

Sylvania High School

2019 Annual Report



8463

Introduction

The Annual Report for 2019 is provided to the community of Sylvania 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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School background

School vision statement

The Sylvania High School Community value education as a fundamental right for everyone. Our overall aim is to support and develop students to achieve their full potential as learners and build a society where its members are resilient, highly socialised, highly productive and highly skilled.

School context

Sylvania High School is the northern most school in the Sutherland Shire and is currently in a period of stability and high student demand. The school provides a dynamic, caring and positive learning environment. There is a delivery of diverse educational programs from Year 7 to 12 that engage students by connecting their learning to the real world. The curriculum encourages students to develop essential skills, knowledge and understanding and promotes both personal and interpersonal skill development. Extra-curricular opportunities complement the curriculum and play a significant role in the development of all students. Students are encouraged to participate in the corporate life of the school and strive for excellence in all aspects of their learning, including authentic student leadership opportunities. The school community shares the core values of respect and responsibility and a belief that the most productive learning occurs when students are safe and happy. To achieve this, wellbeing programs are designed and implemented to support individual student needs and foster respectful relationships between staff, students and parents. The school is staffed by a highly committed, talented and experienced team of teachers and support personnel. Strong support from the parent body in the form of the school P&C has been enjoyed for many decades. The P&C has a strong tradition of supporting learning programs and working with teachers to develop quality learning environments

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	Delivering
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

Learning

Purpose

Student learning is the core business of our school community and is the reason for our collective purpose of enabling our students to achieve their full potential and build a better society.

Improvement Measures

A school culture is developed that increases student success and wellbeing.

Year 7 students will undertake a learning program which increases their ability in: Growth Mind Sets, the '4Cs', Information Literacy and Study Skills.

The upper bands for Literacy (Reading and Writing) and Numeracy are increased based on annual NAPLAN data.

Progress towards achieving improvement measures

Process 1: The Resilient School plan is developed in terms of the Wellbeing Framework to improve the dimension of student success.

Evaluation	Funds Expended (Resources)
<p>Student engagement is "a disposition towards learning, working with others, and functioning in a social institution" (Wellbeing Framework). It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Our 2019 HSC results strongly indicated a positive school culture and wellbeing.</p> <p>The <i>Tell Them From Me (TTFM)</i> Survey for students includes ten measures of student engagement, categorised as Social, Institutional and Intellectual engagement. Students at Sylvania High School fell way above the state norm in relation to social engagement indicating the strategic approaches to improve a sense of belonging at the school in peer support and resilience training have contributed to this result.</p> <p>The Wellbeing team has introduced the concept of Grit and the relationship between Character Strengths and Academic Growth in the classroom to further promote learning outcomes.</p> <p>Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. The TTFM data analysis indicates that students at SHS are engaged in the level of effort they present in their educational outcomes.</p> <p>Across all cohorts, student results showed high engagement in positive teacher-student relations, positive learning climate and expectations for success.</p> <p>The Senior Mentor and Boys Mentor program survey results indicated that all students engaged in the program valued the support for key staff and external agencies. This contributed to higher levels of engagement within the school as well as improved attendance rates.</p> <p>Students are also supported through <i>Enhanced Learning Education Services (ELES)</i> Study Skills and the Life Ready Course as well as Year Adviser presentations promoting a healthy school-life balance and a positive study skill routine.</p>	<p>Executive release time and teacher professional learning.</p>

Progress towards achieving improvement measures

Process 2: A range of cross curricular perspectives, including a focus on literacy, numeracy and study skills are developed and embedded into teaching programs 7–10.

Evaluation	Funds Expended (Resources)
<p>A team of ten teachers from the school underwent training with the Transforming Schools project. This training occurred from terms 2 to 4 and included strategies and pedagogies to foster critical thinking, communication, collaboration and creativity. Over the course of the year, the team investigated how best to embed learning skills into the course content and everyday classroom pedagogy. This has resulted in and 'Learning to learn' style program called Leading Learning that has a strong emphasis on cross-curriculum metacognition. In 2020 this will be implemented in both a stand-alone class for year 7 and by the employment of a teacher to support classrooms to embrace these principles.</p>	<p>Executive release time and teacher professional learning.</p>

Process 3: Specific reading (Super 6), writing (Education Perfect, ALARM and TEEL) and numeracy strategies (Growth Mindset and SmarterMaths) are developed and implemented through Years 7–12.

Evaluation	Funds Expended (Resources)
<p>Literacy strategies used for 2019 continued to develop. Staff were further trained in ALARM (A Learning and Response Matrix by Max Woods) with assistance from our LANSAs (Literacy and Numeracy Strategy Advisor) and an expert team from within the school. The school now has a specific ALARM matrix to suit the school and student needs. A triangulation of data included internal PAT testing and NAPLAN and showed an increase in student performance in areas such as writing but that further improvement was needed in reading. 2020 will address these areas with more staff professional learning in reading strategies such as the Super Six and on texts breakdown in order to develop student comprehension and inferential skills.</p>	<p>LANSAs expertise, executive release and teacher professional learning.</p>

Process 4: A range of internal and external data sources are analysed to support the learning growth of students particularly in relation to literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
<p>Internal and external data continued to be utilised by dedicated staff teams. PAT testing was conducted in terms 1 and 4 for years 7 and 8. This data was analysed along with NAPLAN results. Students with low levels of achievement and/or low levels of growth were identified. Areas of literacy and numeracy development across the school were highlighted to staff in professional development sessions and teams of teachers created targeted resources to be used across curriculum areas.</p>	<p>Executive release time and teacher professional development.</p>

Strategic Direction 2

Teaching

Purpose

Our staff aspire to align their practice to the Australian Professional Teaching Standards and understand the critical link between high quality student outcomes and their level of professional development. In particular, teaching staff are focussed on producing quality programs, assessment tasks and resources to support student learning. Sylvania High School supports the staff in these learning endeavours through an ongoing commitment to continuing professional development.

Improvement Measures

Teachers increase their understanding and skills in the development of the Australian Professional Teaching Standards related to Professional Practice.

All teachers maintain and achieve accreditation at the level of Proficient or beyond with an increase of PDPs that are aligned to both individual professional needs and the strategic directions of the school.

Staff engage in needs based professional learning with an increased proportion of professional learning developed at the school level that is registered.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning experiences and implement evidenced informed practices to improve their capacity to meet the Australian Professional Teaching Standards connected to Professional Practice.

