data and implement necessary changes.



Strategic Direction 2

Wellbeing

Purpose

To provide a supportive and authentic learning environment with a focus on the holistic development of the student through student wellbeing programs that encourage them to succeed, to thrive and to become resilient, confident life long learners. An environment where diversity, and the contribution and views of others are respected and valued.

Improvement Measures

Increase in the number of students attending extra-curricular activities at school.

Increased focus on professional learning of staff in understanding the relationship between wellbeing and student personal and academic growth.

Progress towards achieving improvement measures

Process 1: Connectedness is established for all students as a protective factor for potential mental health issues, through positive psychology awareness programs.

Evaluation	Funds Expended (Resources)
Highly visible student involvement in concerts and school representation. This has been evidenced in school assemblies, concerts outside of school hours and other evenings promoting student engagement and connectedness.	<p>A strong wellbeing team consisting of Year Advisers, Assistant Year Advisers, Head Teacher Years, school counsellor and Senior Executive. External and internal stakeholder– HSLO, Police liaison officer, HH and other external providers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)

Process 2: A structured Wellbeing and Learning Program, is delivered during timetabled, fortnightly year meetings, and strongly aligns to the holistic development of the student.

Evaluation	Funds Expended (Resources)
Student sense of belonging and connectedness increased as seen by the level of participation in school extracurricular activities both within and outside school hours. This has included an increase in student representation in other community events such as ANZAC DAY services, Debating, Public Speaking and RFS to name a few.	A dedicated team of teachers and Executives, a broad community network, including a supportive P & C.

Process 3: Providing opportunities for external providers to present programs aimed at supporting and enhancing student wellbeing.

Evaluation	Funds Expended (Resources)
Having external providers delivering wellbeing educational workshops and presentations was successful in helping students become resilient, well resourced individuals equipped to deal with challenging situations. Our students were able to recognise when they or someone else may be in need of additional support., and most importantly knowing who to turn to to ask for additional support when needed Students, parents/carers and teachers found the presentations valuable and worthwhile. Many follow on activities flowed from the presentations during wellbeing year assemblies. These presenters were integral in providing wellbeing education which was targeted to meet the	School police liaison officer, delivering presentations on staying safe. Brainstorm productions such as Sticks and Stones, The Hurting Games, RSF, Markwick Cup, Biteback mindfulness, Big Fish Little Fish. and Road Safety with Blue Datto Organisatio and NSW RFS on staying safe and looking after each other through bushfire season.

Progress towards achieving improvement measures

specific groups of students, taking into consideration wellbeing development needs.

Process 4: Wellbeing planning days and appropriate and targeted professional learning for staff in order to ensure the delivery and quality, comprehensive wellbeing support and programs.

Evaluation	Funds Expended (Resources)
As a result of continued professional learning and wellbeing planning, our team members were equipped with the necessary skills and knowledge to support our students. The team was also able to work collaboratively with other support agencies and families in order to achieve positive outcomes for our students.	Off campus planning and professional learning day at Gibberagong. Accidental counsellor training. Counsellor and Wellbeing HT Network. Peer Support training. Training for Year Advisers in Positive Psychology. In house training and support provided by Principal, deputy and Head Teacher Wellbeing, including professional readings from various organisations including, Beyond Blue etc.

Process 5: Social and information evenings to inform and gain parent insight / feedback related to student wellbeing.

Evaluation	Funds Expended (Resources)
School community feedback has been positive, our social evenings provided another forum for parent feedback to teachers and school. Similarly, our information evenings for students and parents have been well received and attended by the majority of our families.	These events have been held in various locations throughout the school, including the library, our Lincoln Theatre and School hall.



Strategic Direction 3

Learning community, year advisers and school counsellor.

Purpose

Enhance learning both within our school and with the wider community, through strong communication, and collaboration (with and between students staff, parents, other learning institutions and our wider community). Staff are encouraged to pursue and develop their own ongoing professional learning and to share professional innovative practice within our school and also with our partner schools. Continue to generate opportunities for greater links between our local primary schools and with the universities.

