

Merewether High School

2019 Annual Report



8510

Introduction

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

2019 has again witnessed Merewether High School's continued success and tradition of excellence as an academic selective high school. The ongoing commitment and tireless efforts of students, parents and staff continue to positively contribute to this legacy. The ethos of Merewether High School is steeped in its commitment to developing the whole student and endures as a characteristic of the school's history and its future. As in all things about Merewether High, our community is multi-faceted, and I thank all members of our community for their efforts on our behalf. It is the support of all these groups that continues to forge the remarkable community that is Merewether High School. It is no wonder that the strength of our educational partnership between school, home and community produces the outstanding young people who are the students of Merewether High School.

We were delighted to congratulate the 2019 HSC student cohort on their exceptional results with 313 Band 6 results and 477 Band 5 results with fifteen students on the high achievers list, receiving Band 6 results in at least ten units of study. Four students achieved state rankings, Luca Borserio in Biology, Martyn Cox, Mac Gilligan and James Punch in Engineering Studies. Ruby Hackett's HSC Design and Technology major work was selected for inclusion in the Shape Exhibition 2020 and Kofi Harara was nominated for his music performances to Encore.

George McNamara and Scarlett Morante were the state winners in the senior and junior Rostrum Public Speaking competitions and both placed third overall in the National competition. Angus Atkinson has been awarded a prestigious Tuckwell scholarship. Sharvil Kesarwani secured second place in Australia and was awarded the silver medal in the Asia Pacific Maths Olympiad. Year 12 2018 student, Rosanna Gately's speeches were selected for inclusion in the Young Writers Showcase. Genevieve Ball was the state winner in the National History Challenge and Ruby Parsons was awarded an ICAS medal in English at the University of New South Wales. Evina a National Finalist in the United Nations Youth Australia Voice Public Speaking Competition, a National Finalist in the My First Speech Public Speaking Competition, and she and Mac Gilligan State Finalists in the UN Youth Evatt Mock United Nations Debating Competition. Zoe Davis and Aidan Bottom represented us as members of the NSW Youth Parliament and Emy Liao represented us at the Department of Education Secretary for a Day. Daisy Grady, Abby Jones and Benjamin Lathwell all achieved the fifth highest score in the state in VALID. Hannah Harrison won the 2019 Premier's Anzac Memorial Scholarship travelling to Europe in September. Phoebe Parker, Lily Francis, Sarah Pickering, Jeremy Thomas and Delta Hatley were awarded the Scientific Excellence prize at the University of Sydney's 2019 Bioengineering Innovation Challenge. Vihan Roy won the gold medal in the National Latin competition. Eighty of our students, participated in the World's Greatest Shave raising just over \$43 000.00.

In the sporting arena our Open Boys' Water Polo team are the current state champions and our boys' football team runners-up in the state championship. Three of our sporting teams were regional champions this year. Charlie Walker won three gold medals at the NSWCHS Swimming Carnival and one gold at the NSW All Schools carnival and Kelsey Van Eldik gold in the Medley Relay at the Australian Swimming Championships. Jessica Richardson won gold in the shot put at both the NSWCHS and NSW All Schools athletics carnivals and Sarah Pickering gold in the 800m at the NSWCHS Carnival. Makenzi Harvey and Ryan Woolnough were selected in the NSW All Schools under 16s Hockey teams. Edan Brichta selected in the NSWCHS Cricket team. Alvin Craig represented NSW at the Australian Orienteering Championships and was subsequently selected in the Australian Honours team. Edan Brichta (Cricket), Joe Langlois (Football) and Ruby Browne (Water Polo), each received a Hunter Blue at the Hunter School Sports Presentation.

In 2019 we saw the continuation of opportunities our students have to enhance the all-round education we strive to make available for our students. The camps, excursions, guest speakers, performances and challenges for all students in the form of state wide competitions. Our Performing and Creative Arts continued to grow and offer many opportunities for our students. Our instrumentalists and vocalists performed at the Sydney Town Hall and the Opera House, continued to win at Eisteddfods and Bandfest and represented our school at Star Struck.