Evaluation	Funds Expended (Resources)
<p>Widespread involvement from volunteer staff in the 4Cs 'Transforming Schools' training has resulted in the beginnings of implementation of this approach throughout the school. A year 7 class to explicitly teach metacognition will be supported across curriculum areas with a trained teacher team teaching across faculties targeting transfer.</p> <p>The implementation of the Growth Mindset Mathematics coaching was successful with numbers of students maintained over the year.</p> <p>Teachers that worked with the Head Teacher Teaching and Learning on developing their skills in ALARM presented at the Staff Development Day and were able to demonstrate the benefit to student learning and engagement.</p>	<p>Executive release allowance and teacher professional development.</p>

Process 2: Executive staff support teachers in relation to achieving and maintaining accreditation and the engagement with needs based professional learning and PDPs aligned to the School Plan.

Evaluation	Funds Expended (Resources)
<p>The Professional Development Plans (PDP) process continued with an explicit timeline communicated to all staff and clear expectations around the importance of quality collegial observation. Consequently, 100% of teachers either maintained or achieved accreditation in 2019. A collation of goals from staff PDPs found a high level of alignment with the strategic directions of the school.</p>	<p>Executive release allowance and teacher professional learning funds.</p>

Process 3: The professional learning team will develop registered professional learning courses as required linked to the specific needs of the school.

Evaluation	Funds Expended (Resources)
<p>The Professional Learning team have worked collaboratively with each other</p>	<p>Executive release allowance and</p>

Progress towards achieving improvement measures

team leader to plan professional learning aligned to their improvement measures and milestones. With this information, the Professional Learning team has been able to create meaningful and purposeful courses aligned to the Australian Professional Teaching Standards and schedule events for all professional learning meetings and Staff Development Days to ensure teachers meet accreditation requirements of one hundred hours of professional learning over a five year period with fifty of these hours accredited against these standards. The team has also developed a registered course scaffold to ensure our planned professional learning is designed against the standards and will meet the appropriate standards set by Teacher Quality and High Performance.

teacher professional learning funds.

Strategic Direction 3

Leading

Purpose

School leading is important in developing a highly effective school structure using evidence informed practices that facilitate the achievement of high quality student outcomes. A school with highly effective leadership will produce students who are collaborative, confident, communicative and creative citizens of a 21st century world.

Improvement Measures

The Community of Schools Across the Waters (CoSAW) program is strengthened with authentic joint projects between partner schools.

There is an increased alignment of syllabuses and associated documents with both NESAs and Department of Education requirements.

Key staff increase their knowledge and skills in relation to integrating school planning with the use of SAP finance, including the eFPT.

A comprehensive range of policies are evaluated and documented in relation to the operation of the school.

Progress towards achieving improvement measures

Process 1: The CoSAW develops learning opportunities for students which focus on both curricular and extra-curricular areas.

Evaluation	Funds Expended (Resources)
Our 'Community of Schools Across the Water' CoSAW learning community comprises of Sylvania High School and our three feeder primary schools, Sylvania Heights PS, Sylvania PS and Taren Point PS. The 2019 CoSAW Learning team program was strengthened this year with quality links of meaningful teaching and learning activities. The program was evaluated with the use of exit surveys completed by students at the conclusion of activities and discussions with teaching staff to provide feedback for the 2020 program. There has also been continued involvement throughout the year and positive comments from teaching staff. Focus areas for 2020 include the creation of targeted links across Stages 2, 3, 4 and 5 syllabus outcomes to further enhance skill development of both staff and students within our CoSAW community.	Executive release allowance, RAM equity and Teacher Professional Learning funds.

Process 2: The school undertakes a systematic audit of all courses 7–12 to ensure that documents reflect best practice with meeting the requirements of NESAs and the Department of Education.

Evaluation	Funds Expended (Resources)
The Head Teacher of Administration continued in a systematic audit of teaching programs checking for alignment with NESAs requirements and recommendations as well as requirements and recommendations for the Department of Education. There was an increase in alignment in all areas across most curriculum areas. Opportunities for further development and Teacher Professional learning were assessed from this analysis and recommendations delivered to the school executive.	Executive release allowance and Teacher Professional Learning.

Process 3: Targeted staff undertake professional learning in SAP Finance and the eFPT.

Evaluation	Funds Expended (Resources)
The Senior Executive has continued to develop their understanding of both staffing and financial planning components of the new systems put in place	Executive release allowance.

Progress towards achieving improvement measures

from the Department of Education (eFPT). Other executive staff have had the opportunity to enhance their knowledge of the School's Overview Report. This professional learning has resulted in an improved understanding of resourcing the school to maximise student learning. Some guidance has been sourced from the Department of Education.

Process 4: Local policy documents are systematically evaluated for currency and effectiveness within the school context.

Evaluation	Funds Expended (Resources)
In 2019, over twenty policies have either been reviewed or established. This benefits staff and our learning community and embeds a firm understanding of what Sylvania High School is about.	Executive release time.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$14 761.00)	ATSI student participation in the Australian Indigenous Mentoring Experience (AIME) was funded as well as a range of initiatives to support inclusiveness including NAIDOC Week Day, and a stronger bond with our feeder primary schools was developed through participation in shared events.
English language proficiency	Funding Sources: • English language proficiency (\$44 896.00)	The school continues to employ a staff member trained in EAL/D. Students are monitored against the EAL/D Learning Progressions. Students with need at the consolidating level are supported on a fortnightly basis by our EAL/D teacher working collaboratively with classroom teachers. As a school with a number of international students who intend to complete the HSC, resources have been allocated to support these students to reach the HSC National Minimum Standard in numeracy, reading and writing either in year 10, or when they enter the school in year 11.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$187 749.00)	Sylvania High School continues to employ a Student Learning Support Officer to assist students with identified needs. This included helping students with organisation skills, note-taking, key numeracy skills and general learning.
Socio-economic background	Funding Sources: • Socio-economic background (\$75 060.00)	The Learning Support team identify students with additional learning needs in the school and work collaboratively with specialists, parents and students to create Personalised Learning and Support Plans, support teachers and provide in-class support. The team assists families and students in setting goals and assists students and teachers with strategies to help reach these goals.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$54 482.00)	Beginning teachers were assigned the required 2 hours per week of relief and 1 hour per week for their mentor teacher if they were in their first year of teaching. Those in their second year who were permanent teachers were assigned the required 1 hour per week of relief. External professional development was also funded.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	385	388	392	395
Girls	408	418	401	411

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.3	94.1	92.8	92.3
8	91.8	90.5	89.2	90
9	89.7	90.9	90.2	87.3
10	88.8	86.9	87.2	89
11	89.6	89.5	89.9	87.8
12	90.1	91.8	92.1	89
All Years	90.8	90.5	90	89.2
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	2	2	11
TAFE entry	5	7	28
University Entry	0	0	61
Other	5	3	0
Unknown	0	3	0

Year 12 students undertaking vocational or trade training

24.37% of Year 12 students at Sylvania High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

89.4% of all Year 12 students at Sylvania High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.48
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.

