# Glendale Technology High School

# 2019 Annual Report

8466

# Introduction

The Annual Report for 2019 is provided to the community of Glendale Technology 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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## Message from the principal

2019 has been a rewarding year with many achievements across the school. All staff have participated in professional learning to expand their repertoire of skills, ensuring quality teaching in every classroom. Students have focussed on their personal best, supported by explicit feedback on their preparedness to learn. Connections with our community have been strengthened by the school becoming responsive to the community needs. Our strong focus on educating the whole child and assisting the child to break out of generational cycles continues through our well–being programs. We worked as active member of the Northlakes Collaborative Project, connecting with Police, Health and OoHC providers to implement a range of community based initiatives through an action research project. We saw teachers explicitly setting learning intentions to enagge students in the learning process. Into the future the school will focus on further enhancing the quality teaching occurring in all classrooms, ensuring students are challenged, learning and everyone is achieving their personal growth, through raised aspirations. Glendale Technology High School is a future focussed school with all staff committed to the achievement of every child. I acknowledge the work of the amazing staff, I thank the P&C for their support and truly appreciate the outstanding work our students contribute to their future.

# School background

## School vision statement

Glendale Technology High School teaches the whole child to develop into a rounded individual who has a strong sense of social responsibility and the skills, knowledge and understanding to break out of generational cycles. Through sustained, continuous, focussed effort to lift student achievement and challenge perceptions together with our community we will create a school where the students who attend poorly prepared will become more co–operative and motivated, ready to develop the necessary skills for their future success.

## School context

Glendale Technology High School is a comprehensive 7–12 school with an enrolment of 805 students including approximately 104 Aboriginal students. The school values positive partnerships with the Parents and Citizens'Association (P&C) and is an integral member of the Inspiration, Innovation and Learning Alliance. (IILA) The school is situated on picturesque grounds, alongside Glendale TAFE and is easily accessible being located on a major crossroads of main distributors to the Newcastle and Lake Macquarie areas. The school has a depth of experienced teachers with only 8 teachers early in their career. Staff are committed to supporting students' achievement of their life goals. The school achieves strong sporting results in a variety of fields and models a balance between extra–curricular and curricular activities supporting the development of all round students. .Our school's FOEI (Family Occupation and Education Index) is 127 compared with the NSW state average of 100. External student performance trend data indicates an under performance in comparison to state.  57.5% of students in Year 9 reading achieving less than expected growth and 58.7% in writing. In particular the school has work to do in raising future aspirations  of 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

## 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 | Working towards Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Delivering |

## Strategic Direction 1

Quality Teaching

## Purpose

To create a learning environment that is engaging and responsive to the needs and interests of students. Within this environment teachers have high expectations of themselves and their students. Excellence in pedagogical practice is driven by formative assessment practices, evaluation and analysis of available data. Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including the observation and sharing of each others' strong practice.

## Improvement Measures

Increase in student engagement identifying that they are challenged through the Tell Them From Me by at least 9%

Increase the proportion of Aboriginal and TorresStrait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

Increase the proportion of students in the top two NAPLAN bands by at least 8%

## Overall summary of progress

33% of students have indicated that they are challenged as reported by the Tell Them From Me survey. This is an increase of 14%, 5% greater than the improvement measure set.

7.46% of Aboriginal and Torres Strait Islander students are in the top two bands for Reading and Numeracy.

12% of students achieved in the top two bands for reading and writing. This is 4% greater than the improvement measure the school set out to achieve.

## Progress towards achieving improvement measures

**Process 1:**   Future Focussed Learning

Teachers draw on professional research and collaborative practice of future focused learning strategies to support the improvement of technology focused pedagogical practices within the classroom.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Teachers are well prepared for online learning. Teachers sharing and collaborating on the implementation of online learning tools within their classroom evident through CLaP and the feedback collected from teachers. Increase use of technology. The need to change the library and embed a STEM based learning space.<br><br>Tell Them From Me data demonstrates a 6% increase in the number of students indicating that they are challenged at school. | Professional partnership with Craig Kemp a well known global leader in online learning and assessment. $23,000.<br><br>Teachers planning and evaluating collaboratively the use of online tools within the classroom. $32,000.<br><br>Teachers attending world class professional learning to build skills and expertise for the classroom. $11,000.<br><br>**Funding Sources:**<br> • Socio–economic background ($66000.00) |

**Process 2:**   Explicit Teaching

Teachers establish clear learning goals for students and provide feedback against established and communicated criteria.

|  |  |
|---|---|
|  |  |

| Progress towards achieving improvement measures | |
|---|---|
| **Evaluation** | **Funds Expended (Resources)** |
| Learning Intention boards evident in every classroom. Work samples provided mapped against learning intentions. Cornell Notes are evident in all student workbooks. | Learning Intention Boards – $2,000 <br><br> Professional Learning – $4,000 <br><br> Teacher Relief – $18,000 <br><br> **Funding Sources:** <br> • Socio–economic background ($22000.00) |

**Process 3:**   Data Analysis

Teachers trained in the use of a variety of data analysis techniques to drive planning and determine progress towards established student goals.

| **Evaluation** | **Funds Expended (Resources)** |
|---|---|
| Teachers developing a data report of their class. Implementation of data walls within the staff common room to share class data. Through teachers have a stronger understanding of their students needs they have been able to challenge them and ensure they are explicitly teaching to areas of need. <br><br> In 2019 we saw 12% if students in the top two bands of NAPLAN for reading and writing and 33% of students indicating that they are challenged through Tell Them From Me data. | Professional Learning – $2,000 <br><br> Teacher Relief – $10,000 <br><br> **Funding Sources:** <br> • Socio–economic background ($12000.00) |

**Process 4:**

| **Evaluation** | **Funds Expended (Resources)** |
|---|---|
| Teachers participated in Collaborative Learning and Planning (CLaP) sessions to provide feedback to each other and enhance their practice. Teachers built their skills in the use of technology and the use of data collected for each student to drive explicit pedagogy to support all students. | Teacher Release – $32,000 <br><br> **Funding Sources:** <br> • Socio–economic background ($32000.00) |

## Next Steps

To support quality teaching practices that have been developed over the last 12 months the school will now look at learning spaces and providing opportunities for collaborative practices to occur within classrooms. Increased access to technology and a strong blended learning approach for 2020.