The values of the school Integrity, Diversity and Excellence continue to be upheld with commitment from all students across all year groups in support of community programs, initiatives and charities. Not only do our students give their time and effort in collecting for community and charity groups such as the Leukaemia Foundation, World Vision, Children's Medical Research Institute and the Cancer Council, the advocacy and understanding of the values and objectives of the programs, coupled with an awareness of the issues confronting people less able and less privileged, is genuinely advanced within the student body. Our students experience success due to the positive three way partnerships that are formed between students, parents and teachers. Research studies have shown time and time again that a significant feature of maximising student success at school is the participation and supportive engagement of parents as partners in their children's education. I thank our hard-working P & C Association, ably led by Dr Jonker, who have maintained such consistent and constructive support for the school in so many ways. Our student leaders continued to be active and involved young citizens of whom we are immensely proud. Their enormous school spirit and ability to represent student views within the school, the wider community of the school and the Hunter Region is increasingly evident.

I would like to express my thanks to the many parents and members of the school community who give so generously to the advancement of the school in many different ways, to the teaching staff for their partnership with students in realising their potential and to the students who make every day as Principal of Merewether High School an honour and a privilege. I would like to congratulate everyone for their contribution to Merewether High School. This report goes a long way to highlighting the many achievements of 2019.

School background

School vision statement

Merewether High School is an inspirational model of public education. We challenge our students to engage in vigorous, collaborative learning and support them to achieve excellence. Staff nurture and enhance the individual talents of students, leading them to their potential. Merewether High School emphasises a culture of academic excellence, and a rich cultural and extra-curricular experience.

School context

Merewether High School is an academically selective high school located in Newcastle. Our core values of integrity, diversity and excellence underpin a broad, balanced and relevant curriculum focusing on high expectations of student academic achievement.

The school caters for 1072 students from a wide geographical area including sixteen Aboriginal and Torres Strait Islander students. The school has high expectations of all students, consistent with each student's ability and the belief that all students can achieve their personal best. Our students are encouraged to participate in leadership, creative and performing arts programs and sporting pursuits along with a range of extra-curricular activities.

Our eighty-eight experienced staff support the learning and well-being needs of our academically gifted and talented students.

Significant features of the school are our active and supportive parent body and a community committed to excellence, diversity and fostering individual talents.

Merewether High School has established a number of important links with the community to strengthen student outcomes by supporting student academic and welfare development.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Student growth and success as learners and leaders

Purpose

To grow self-motivated learners who are confident, resilient and creative individuals developing learning skills, deep knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

By 2020, 95% of students in Year 9 achieve within the proficient bands for numeracy (2017 94%), 90% for reading (2017 86%)

By 2020, greater than 90% of Year 9 NAPLAN writing results achieving or exceeding expected growth in writing (2017 87%)

By 2020, 75% of HSC students, results at band 5 and 6 level (2017 74%)

Progress towards achieving improvement measures

Process 1: Creative Critical Learners

Develop explicit strategies to effectively teach and assess creative and critical thinking skills, which are refined through learning.

Provide ongoing consultation and partnerships with parents and students to support learning growth.

Evaluation	Funds Expended (Resources)
In 2019 98% of Year 9 students achieved in the proficient bands for numeracy and 97% of Year 9 students achieved in the proficient bands in reading. The school's study skills program for Years 10 – 12 continued and was highly evaluated by students. Staff engaged in the Harvard Culture of Thinking course and all staff participated in professional learning around developing thinking skills within their classroom. Students requiring support in literacy and numeracy were identified through NAPLAN results and these students were provided with concentrated support through our LaST team. Writing continued to be a focus and an audit of how each KLA teaches writing completed with a clear understanding of the importance of explicit teaching in this area.	\$72,200.00 expended to support the programs (funding from 6100 and 6300).