Professional Learning at Sylvania High School

A team of teachers participated in the Transforming Schools program, exploring new ways to develop the soft skills

(creativity, communication, critical thinking and communication) to increase engagement and ability. The welfare team delivered learning on character strengths. There was a whole school focus on developing expertise in moderation in assessment marking. The school ran a session on cognitive load theory and the implications for high impact study skills such as spaced and interleaved practice. A dedicated team led whole school training on improving students writing skills in senior years.

Post Graduate Qualifications of teaching staff

Fourteen teachers hold a postgraduate degree including one postdoctoral degree.

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	588,656
Revenue	9,567,395
Appropriation	8,847,636
Sale of Goods and Services	173,661
Grants and contributions	483,185
Investment income	6,044
Other revenue	56,868
Expenses	-9,471,369
Employee related	-8,132,475
Operating expenses	-1,338,894
Surplus / deficit for the year	96,026

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	69,268
Equity Total	322,465
Equity - Aboriginal	14,761
Equity - Socio-economic	75,060
Equity - Language	44,896
Equity - Disability	187,749
Base Total	7,763,560
Base - Per Capita	185,927
Base - Location	0
Base - Other	7,577,633
Other Total	356,367
Grand Total	8,511,661

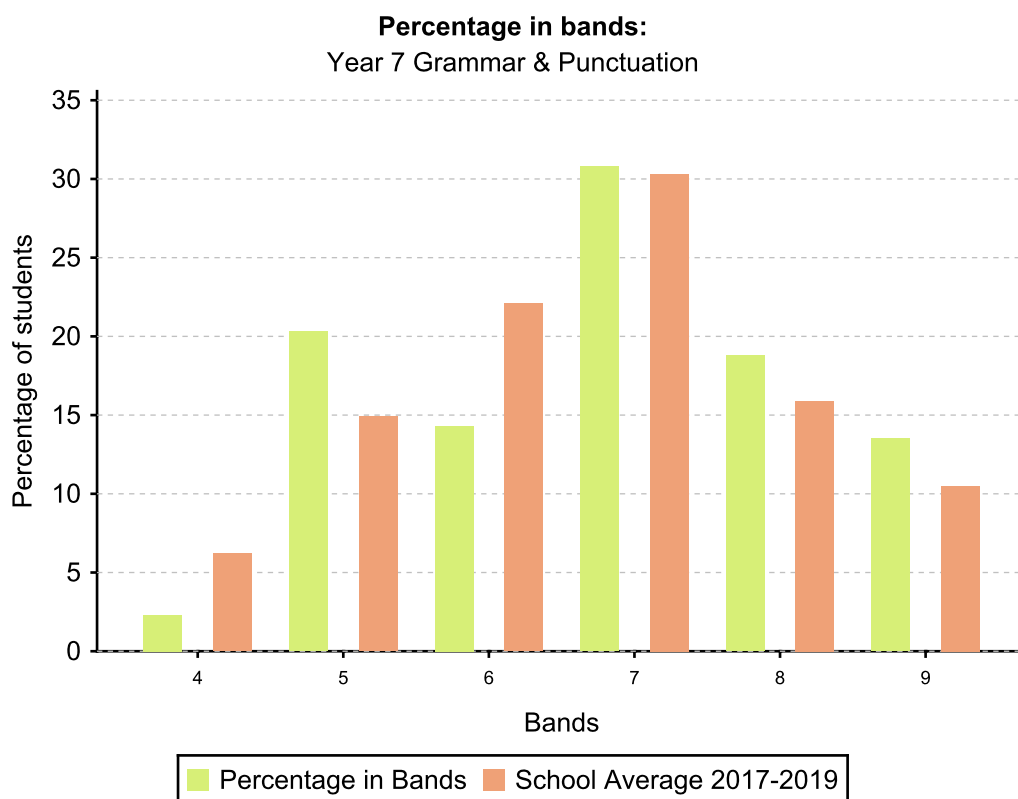
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

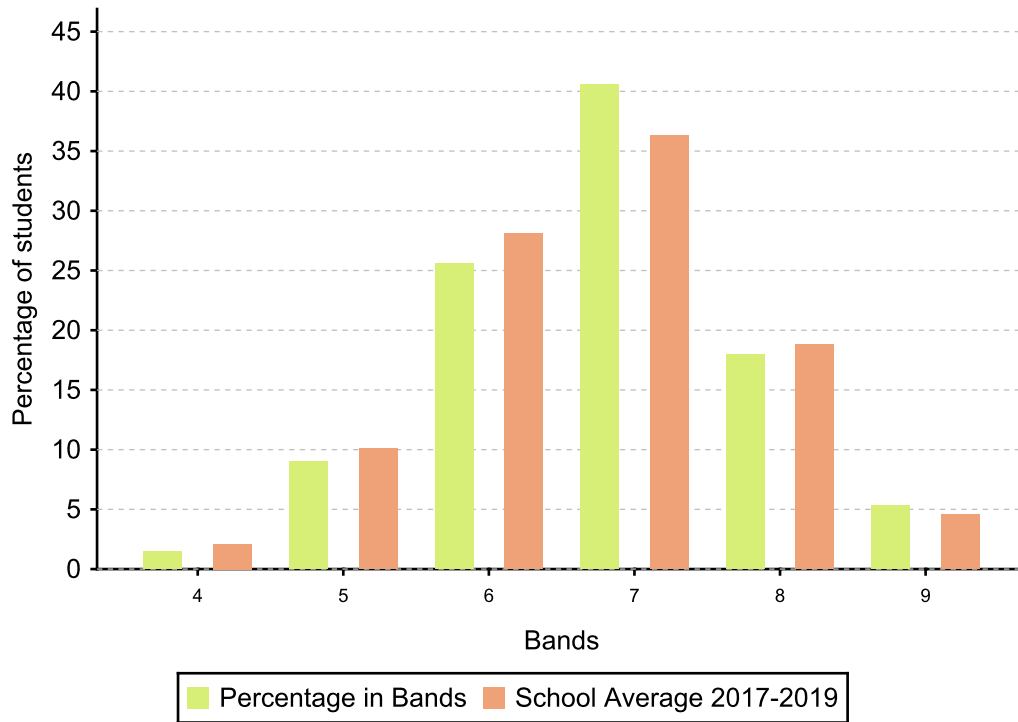
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