## Strategic Direction 2

Quality Learning

## Purpose

Students become intrinsically motivated lifelong learners that take positive risks within their learning environment. They are challenged to become visible learners who set their own learning goals to drive personal achievement. Students engage in targeted learning that is contemporary and responsive to their needs.

## Improvement Measures

- Greater than a 9% reduction in the number of warning letters for not completing tasks.

- An increase of greater than 9% of students achieving at or above their expected growth.

- Student engagement identified through an increase in attendance greater than 3% across the whole school.

## Overall summary of progress

Supporting students by providing them clear learning intentions and setting clear expectations has decreased the number of N warnings issued for students. With a 10% reduction in the number of N Awards warnings issued and an increased in the number of students valuing learning has shown a change in how students are focussing to achieve their personal best.

## Progress towards achieving improvement measures

**Process 1:**   Collaborative Practice

Teachers collaboratively develop learning strategies which foster a desire for learning through encouraging students to find solutions to real world problems.

| Evaluation | Funds Expended (Resources) |
|---|---|
| As we move to having 87% of teachers across the school trained in AVID strategies they are evident in all classrooms. Teaching and learning programs are becoming WICORised and we have a significant increase in the number of students applying for AVID classes.<br><br>67% of students are reporting that they value learning through the Tell Them From Me survey, with 70% of students seeking further education. | AVID Licence fee – $9,000<br><br>Casual Relief – $12,000<br>Professional Learning Course Fees – $24,000<br>**Funding Sources:**<br> • Socio–economic background ($45000.00) |

**Process 2:**   Supportive Learning Culture

Teachers establish a supportive learning culture for students to ensure a continuity of learning which is challenging and maximises learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The establishment of a learning centre supported by a full time teacher has supported Stage 6 students to engage more with University programs and raise aspirations of students. 70% of students seeking to complete the HSC and embark on University study as reported through the Tell Them From Me survey. | Teacher to support Learning Centre – $98,000<br><br>Resources – $5,000<br><br>**Funding Sources:**<br> • Socio–economic background ($104000.00) |

**Process 3:**   Learning Goals

## Progress towards achieving improvement measures

**Process 3:** Teachers work with students to develop learning goals which prioritise their identified knowledge, understanding and skills.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The development of structured feedback and the implementation of learning intention boards has assisted students in having a clearer understanding of how they demonstrate success and what is required to improve on their learning. 67% of students have indicated that they value learning as reported through the Tell Them From Me survey. | Teacher Release – $12,000<br><br>**Funding Sources:**<br> • Socio–economic background ($12000.00) |

## Next Steps

We will continue to expand the AVID program and introduce collaborative study groups. A focus on the explicit teaching of literacy through a targeted program and professional learning to support staff with consistent teacher judgement around measuring students against the literacy progressions.

## Strategic Direction 3

Achieving Personal Growth

## Purpose

To foster a strengthened staff and student mindset of responsibility for personal growth and positive contribution to school and the wider community. To create a learning environment, where students are supported, mentored and empowered to make positive decisions and life choices related to education and social and emotional wellbeing.

## Improvement Measures

Increase by 10% the percentage of students that value learning as identified by through Tell Them From Me survey.

Increase by 12% the number of students completing the HSC, transitioning into Cert III, or above training/education post year 10.

## Progress towards achieving improvement measures

**Process 1:** Supportive, positive, individual and encouraging practices to support students and staff achieve their personal goals.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Senior Support Plans are evident for all Year 12 students with clear goals set to help them achieve their personal best. Staff have been trained in how to access the Senior Support Plans and given explicit strategies in how to use them with the students. This has lead to a significant increase in the number of students aspiring to attend University. | SASS Casual Release Time – $5,000<br><br>Teacher Releif – $1,000<br><br>**Funding Sources:**<br> • Socio–economic background ($1000.00) |

**Process 2:** Student Voice strongly evident connecting students stronger to the school community, university and employment.

| Evaluation | Funds Expended (Resources) |
|---|---|
| With student attendance increasing to 83.26% as student wellbeing programs help students feel more comfortable attending school and having a sense of belonging within the school. Through a strong connection with the Northlakes Collaborative Project the school was able to reconnect families to school and improve student attendance. Student feedback was sort and a range of programs to address the needs of students were embedded. Lunch clubs became popular and better engaged students during lunchtimes. | Resources – $2,000<br><br>**Funding Sources:**<br> • Socio–economic background ($2000.00) |

**Process 3:** Growth Mindset evident in all our words and actions better preparing students for a challenging world.

| Evaluation | Funds Expended (Resources) |
|---|---|
| With the implementation of awards connected to students improving on previous scores and a stronger tracking of students focussing on their personal improvement has led to a greater increase in students valuing learning as identified through the Tell Them From Me survey. Staff utilising Growth Mindset language within their classrooms and a focus on constantly improving has increase student engagement. | Brainology Staff Development Course – $500<br><br>Teacher Relief – $1,000<br><br>Student Awards – $1000<br><br>**Funding Sources:**<br> • Socio–economic background ($2000.00) |

## Next Steps

Glendale Technology High School 8466 (2019)