Process 2: Quality Practice Underlines Success

Quality feedback on assessment **as**, **of** and **for** learning drives student growth in understanding. This includes:

- Peer and self-assessment practices
- Faculty specific focuses on writing skills to build depth, complexity and writing for purpose

Evaluation	Funds Expended (Resources)
Staff continued their work throughout the year in ensuring the implementation of quality teaching and learning programs in relation to new HSC syllabus. Teaching and learning programs, along with assessment practices were established for the changes to the HSC. Students were supported to complete the minimum standards test for the HSC Standards. Professional learning for staff continued to look at visible learning and cognitive load theory to support our teachers in the classroom. A model of pedagogy leading to a lesson plan model was established during the year. This will be a focus for learning in 2020. NAPLAN data was analysed to identify students who may require further interventions throughout the coming year.	\$36 000 to employ LaST (6100) \$5 200 professional learning for staff (6100)

Process 3: Strong Well-Being Support and Growth

Progress towards achieving improvement measures

Process 3:

Proactive whole school wellbeing programs support student leadership development, focus on growth mindset, mental health engagement and wellbeing programs embedded which promote student leadership, resilience, academic buoyancy and positive respectful relationships.

Service learning groups and external providers, guide and mentor students to improved outcomes.

Evaluation	Funds Expended (Resources)
A whole school wellbeing plan was established in consultation with the School's Learning Support Team. The Guidance Programs for Years 7 and 8 continued to be evaluated and new directions discussed and planned for in 2020. The school's recognition and leadership programs were evaluated and found to meet the needs of our students. Planning for 2020 programs were completed.	\$23 500 Recognition, leadership and study skills program (6300)

Strategic Direction 2

Staff leading innovative practice, connecting and collaborating

Purpose

To ensure teachers share responsibility for student improvement and contribute to a dynamic learning culture, demonstrating commitment to improving practice and plan for the ongoing learning of each student in their care.

Improvement Measures

All programs reflect data analysis of internal and external data.

Improve/sustain high levels of growth for Year 9 Aboriginal and Torres Strait Islander students in NAPLAN

- Reading Domain 70% (2017 60%),
- Writing Domain 85% (2017 80%)
- Numeracy Domain Sustained (2017 100%)

Progress towards achieving improvement measures

Process 1: Data Skills and Use:

Staff trained and highly skilled in data analysis using packages including RAP, VALID, Smart, ICAS.

All staff collaboratively use data to inform planning, programming, teaching, assessment and resourcing.

Evaluation	Funds Expended (Resources)
Executive staff completed analysis of HSC data to inform future planning and changes required as a result of analysis. Data was shared across KLAs to identify and discuss similarities and areas for action. Professional learning was completed by staff in the use of SCOUT and RAP data. Internal SENTRAL data use professional learning for all executive staff. Teaching and learning programs identifying strategies evaluated and future directions identified. NAPLAN data analysed, communicated and students requiring support identified and supported.	\$600 (6300) RAP and SCOUT data \$4 500 staff professional learning (6100) \$10 000 SENTRAL data and markbook (6100)

Process 2: Professional Learning:

Targeted professional learning supports quality teaching and is based on evidence and research.

Model of collaborative practice investigated and implemented to support practice.

ETAMS used to track and monitor PL for staff accreditation and learning.

Evaluation	Funds Expended (Resources)
Professional Learning in teaching standards, developing a culture of thinking skills, cognitive load theory and Hattie Visible Learning were completed by all staff. The implications for teaching, learning and assessment were identified and planning completed. Non-teaching staff were supported through access to professional learning. Four staff completed the quality teaching rounds professional learning, sharing this with staff through a School Development Day. Awareness raising was completed within Literacy and Numeracy progressions. Through the completion of the mini-Certificate of Gifted Education through the UNSW all staff have now completed this training.	\$6 000 Harvard Cultures of Thinking TPL (6100) \$14 000 QT Rounds TPL (6300) \$10 000 TPL (6100)

Process 3: Aboriginal Education:

Staff and students access ongoing cultural immersion experiences.