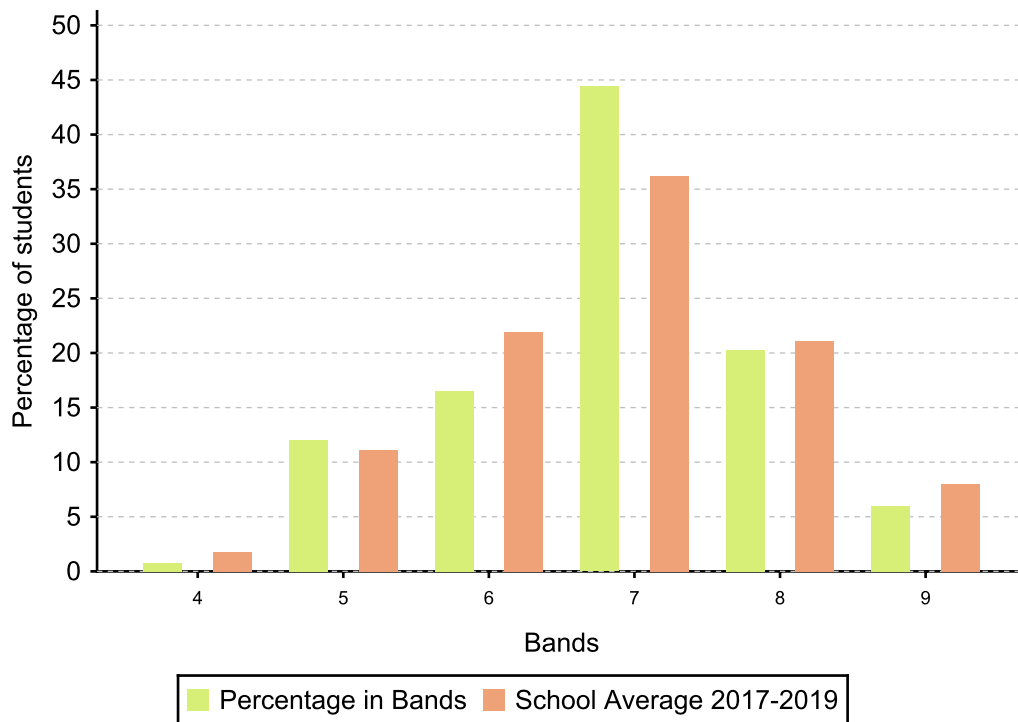
Band	4	5	6	7	8	9
Percentage of students	2.3	20.3	14.3	30.8	18.8	13.5
School avg 2017-2019	6.2	14.9	22.1	30.3	15.9	10.5

**Percentage in bands:
Year 7 Reading**



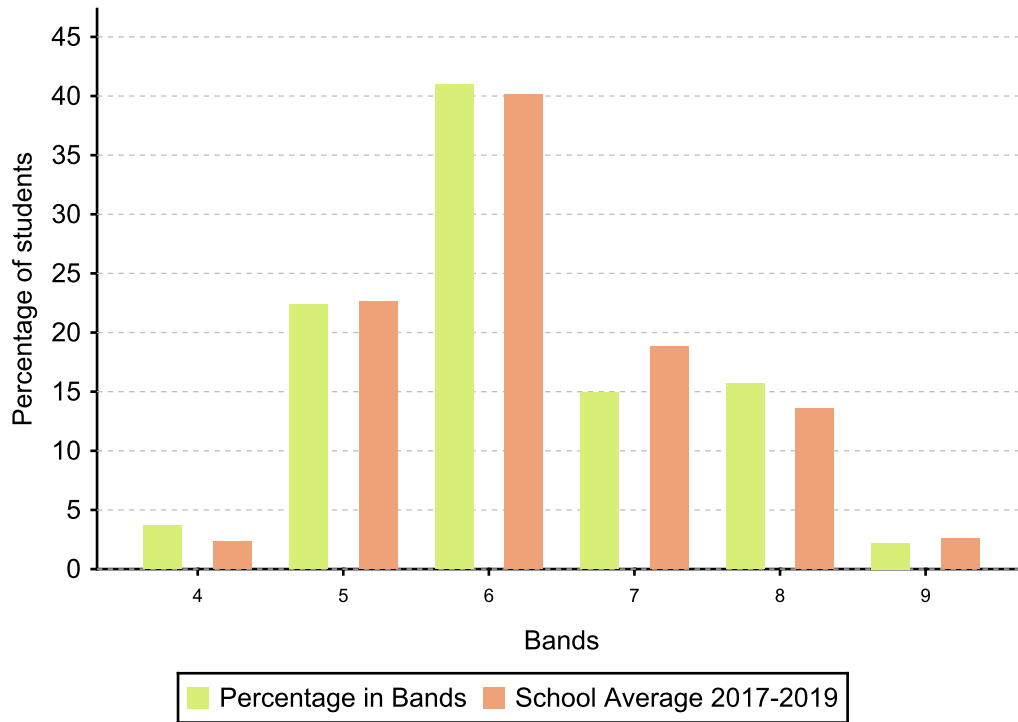
Band	4	5	6	7	8	9
Percentage of students	1.5	9.0	25.6	40.6	18.0	5.3
School avg 2017-2019	2.1	10.1	28.1	36.3	18.8	4.6