In 2020 the school will refocus its direction. We will focus on the explicit teaching of literacy and numeracy by investigating what is working best in other schools and adjust to suit our community. We will continue to strengthen our ability to know, value and care for all students with the expansion of the Senior Support Plans. We will adjust our Growth Mindset approach and focus more on building meaningful relationships to engage all students by investing the Pivotal way of engagement.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | Casual Release $19,500<br><br>Aborginal Education Officer $58,000<br><br>Stronger Smarter Program $34,000<br><br>Cultural Awareness Program $5,000<br><br>**Funding Sources:**<br> • Aboriginal background loading ($116 500.00) | Stronger connections with the partner primary schools established through the Aboriginal Education Officer. Stronger relationships evident through the Executive Team and the way in which the Executive Team connect with all students. Increased confidence in the school from the Aboriginal community evident by an increase on students willing to participate in programs. |
| **English language proficiency** | EALD Teacher $36,000<br><br>Bi–lingual SLSO $23,000<br><br>Casual Relief $1,500<br><br>**Funding Sources:**<br> • English language proficiency ($27 000.00)<br> • Socio–economic background ($33 500.00)<br> • Targeted student support for refugees and new arrivals ($5 000.00) | Increased enrolment of families from non–English speaking backgrounds demonstrates their confidence with the school. Establishment of multi–lingual signage and students being supported to move through the EALD scales. |
| **Low level adjustment for disability** | Learning Support Officer to support within the classroom – $58,000<br><br>Reduced class size to enable greater connection – $28,000<br><br>**Funding Sources:**<br> • Low level adjustment for disability ($86 000.00) | The M2L Program is well sort after by our community. Students that had poor attendance through Primary School are now attending and engaging in their learning. With a focus on relationships and programs that are relevant to students are engaging students in their learning. |
| **Socio–economic background** | Quicksmart Licence – $9000<br>SLSO Support – $104,000<br><br>Casual Relief – $6,500<br><br>**Funding Sources:**<br> • Socio–economic background ($159 000.00) | Quicksmart Program implemented, however, only able to target small numbers of students due to the requirements of the program. M2L program is high sort after by the community. Families satisfaction is high as students who are historically not engaged in learning or school and now engaged. Minute mastery program is supporting the Mathematics Faculty and achieving a continue increase in numeracy results against State trends. |

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2016** | **2017** | **2018** | **2019** |
| Boys | 402 | 423 | 420 | 400 |
| Girls | 364 | 373 | 359 | 374 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2016** | **2017** | **2018** | **2019** |
| 7 | 90.2 | 91.5 | 87.3 | 89.1 |
| 8 | 85.4 | 87.8 | 87.1 | 85.9 |
| 9 | 86.6 | 83 | 81.9 | 85.1 |
| 10 | 79.3 | 85.4 | 80.2 | 75.3 |
| 11 | 81.3 | 79.2 | 81.3 | 77.9 |
| 12 | 78.5 | 82.9 | 82.2 | 86.9 |
| All Years | 83.6 | 85.4 | 83.6 | 83.8 |
| **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 |

In 2019, Glendale Technology High School worked closely with the School Services team to review attendance monitoring practices and implement updated process to closely monitor and encourage students to attend school. The school continues to have low attendance rates around the time students are looking to exit school, however, do not have alternative programs to participate. A future direction for the school will be to continue to look at options for students as they move into Stage 6 in an attempt to keep them engaged in education and support them to achieve post school goals.

## 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 | 23 | 17 |
| Employment | 1 | 11 | 12 |
| TAFE entry | 0 | 4 | 11 |
| University Entry | 0 | 0 | 36 |
| Other | 0 | 1 | 18 |
| Unknown | 0 | 0 | 6 |

Glendale Technology High School has strong partnerships with local industry, enabling us to achieve a high rate of School Based Apprenticeships. In 2020 the school will move towards individual career plans for all students as they move from Year 10 into Stage 6 to ensure we know, value and care for every student and support them to achieve their career goals.

**Year 12 students undertaking vocational or trade training**

51.88% of Year 12 students at Glendale Technology High School undertook vocational education and training in 2019.

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

93.9% of all Year 12 students at Glendale Technology 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) | 42.6 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 14.08 |
| 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[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.

# 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** | 2,162,922 |
| **Revenue** | 10,662,114 |
| Appropriation | 10,386,684 |
| Sale of Goods and Services | 13,001 |
| Grants and contributions | 253,396 |
| Investment income | 8,889 |
| Other revenue | 143 |
| **Expenses** | -10,491,559 |
| Employee related | -9,467,726 |
| Operating expenses | -1,023,833 |
| **Surplus / deficit for the year** | 170,556 |

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** | 986,772 |
| **Equity Total** | 1,133,682 |
|     Equity - Aboriginal | 116,735 |
|     Equity - Socio-economic | 681,425 |
|     Equity - Language | 27,266 |
|     Equity - Disability | 308,256 |
| **Base Total** | 7,174,384 |
|     Base - Per Capita | 187,626 |
|     Base - Location | 0 |
|     Base - Other | 6,986,758 |
| **Other Total** | 515,668 |
| **Grand Total** | 9,810,507 |

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.
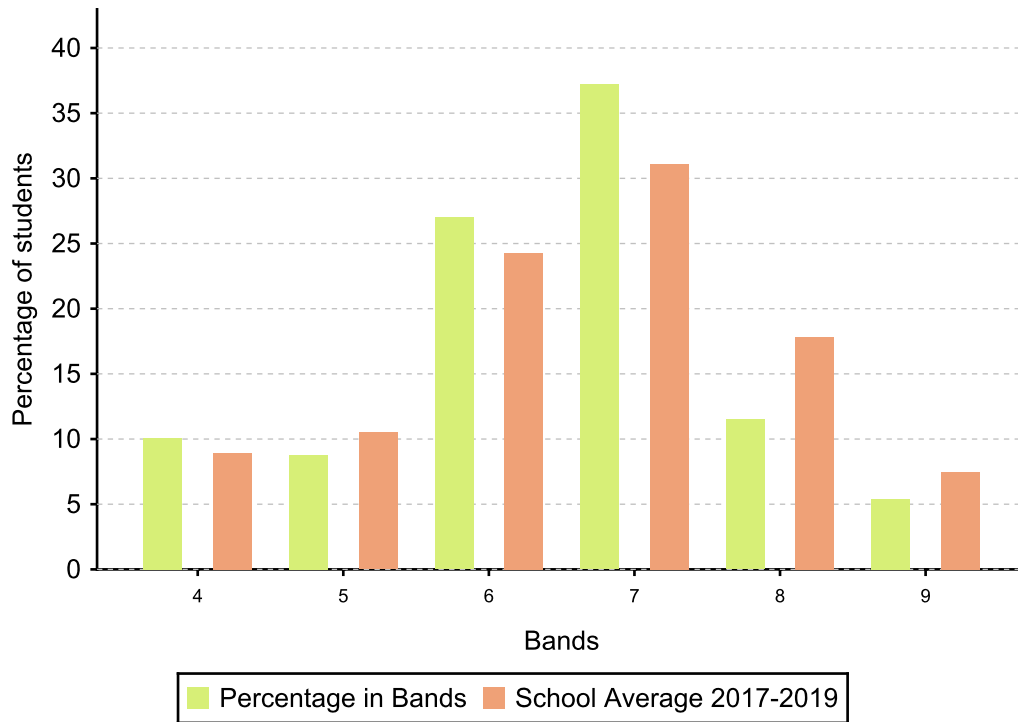
## Literacy and Numeracy Graphs