Professional learning in effective strategies for Aboriginal and Torres Strait Islander Education feature across the school.

Progress towards achieving improvement measures

Process 3:

Curriculum mapping of Aboriginal and Torres Strait Islander content and processes are embedded into teaching and learning programs.

Evaluation	Funds Expended (Resources)
Attendance and participation in our local AECG meetings is a priority within the school. Staff mentors were established to complete student PLPs in consultation with students and parents. Parent meetings were held to ensure ongoing consultation as to directions within the school. The NAIDOC assembly was supported through parent attendance. The Kauma Program written by student Ethan Floyd engaged students from Years 7 and 8 in cultural awareness. Our participation in Walk a Mile Koori style continued.	\$1 000 staff release for PLP completion (6100) \$500 NAIDOC Assembly (6100) \$450 Kauma Program (6100) \$1500 Walk a Mile Koori Style (6100)

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

To build distributed leadership and a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All staff demonstrate understanding, ownership and application of all policies and procedures.

Increase the number of staff undertaking leadership roles within faculty and school wide programs.

Increase the engagement of stakeholders through enhanced communication platforms.

Progress towards achieving improvement measures

Process 1: Management Practices and Processes

Evaluate and embed exemplary management practices and processes to meet community and Department of Education expectations.

Evaluation	Funds Expended (Resources)
Policies and processes reflect Department guidelines and priorities. Business manager appointed and role embedded. All policies and procedures are current and up to date. Business Manager role clearly defined and communicated. The school's procedures document continued to be refined and communicated to all stakeholders. The website was continually updated to ensure currency and current Department policies reflected. The School Excellence Framework was used to evaluate current practice and future directions.	Business Manager's Wage \$117 000 (6100) Website Cost \$1 000 (6100) TPL Funds \$4 500 (6100)

Process 2: Leadership Density

Provide leadership opportunities and pathways for development through structured systems of support and mentoring.

Evaluation	Funds Expended (Resources)
Staff engaged in maintenance and accreditation cycle to support their professional growth. All staff have a clear understanding of roles and responsibilities within the School. All staff are confident in maintaining accreditation at the required level ie proficient, HAT and Lead. All staff have access to new leadership opportunities within the school and higher levels of accreditation if required. Student outcomes enhanced through comprehensive understanding of individual roles within the school and enhanced leadership density. The school's Induction Program was developed to meet the needs of new staff as they commence at the school. All staff completed their PDPs and common goals used to ascertain the need for professional learning. Leadership opportunities were enhanced through the aspiring leaders afternoon sessions throughout the year. Staff were supported through increased knowledge of the requirements of maintenance of accreditation. Some staff explored higher accreditation opportunities. Executive professional learning meetings looked at instructional leadership.	Performance and Development Framework Australian Professional Teaching Standards Accreditation Procedures

Process 3:

Communication Strategies Enhanced

Increase effectiveness of communication to stakeholders on policy, procedures and opportunity.

Progress towards achieving improvement measures

Process 3:

Enhance technology impact on effective communication.