**Percentage in bands:
Year 7 Spelling**



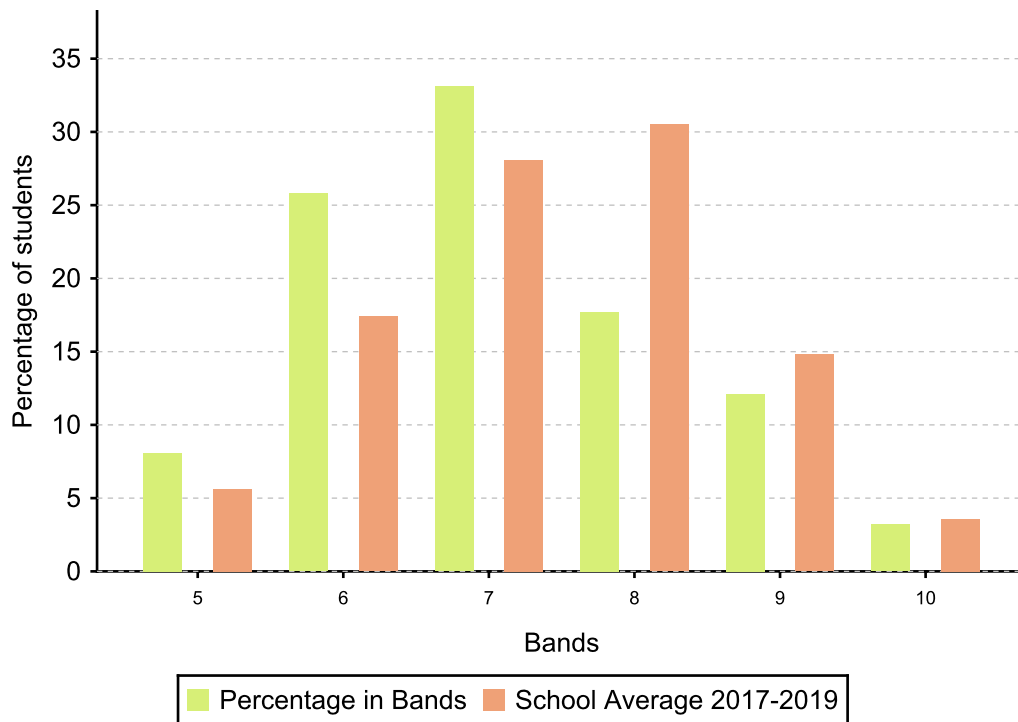
Band	4	5	6	7	8	9
Percentage of students	0.8	12.0	16.5	44.4	20.3	6.0
School avg 2017-2019	1.8	11.1	21.9	36.2	21.1	8

**Percentage in bands:
Year 7 Writing**



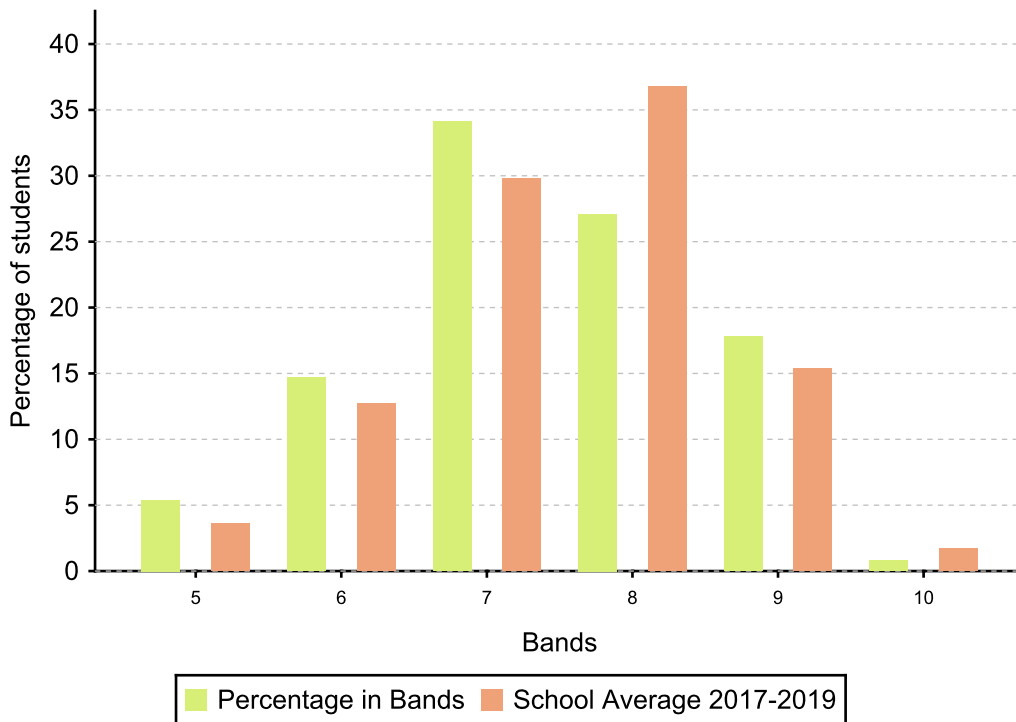
Band	4	5	6	7	8	9
Percentage of students	3.7	22.4	41.0	14.9	15.7	2.2
School avg 2017-2019	2.3	22.6	40.1	18.8	13.6	2.6

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



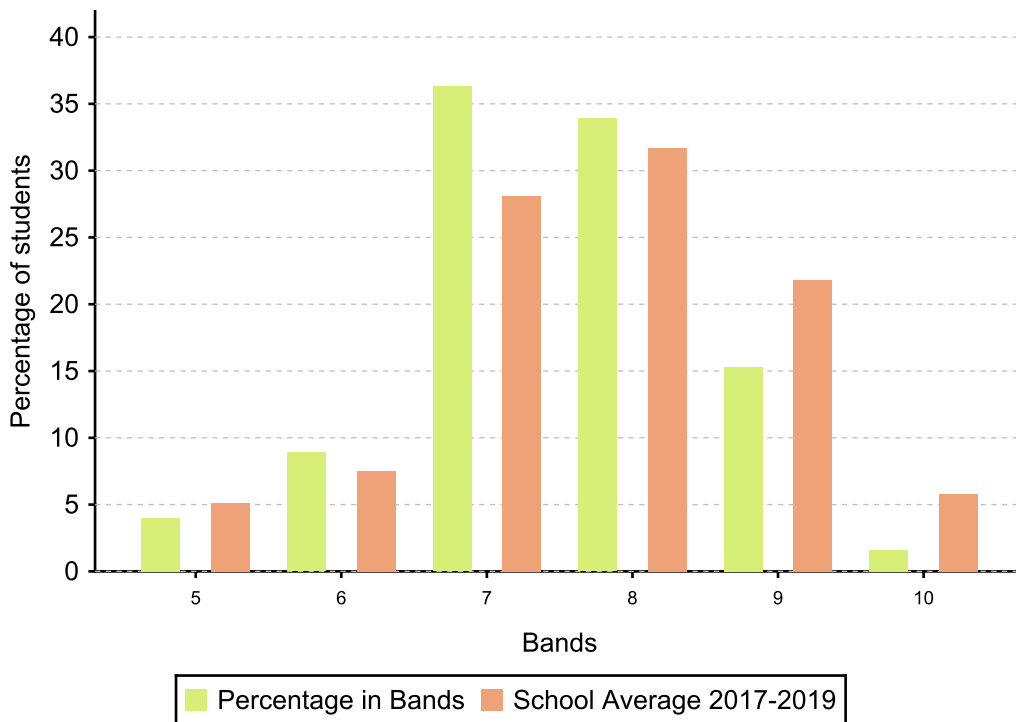
Band	5	6	7	8	9	10
Percentage of students	8.1	25.8	33.1	17.7	12.1	3.2
School avg 2017-2019	5.6	17.4	28.1	30.5	14.8	3.6