**Percentage in bands:**

Year 7 Grammar & Punctuation
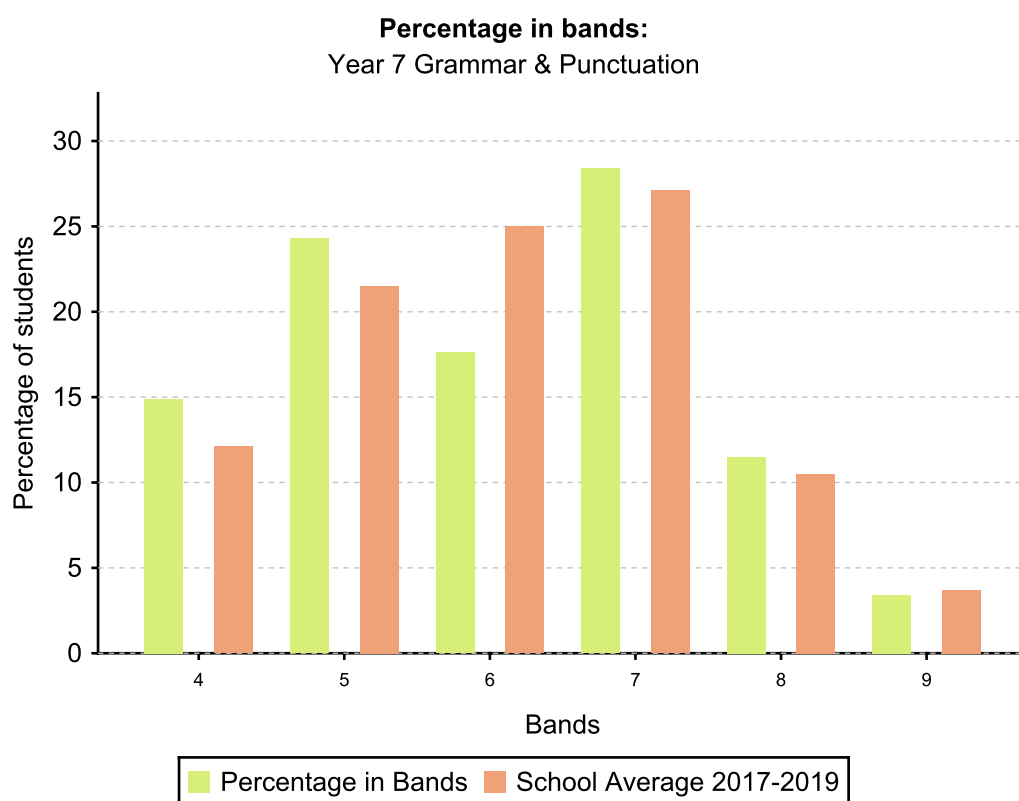


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------|-----|------|------|------|------|-----|
| Percentage of students | 14.9 | 24.3 | 17.6 | 28.4 | 11.5 | 3.4 |
| School avg 2017-2019 | 12.1 | 21.5 | 25 | 27.1 | 10.5 | 3.7 |

## Percentage in bands:
### Year 7 Reading
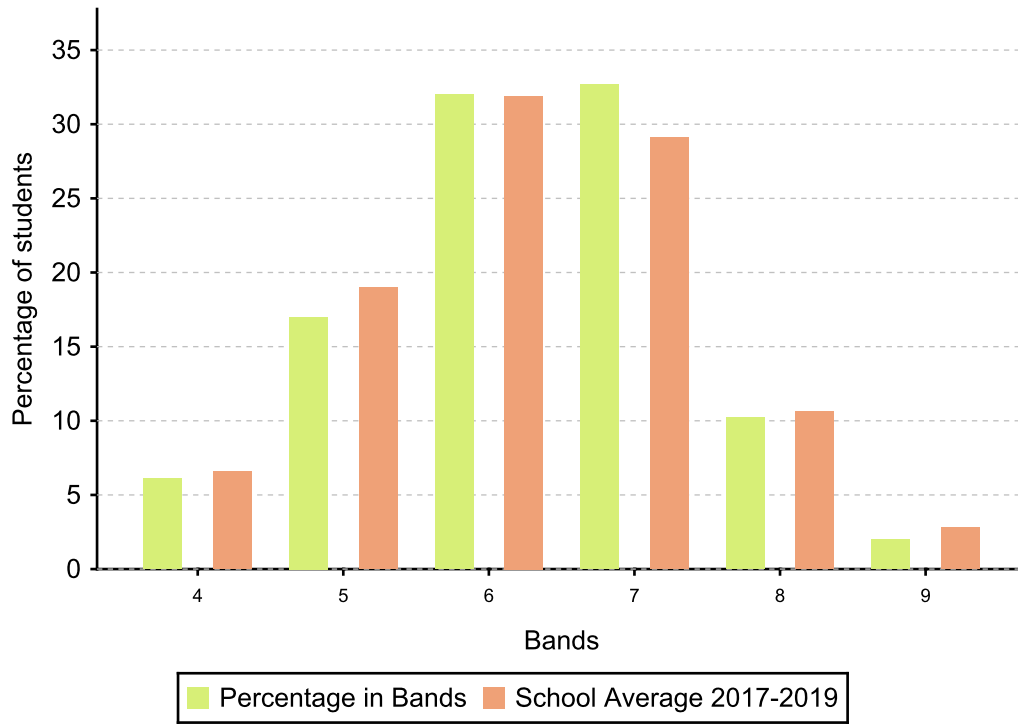


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 6.1 | 17.0 | 32.0 | 32.7 | 10.2 | 2.0 |
| School avg 2017-2019 | 6.6 | 19 | 31.9 | 29.1 | 10.6 | 2.8 |