Evaluation	Funds Expended (Resources)
Improved technology structures and communication strategies enhance success of learning and school planning and administration. Consolidation of communication mediums and processes are relayed to school community to enhance communication with stakeholders. First year of new Technology Plan was implemented and evaluated.	TSO Wage \$104 959 (6100) SENTRAL resources \$10 000 (6100)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$9537 + \$3963</p> <p>Additional Funds from school general resources to support these programs.</p>	<p>All identified students had an active PLP which was completed in consultation with the students and their parents. Winter School at the UNSW was offered to eligible students and our ATSI students took responsibility for the planning and running of NAIDOC week. Our students again engaged in the many programs offered through Wollatuka preparing them for university life after their HSC. All students from Years 7 and 8 participated in cultural activities led by our ATSI students during NAIDOC Week. Walk a Mile Koori style was once again supported by our students through their participation. Senior students were supported through the school's tutoring program.</p>
English language proficiency	<p>Total Expenditure – \$9771 (6100)</p>	<p>Additional LAST time was provided through English Language Proficiency funding. Students identified through the completion of IEPs were provided with support in the completion of assessment tasks and through modifications to teaching and learning programs in consultation with teaching staff.</p>
Low level adjustment for disability	<p>Total = \$30 600 – Integration Funding Support (IFS)</p> <p>\$92 187 – RAM – Low Level Adjustment for Disability (LLAFD)</p>	<p>Low level adjustment for disability funding supported the employment of two part time SLSOs who provided support for students to access their education through extra support in classrooms and during activities and excursions outside of the classroom. IEPs for each student were established and these were followed to ensure all students had the same level of access as all students.</p>
Socio-economic background	<p>\$36 000.00 – \$16 799 (RAM), \$19 201 (6300)</p>	<p>Students were supported through funding to access all mandatory excursions, to provide uniforms, access to the school's study skills program, course fees, provision of the school diary and leadership and recognition programs.</p>
Support for beginning teachers	<p>2019 – two beginning teachers</p> <p>First year – \$14 130</p> <p>Second year – \$3 416</p> <p>Total funds available – \$17 546</p>	<p>Two staff were supported in 2019 through the Support for Beginning Teachers funding. One in their first year and the other in their second year. Through individual meetings with the teacher and their supervisor a plan was devised in how the teacher would be supported through the funding for the year. Staff were released to complete planning, writing of teaching and learning programs, report completion, access to professional learning and access to a mentor teacher. Staff also had access to a school induction program to support them.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	593	593	591	583
Girls	476	472	482	485

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.2	97.2	96.4	95.8
8	95.7	95.7	95.3	94.8
9	96	95.4	94	94.1
10	94.4	95.1	94.5	93.7
11	94.6	95.3	93	94.5
12	94.2	95.5	92.3	93.9
All Years	95.4	95.7	94.2	94.5
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	NA	NA	NA
Employment	NA	NA	1
TAFE entry	NA	NA	1
University Entry	NA	1	95
Other	NA	NA	3
Unknown	NA	NA	NA

Year 12 students undertaking vocational or trade training

5.60% of Year 12 students at Merewether High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students are 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)	11
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.57
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	1,675,326
Revenue	12,105,907
Appropriation	10,521,925
Sale of Goods and Services	32,438
Grants and contributions	1,538,563
Investment income	12,981
Expenses	-11,813,120
Employee related	-9,630,975
Operating expenses	-2,182,144
Surplus / deficit for the year	292,787

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	41,756
Equity Total	134,016
Equity - Aboriginal	11,262
Equity - Socio-economic	16,051
Equity - Language	9,771
Equity - Disability	96,932
Base Total	9,575,869
Base - Per Capita	251,626
Base - Location	0
Base - Other	9,324,243
Other Total	525,708
Grand Total	10,277,348