**Percentage in bands:
Year 9 Reading**



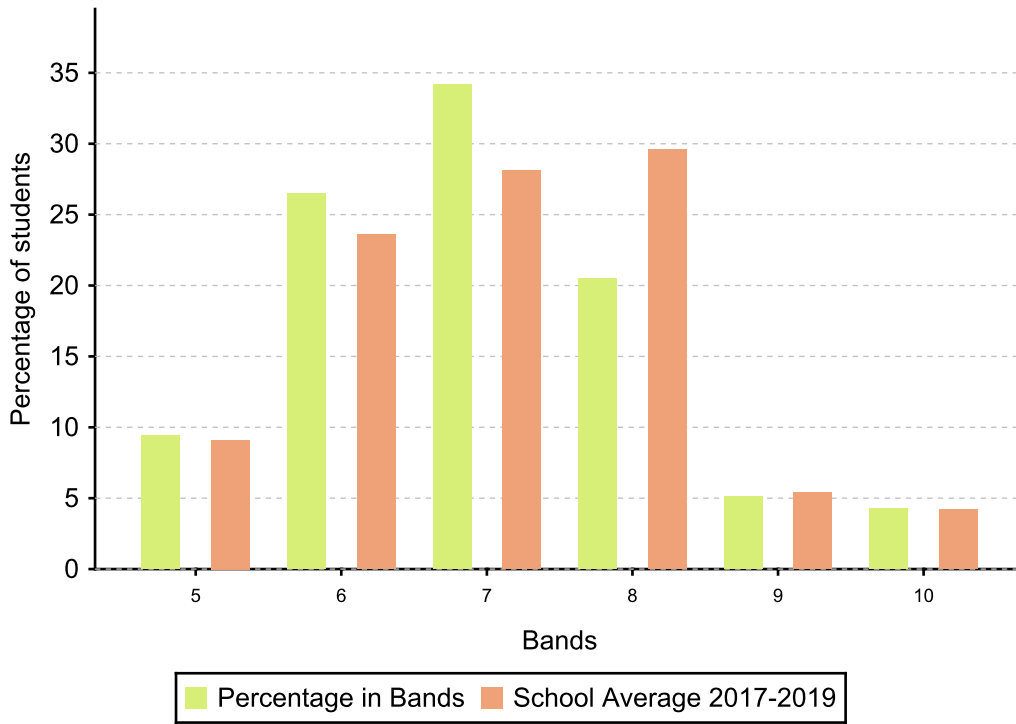
Band	5	6	7	8	9	10
Percentage of students	5.4	14.7	34.1	27.1	17.8	0.8
School avg 2017-2019	3.6	12.7	29.8	36.8	15.4	1.7

**Percentage in bands:
Year 9 Spelling**



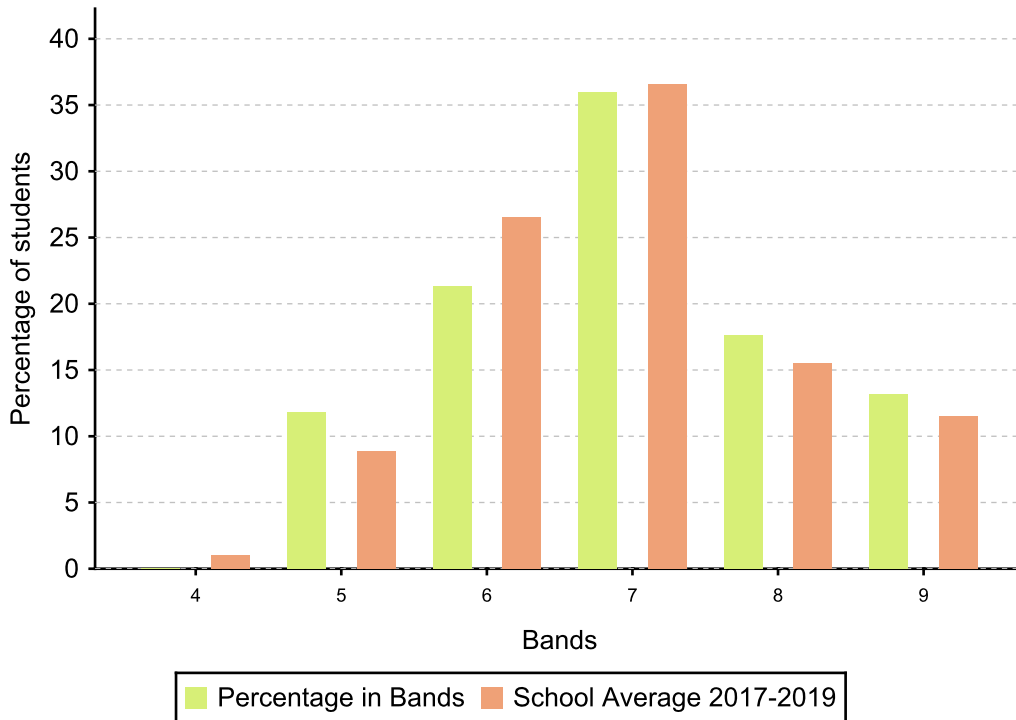
Band	5	6	7	8	9	10
Percentage of students	4.0	8.9	36.3	33.9	15.3	1.6
School avg 2017-2019	5.1	7.5	28.1	31.7	21.8	5.8