## Percentage in bands:
### Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 10.1 | 8.8 | 27.0 | 37.2 | 11.5 | 5.4 |
| School avg 2017-2019 | 8.9 | 10.5 | 24.3 | 31.1 | 17.8 | 7.5 |

## Percentage in bands:
### Year 7 Writing
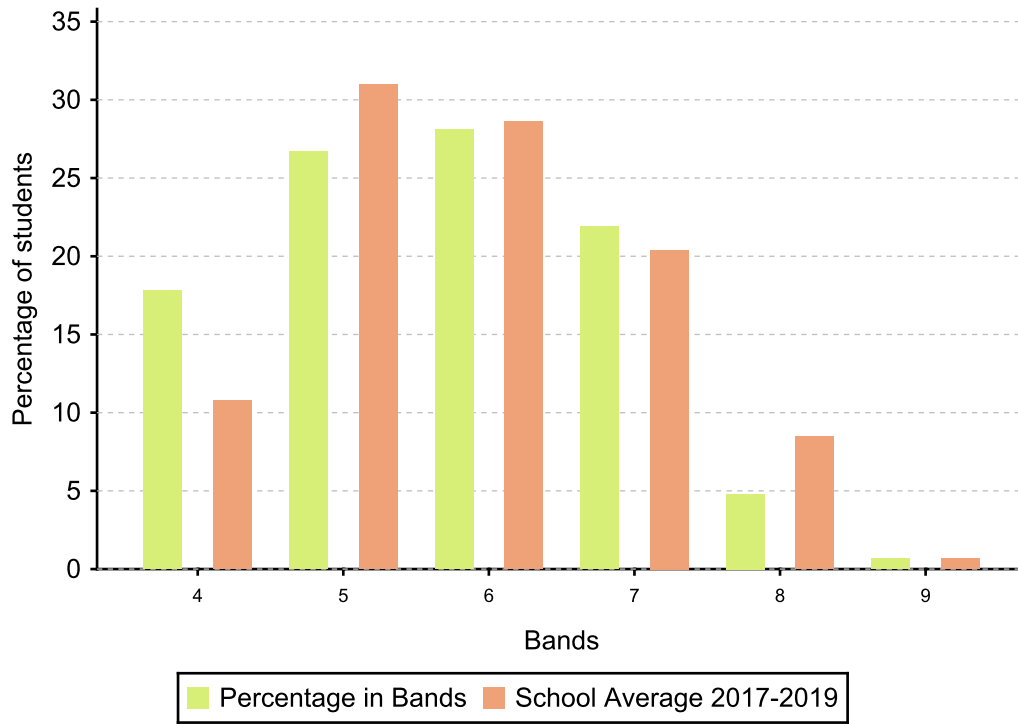


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 17.8 | 26.7 | 28.1 | 21.9 | 4.8 | 0.7 |
| School avg 2017-2019 | 10.8 | 31 | 28.6 | 20.4 | 8.5 | 0.7 |

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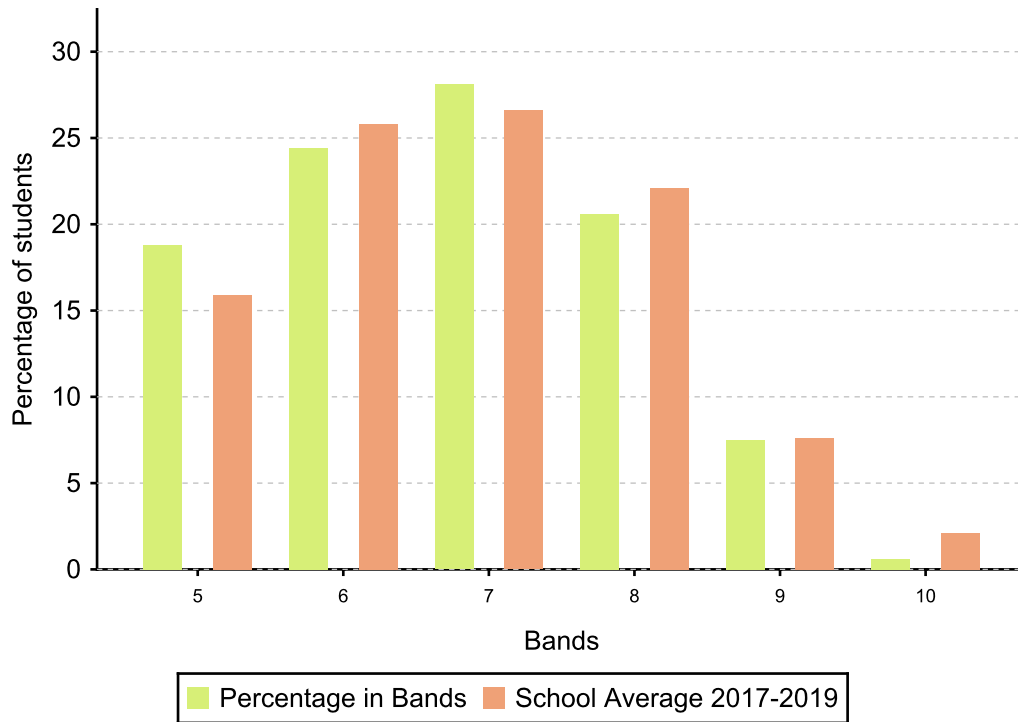


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 18.8 | 24.4 | 28.1 | 20.6 | 7.5 | 0.6 |
| School avg 2017-2019 | 15.9 | 25.8 | 26.6 | 22.1 | 7.6 | 2.1 |