Improvement Measures

Increased opportunities for students to engage with real life problem solving through university/business initiatives.

Increased opportunities for parents to engage with the school.

Increased interaction with local primary schools.

Progress towards achieving improvement measures

Process 1: Teachers data literacy skills improve educational outcomes for students.

Evaluation	Funds Expended (Resources)
This approach was effective in equipping Ku-ring-gai staff with the necessary skills to analyse student data in order to design and implement the necessary changes to teaching and learning programs within the school. As a result all programs were re-evaluated and revised to reflect what the data suggested were areas of high achievement and areas requiring additional support for the students we teach.	<p>Access to scout- NAPLAN and HSC data- current and historical used to analyse and evaluate teaching and learning practice, amending programs to suit student need. External and internal guest presenters to lead learning in data analyses.</p> <p>Online learning was also scheduled for teachers and executive staff. This culminated with student work sample analyses and an overview of programs and pedagogical practice.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Process 2: Continued development of school community links, parental engagement and networks.

Evaluation	Funds Expended (Resources)
These wonderful opportunities for us all to come together to celebrate student learning learning and achievement have been instrumental in creating a strong learning community. These opportunities have enhanced the parents/carers and teacher/school relationship where we all strive for excellence in supporting students.	Our school hall, Lincoln Theatre and library have provided us with excellent meeting spaces. Technology has been instrumental not only as a means of communication between the school and community , but also as a surveying tool.

Process 3: Extended twilight professional learning evenings tailored to best suit the needs of learners. Explicit PDP development presentations.

Evaluation	Funds Expended (Resources)
These professional learning opportunities were integral in equipping teachers	We have had guest presenters from

Progress towards achieving improvement measures

with the necessary skills to evaluate and redraft teaching and learning programs aimed at catering to the needs of all students. This included but was not limited to extending high performance students, teaching the literacy demands of each subject, program review and adjustments, which have been data and research driven. Similar success was achieved with PDP development inline with Departmental , faculty and personal goals.

CESE for teacher training on student data analyses , Macquarie park for EALD and literacy professional learning, GERRIC training for identifying and catering to talented and high performance students. In house presenter for PDP development of all teachers.

Process 4: Teachers working together in faculty and cross faculty groups in order to share the common school goals , discuss faculty and personal goals as linked to the Australian Professional standards..

Evaluation	Funds Expended (Resources)
These professional learning opportunities were useful and well received. Feedback suggested teachers felt confident in developing their PDPs and working using the Australian Professional Standards for teachers. Teachers confidence in using data and research to inform teaching and learning saw the development of more comprehensive programs aimed at improving student learning outcomes.	These twilight evenings were held in our school library and they involved external and internal presenters. Student work samples, access to Scout data, student work samples and teachers' pDPs.

Process 5: Regular and systematic meetings with clear and precise agendas , including meeting with designated senior executive to receive additional support as required in order to ensure compliance is achieved through the development of capacity building.