Percentage in bands:
Year 9 Writing



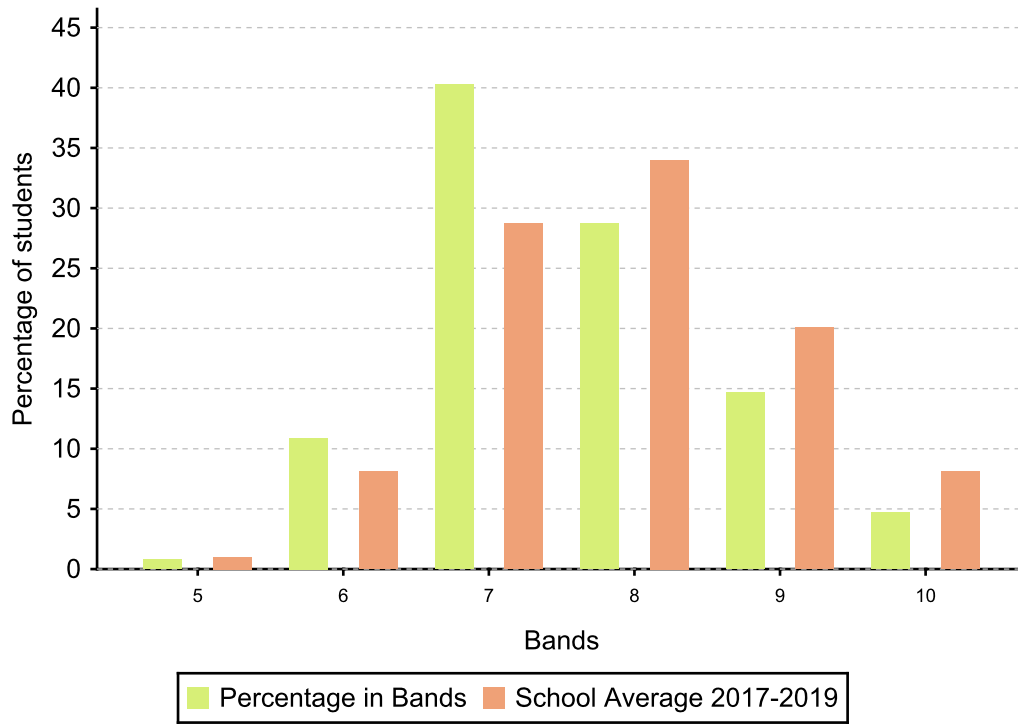
Band	5	6	7	8	9	10
Percentage of students	9.4	26.5	34.2	20.5	5.1	4.3
School avg 2017-2019	9.1	23.6	28.1	29.6	5.4	4.2

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	11.8	21.3	36.0	17.6	13.2
School avg 2017-2019	1	8.9	26.5	36.6	15.5	11.5