## Percentage in bands:
### Year 9 Reading
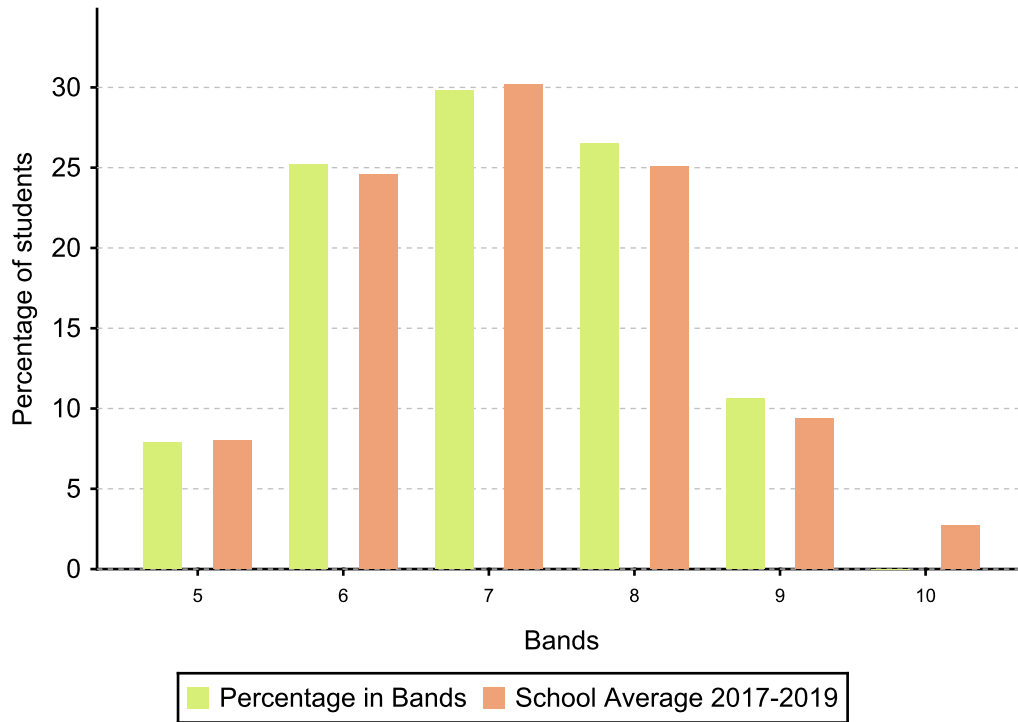


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 7.9 | 25.2 | 29.8 | 26.5 | 10.6 | 0.0 |
| School avg 2017-2019 | 8 | 24.6 | 30.2 | 25.1 | 9.4 | 2.7 |

## Percentage in bands:
### Year 9 Spelling
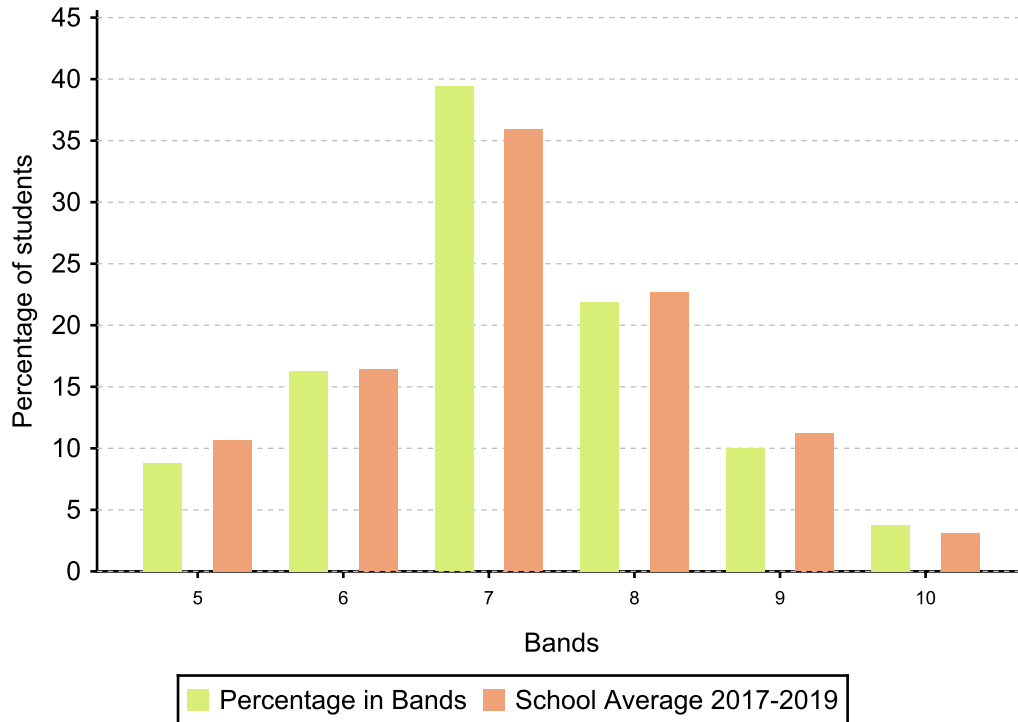


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 8.8 | 16.3 | 39.4 | 21.9 | 10.0 | 3.8 |
| School avg 2017-2019 | 10.7 | 16.4 | 35.9 | 22.7 | 11.2 | 3.1 |