Evaluation	Funds Expended (Resources)
These regular meetings not only provide collegial support and professional development to individuals and teams, but also ensure compliance in the delivery of high quality educational and wellbeing programs. Additionally, these meetings serve to identify any gaps in professional learning to continue to deliver high quality service to all stakeholders.	Senior executive , Head Teachers, teachers , external professional learning providers, departmental policy and procedure documents, NESA requirements and timelines, and HSC monitoring are combined in order to ensure quality educational and wellbeing programs are delivered to our students and general learning community.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Fully qualified and experienced EALD teachers. delivering teaching and learning programs and providing high quality professional learning for staff. This professional learning included but was not limited to task differentiation and the development of metalanguage.	These additional support initiatives have seen our EALD students flourish while accessing our curriculum in a supported way as their skills in the English level progress through the different phases towards language proficiency.
Low level adjustment for disability	LaST teacher specialist and team to leading professional learning in differentiation. Student data and the development of adjustment guides, EALD support teachers delivering professional learning and support to colleagues. Attendance at external professional learning events.	The adjustments to curriculum delivery and assessment, has allowed all our students to access high level education within the school setting, while simultaneously building up the skills needed. to succeed. teachers are confident and able to adjust learning activities and assessments in order to meet student needs.
Quality Teaching, Successful Students (QTSS)	ACED program model to review our educational programs, the quality teaching framework used to develop and review programs and teaching sequences.	These learning and workshop opportunities have provided our teachers with the knowledge, skills and understanding of the Quality Teaching Framework and its application in program development and delivery. As a result Ku-ring-gai High School delivers high quality educational programs, accessible to all students, while also catering to their individual and collective educational need.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	293	306	323	309
Girls	298	313	347	319

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.2	94.9	93.2	91.9
8	92.2	91.6	92.7	90
9	90.9	91.5	90.3	88.9
10	90.7	89.4	88	89.5
11	92.7	93.5	88.3	90.5
12	94.1	91.4	91	88.7
All Years	92.5	92	90.6	90
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	0
Employment	0	0	20
TAFE entry	5	4	21
University Entry	0	0	55
Other	0	0	2
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

15.24% of Year 12 students at Ku-ring-gai High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.8% of all Year 12 students at Ku-ring-gai 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)	9
Classroom Teacher(s)	36.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	11.88
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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

In 2019 Professional learning was focused on enriching NAPLAN results in the top two bands and also on the use of data to inform teaching and learning. Our literacy and numeracy committee trained mentored teachers across all

faculties on strategies to enhance student growth in these areas. The *High Achieving and Talented Student committee* led a team of teachers who were trained by GERIC to work across all faculties to identify and support talented and high achieving students. Both strategies will continue into 2020 with an evaluation of outcomes at the end of the year.



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 (\$)
Opening Balance	1,757,930
Revenue	8,571,128
Appropriation	7,938,398
Sale of Goods and Services	39,624
Grants and contributions	450,756
Investment income	19,476
Other revenue	122,874
Expenses	-8,573,653
Employee related	-7,330,690
Operating expenses	-1,242,963
Surplus / deficit for the year	-2,525

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 Approved SBA (\$)
Targeted Total	726,465
Equity Total	333,488
Equity - Aboriginal	2,700
Equity - Socio-economic	33,391
Equity - Language	171,995
Equity - Disability	125,402
Base Total	6,341,746
Base - Per Capita	161,243
Base - Location	0
Base - Other	6,180,503
Other Total	330,854
Grand Total	7,732,554