Percentage in bands:
Year 9 Numeracy

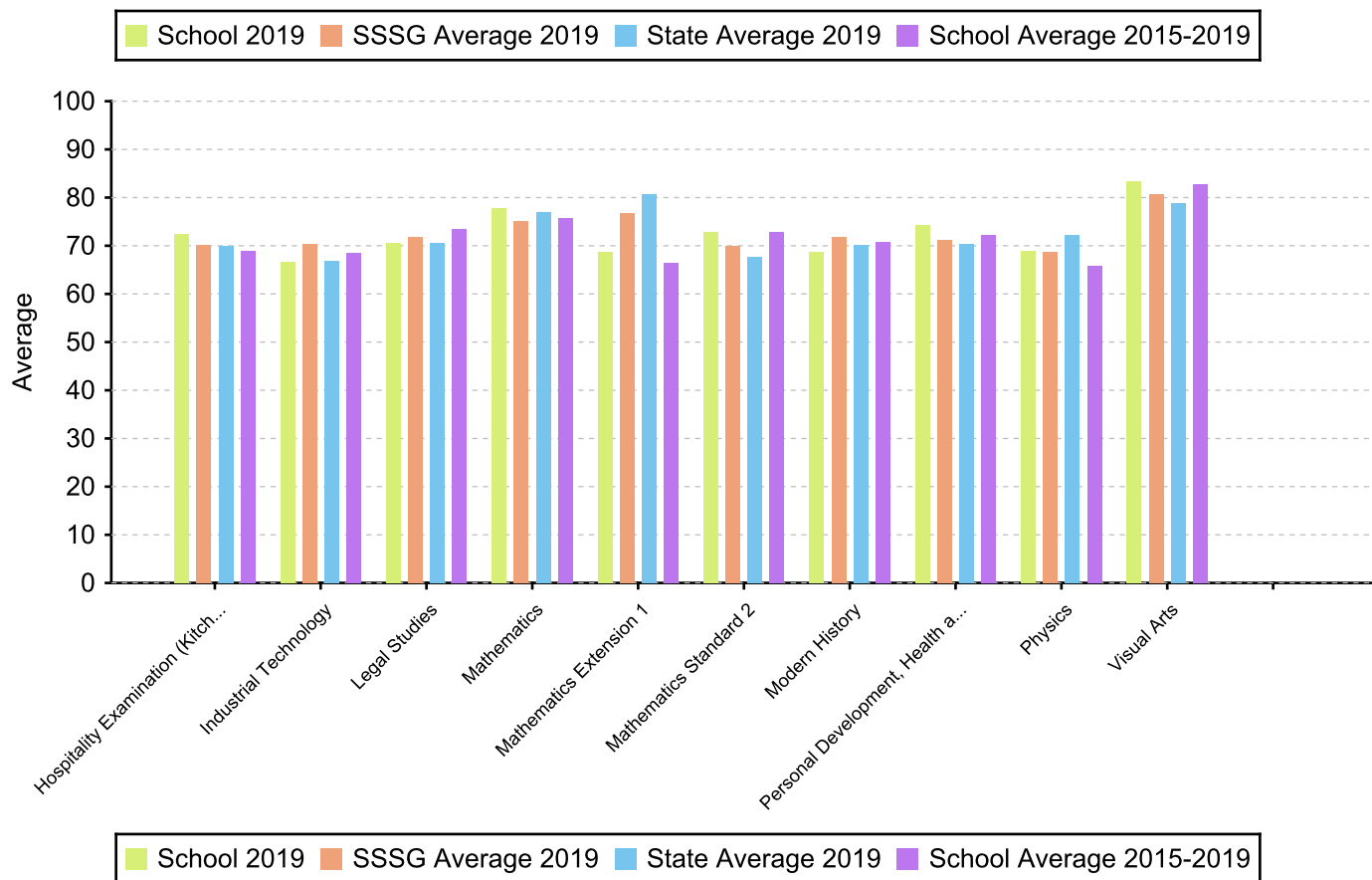
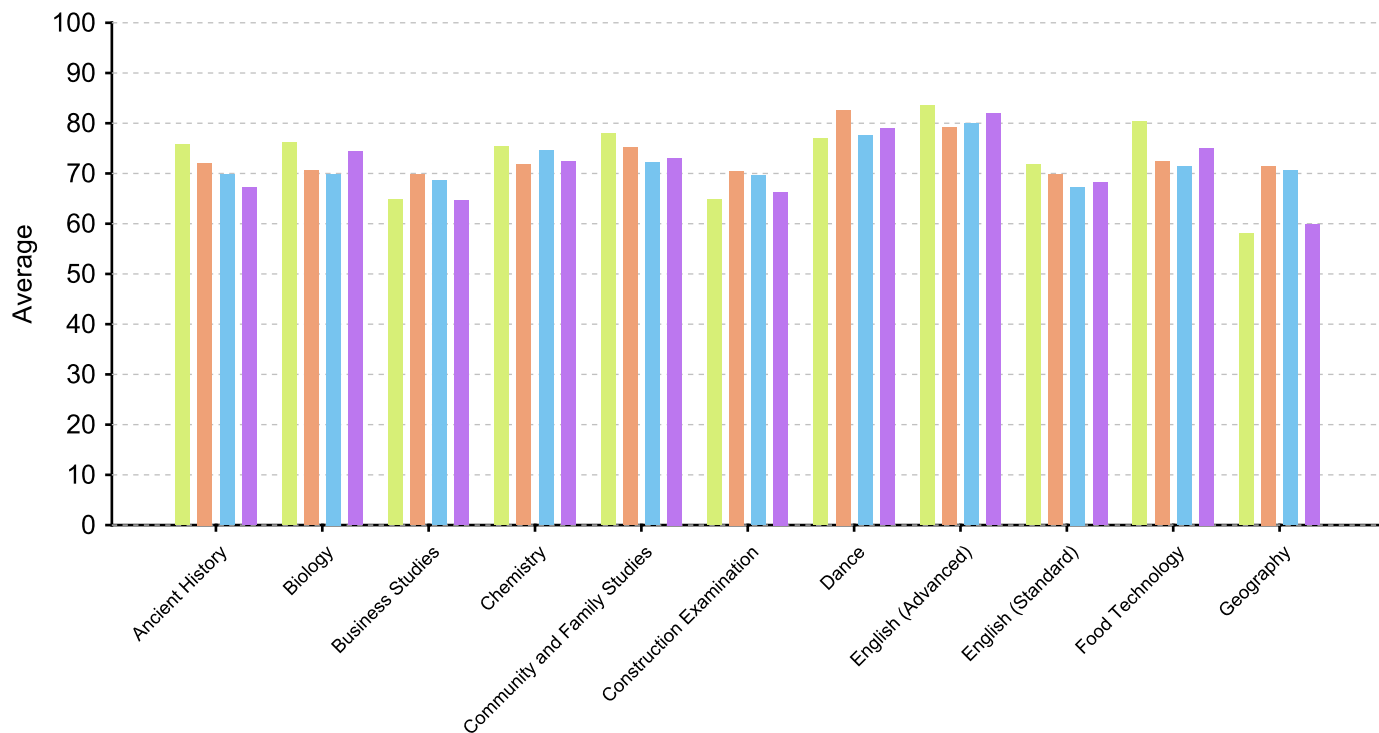


Band	5	6	7	8	9	10
Percentage of students	0.8	10.9	40.3	28.7	14.7	4.7
School avg 2017-2019	1	8.1	28.7	34	20.1	8.1

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
Ancient History	75.7	72.1	69.9	67.2
Biology	76.2	70.5	69.9	74.3
Business Studies	64.9	69.7	68.6	64.6
Chemistry	75.3	71.8	74.7	72.4
Community and Family Studies	78.0	75.3	72.2	73.1
Construction Examination	64.9	70.5	69.6	66.3
Dance	76.9	82.6	77.6	79.0
English (Advanced)	83.5	79.1	80.0	82.0
English (Standard)	71.8	69.8	67.3	68.3
Food Technology	80.4	72.4	71.4	75.1
Geography	58.0	71.5	70.6	59.8
Hospitality Examination (Kitchen Operations and Cookery)	72.5	70.2	70.0	68.8
Industrial Technology	66.6	70.3	66.8	68.5
Legal Studies	70.5	71.8	70.6	73.4
Mathematics	77.7	75.1	76.9	75.8
Mathematics Extension 1	68.8	76.9	80.6	66.4
Mathematics Standard 2	72.9	70.0	67.7	72.8
Modern History	68.7	71.8	70.2	70.8
Personal Development, Health and Physical Education	74.2	71.2	70.5	72.1
Physics	68.9	68.7	72.1	65.8
Visual Arts	83.3	80.6	78.8	82.8

Parent/caregiver, student, teacher satisfaction

In the Tell Them From Me (TTFM) survey, it was evident that students perceive soft skills as having importance for their future careers. The highest rating responses were communication, critical thinking, thinking creatively, working as a team and problem-solving.

Overall students reported that they were optimistic about the future and had strong academic self-concept. Our students all scored highly on high expectations, both at school and from home, a positive learning climate and classroom relationships and rigour. Our student scores did indicate a lower than state trend on seeing the relevance in schooling.

"The students were so well behaved and obviously so proud to be there"

Our parent focus groups expressed that they highly valued soft skills. These groups indicated their confidence and expectation of the school to foster these skills within our students that they will need for the future. The most prominent learning dispositions reported by parents were confidence, grit/resilience, collaboration/teamwork/relationships and love of learning.

"The school have done an amazing job in shaping these students for what lies ahead"

Annually our teachers respond to the NSW Department of Education 'People Matter' survey which found that engagement by staff had increased by 13%. In particular, increases in engagement were around high performance, values and sense of accomplishment.

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.