## Percentage in bands:
### Year 9 Writing
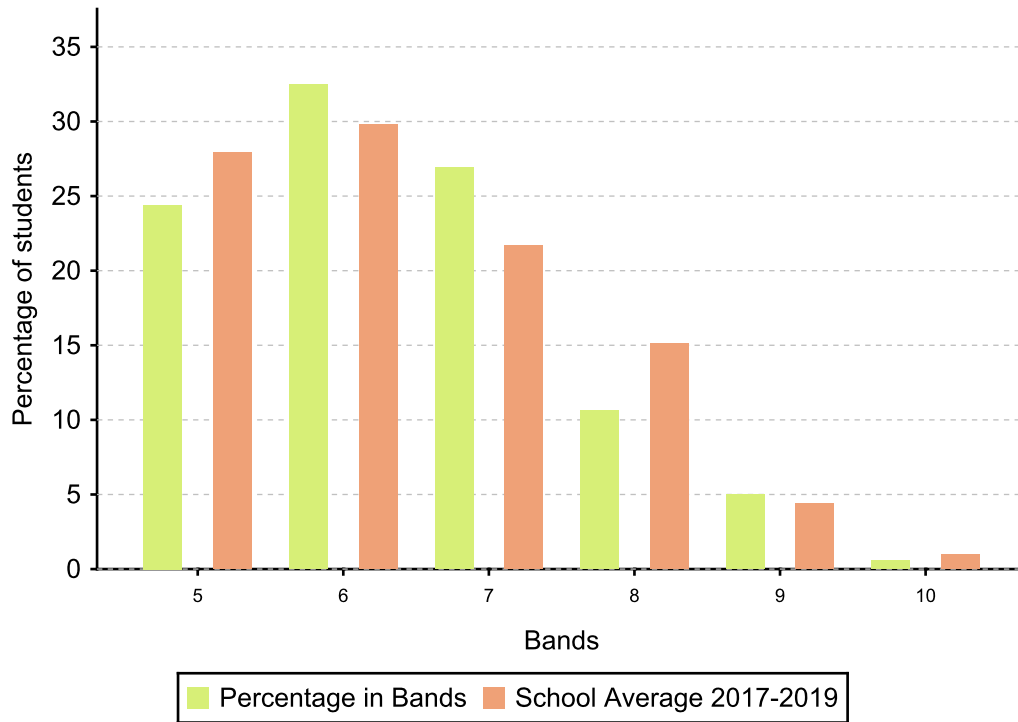


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 24.4 | 32.5 | 26.9 | 10.6 | 5.0 | 0.6 |
| School avg 2017-2019 | 27.9 | 29.8 | 21.7 | 15.1 | 4.4 | 1 |

## Percentage in bands:
### Year 7 Numeracy
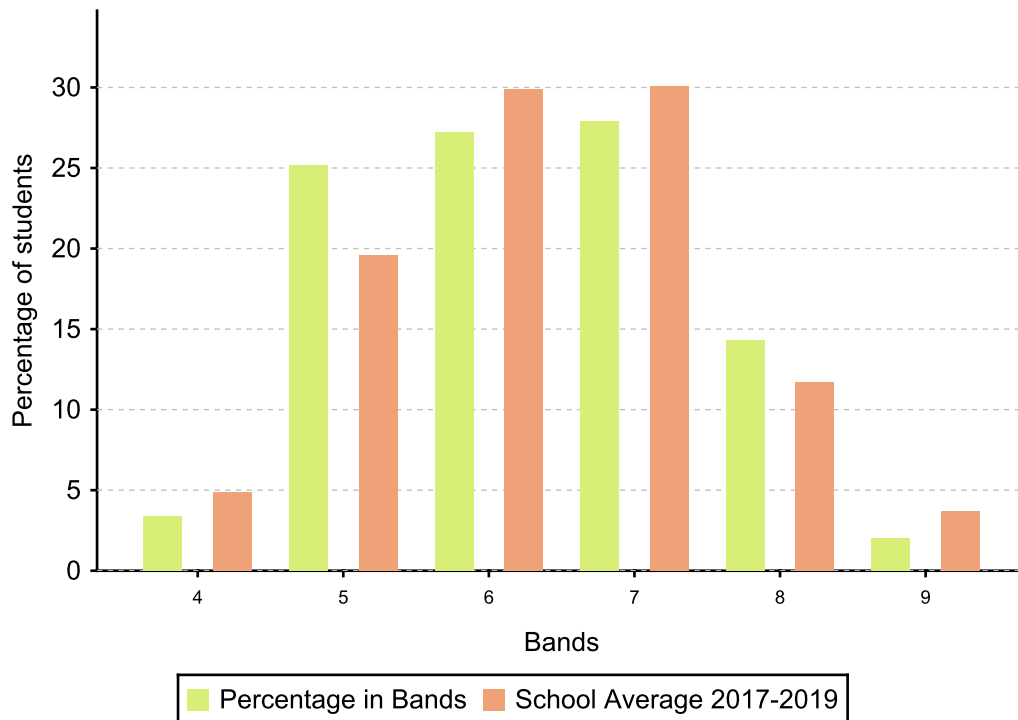


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|
| Percentage of students | 3.4 | 25.2 | 27.2 | 27.9 | 14.3 | 2.0 |
| School avg 2017-2019 | 4.9 | 19.6 | 29.9 | 30.1 | 11.7 | 3.7 |

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# Percentage in bands:
## Year 9 Numeracy
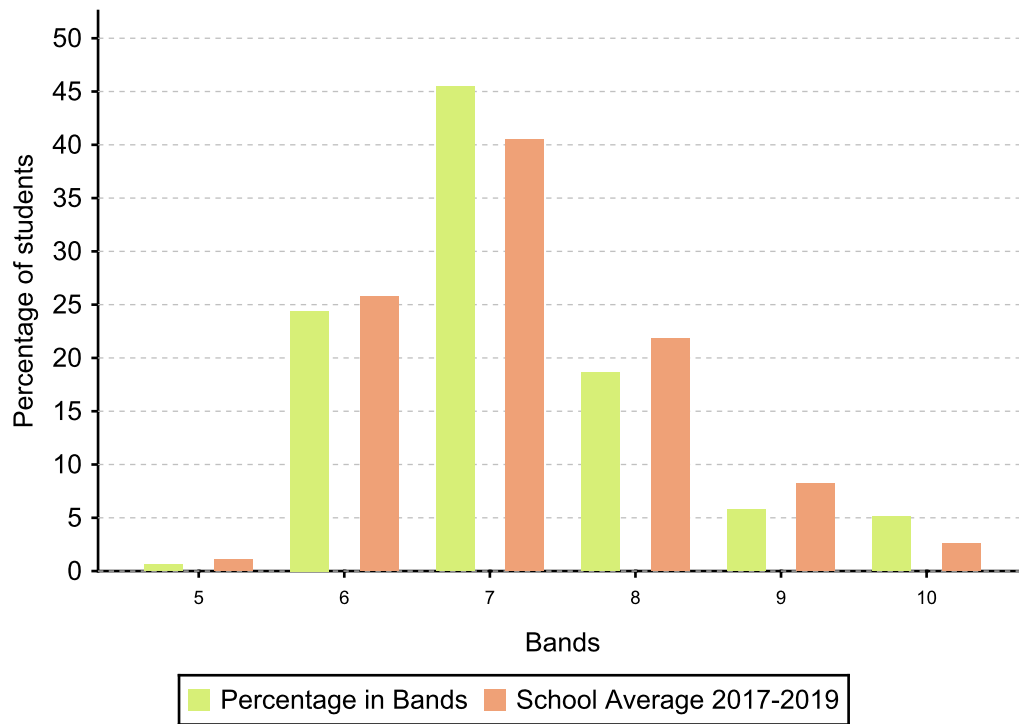