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

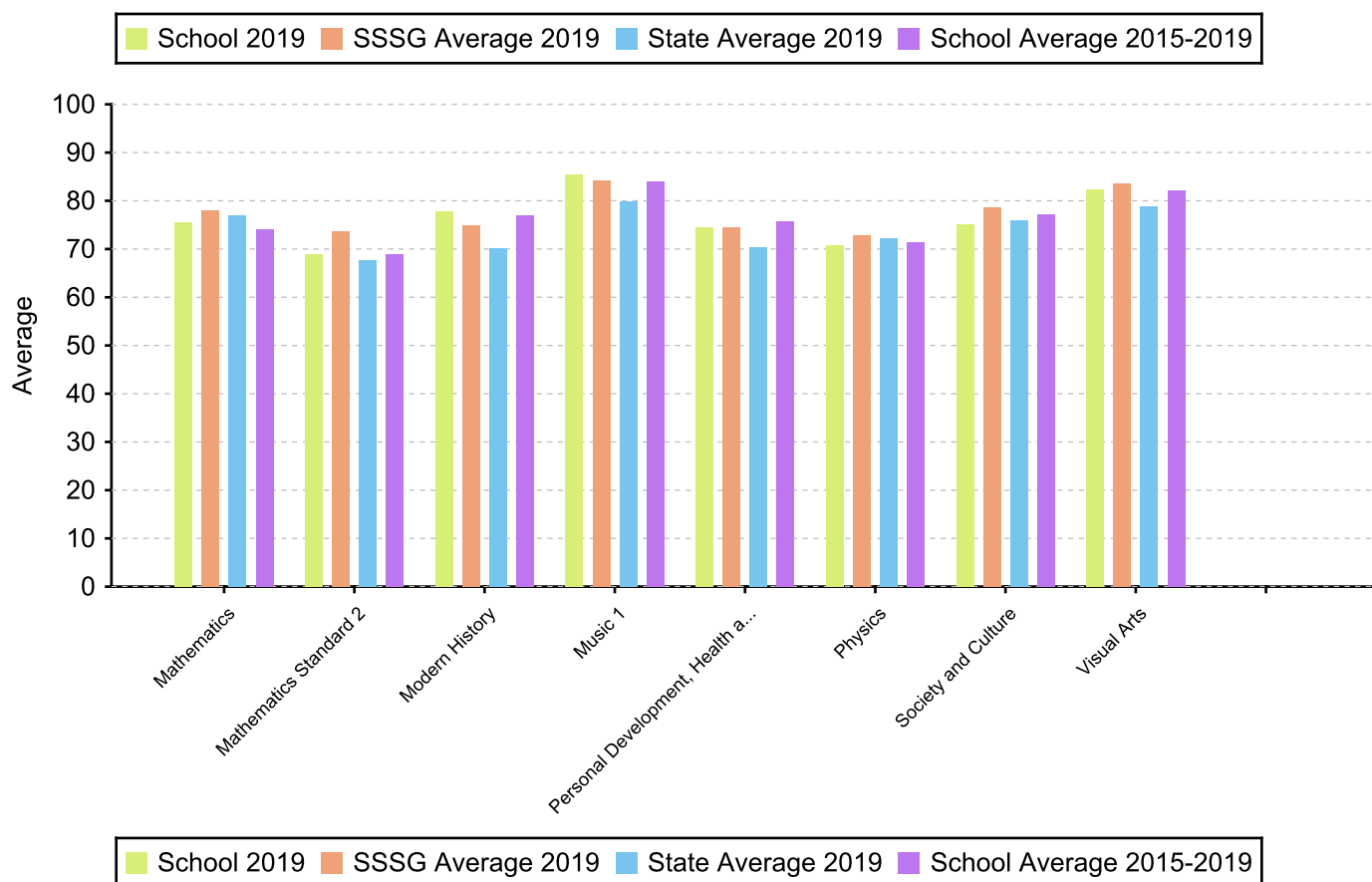
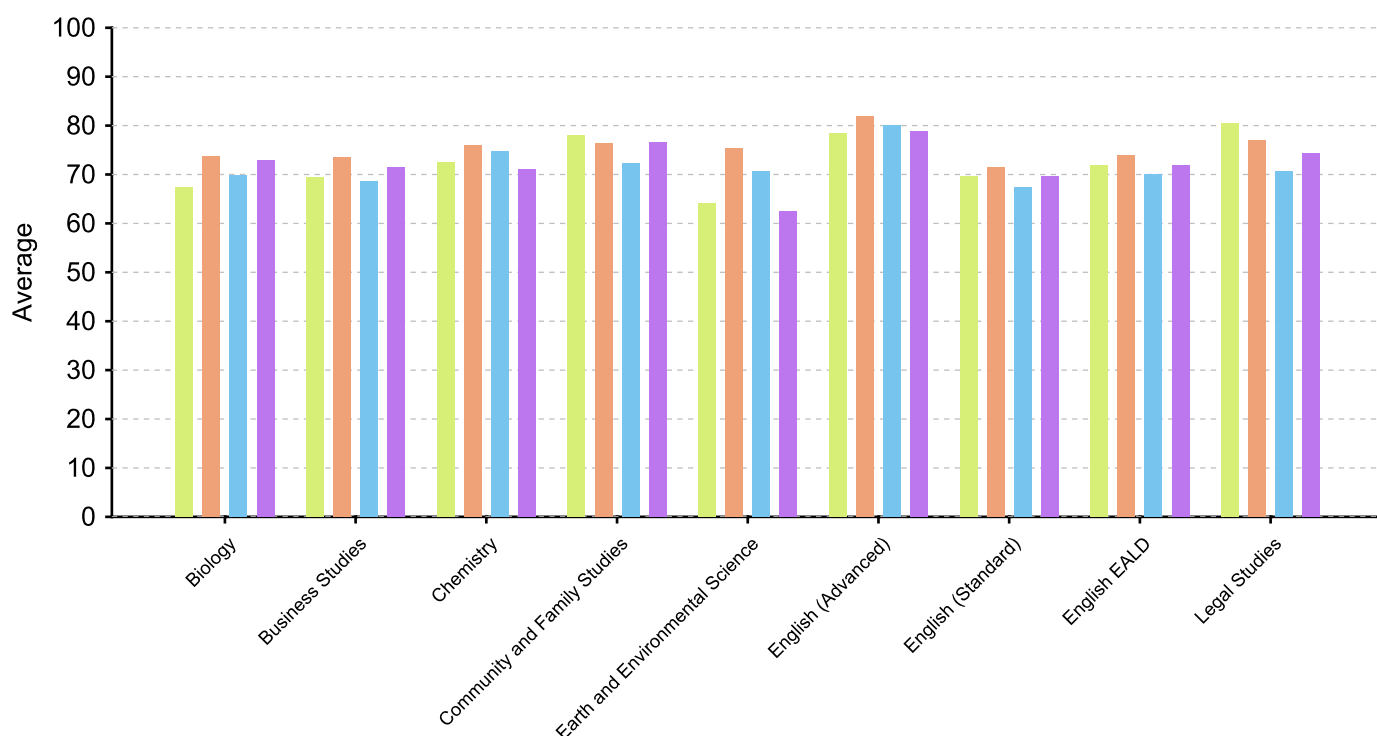
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 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 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	67.4	73.7	69.9	72.9
Business Studies	69.4	73.6	68.6	71.4
Chemistry	72.5	75.9	74.7	71.1
Community and Family Studies	78.0	76.3	72.2	76.7
Earth and Environmental Science	64.0	75.4	70.6	62.5
English (Advanced)	78.4	81.8	80.0	78.8
English (Standard)	69.7	71.4	67.3	69.7
English EALD	71.8	73.9	70.0	71.8
Legal Studies	80.4	77.0	70.6	74.3
Mathematics	75.5	78.0	76.9	74.1
Mathematics Standard 2	69.0	73.7	67.7	69.0
Modern History	77.8	74.9	70.2	76.9
Music 1	85.5	84.3	79.9	83.9
Personal Development, Health and Physical Education	74.4	74.4	70.5	75.7
Physics	70.8	72.9	72.1	71.4
Society and Culture	75.2	78.6	75.9	77.1
Visual Arts	82.3	83.6	78.8	82.1



Parent/caregiver, student, teacher satisfaction

Our parents teachers and students are proud to be active members of the school community. Our strong and committed P&C are supportive and active. Parent and teacher social evenings have allowed for interactions within the school community other than formal parent information and transition evenings. These social evenings have been well received and enjoyed by all. Our student body is active and represented strongly by their SRC. Moreover, student involvement, participation and representation in school events is indicative of their enjoyment of being learners within the Ku-ring-gai context. Similarly our teachers enjoyed working in our diverse environment, teacher participation and feedback of wellbeing morning teas and







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.