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|
| Percentage of students | 0.6 | 24.4 | 45.5 | 18.6 | 5.8 | 5.1 |
| School avg 2017-2019 | 1.1 | 25.8 | 40.5 | 21.8 | 8.2 | 2.6 |

# 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.
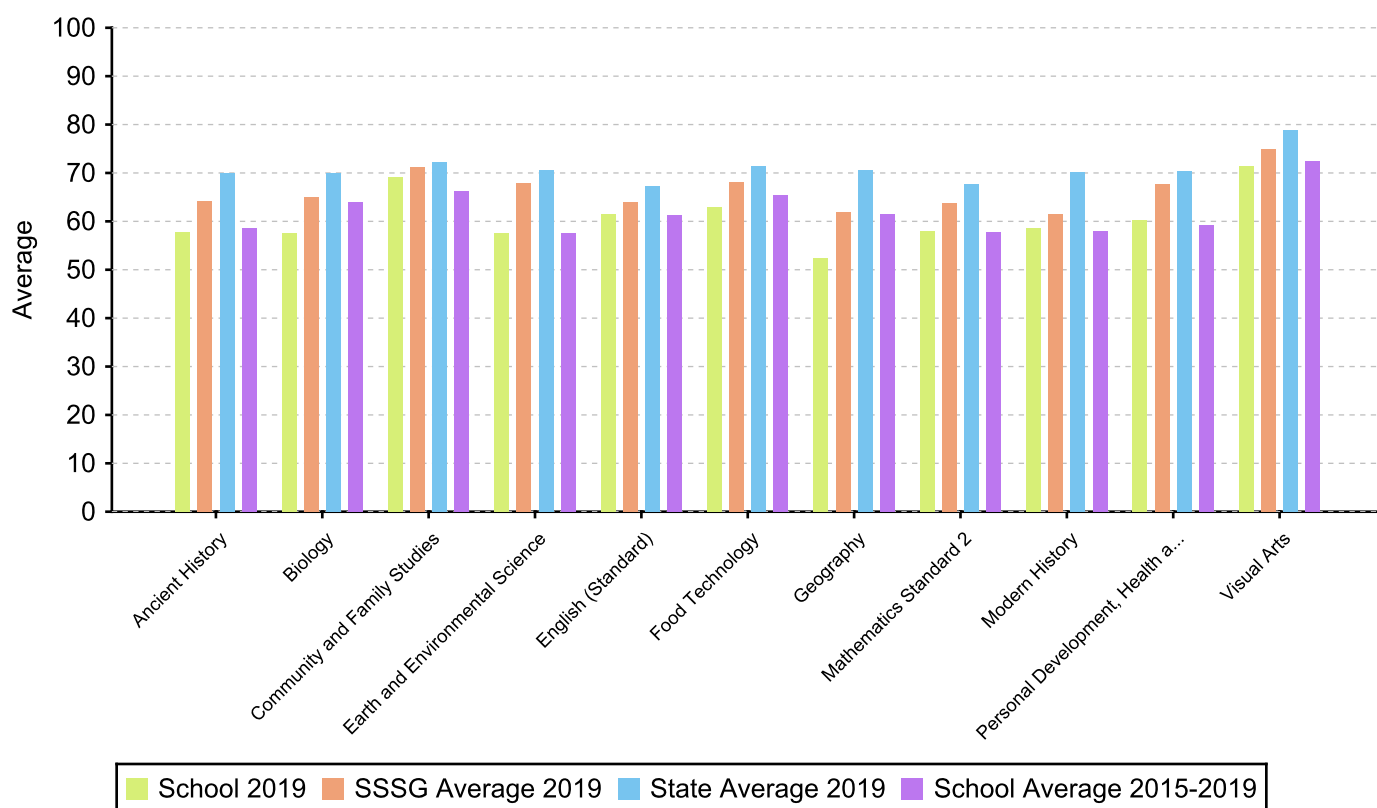


| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|---|---|---|---|---|
| Ancient History | 57.7 | 64.2 | 69.9 | 58.6 |
| Biology | 57.6 | 64.9 | 69.9 | 64.0 |
| Community and Family Studies | 69.2 | 71.3 | 72.2 | 66.2 |
| Earth and Environmental Science | 57.5 | 67.8 | 70.6 | 57.5 |
| English (Standard) | 61.5 | 64.0 | 67.3 | 61.2 |
| Food Technology | 62.9 | 68.0 | 71.4 | 65.4 |
| Geography | 52.3 | 62.0 | 70.6 | 61.5 |
| Mathematics Standard 2 | 57.9 | 63.8 | 67.7 | 57.8 |
| Modern History | 58.5 | 61.5 | 70.2 | 58.0 |
| Personal Development, Health and Physical Education | 60.2 | 67.8 | 70.5 | 59.2 |
| Visual Arts | 71.4 | 74.8 | 78.8 | 72.5 |

# Parent/caregiver, student, teacher satisfaction

The school collects parent/caregiver, student and teacher satisfaction through the Tell Them From Me survey. Parents also demonstrate their statisfaction through engagement with the schools many activities and many positive comments on the school's Facebook page. Through the Tell Them From Me survey, students demonstrated that they have a sense of belonging and feel that they have advocates at school.

# 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.