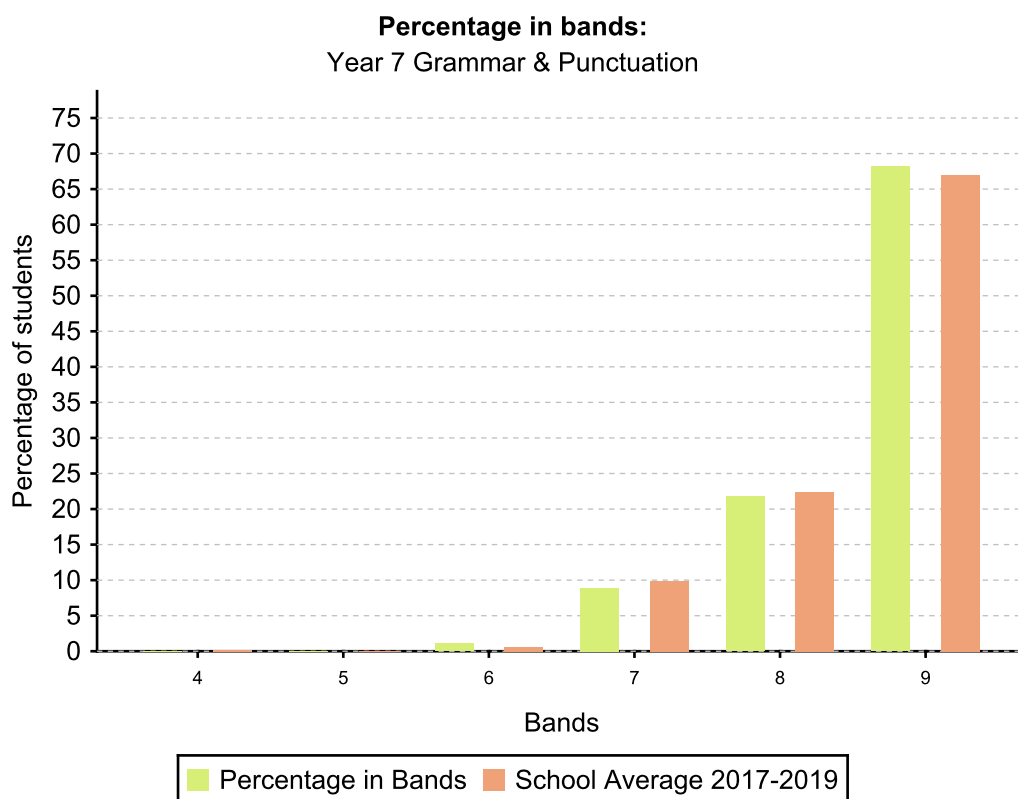
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

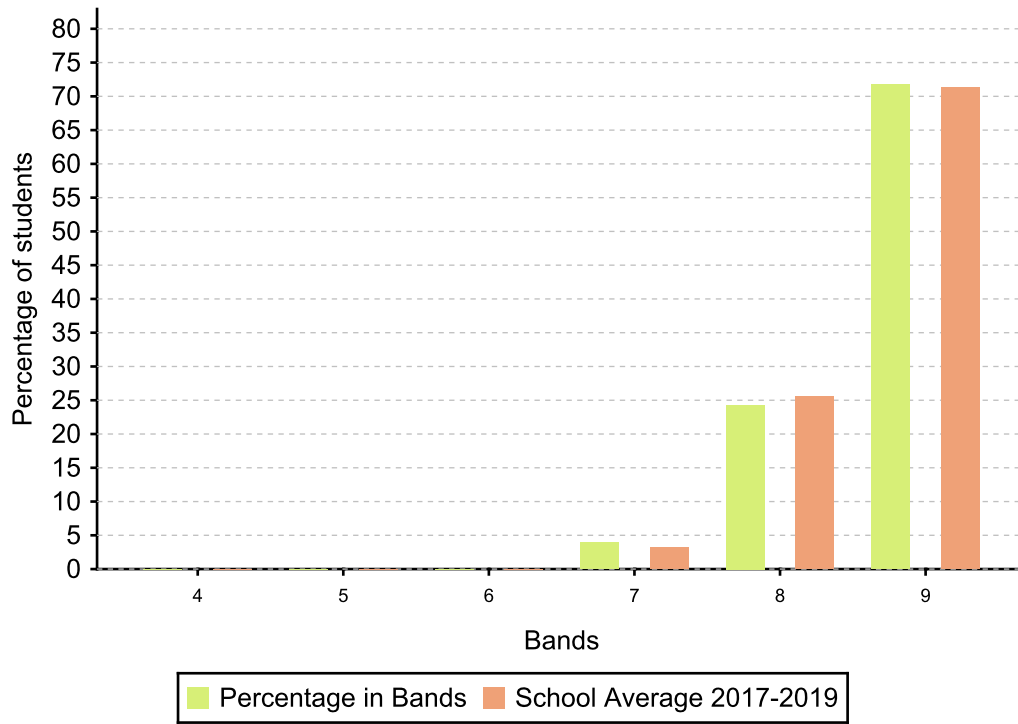
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



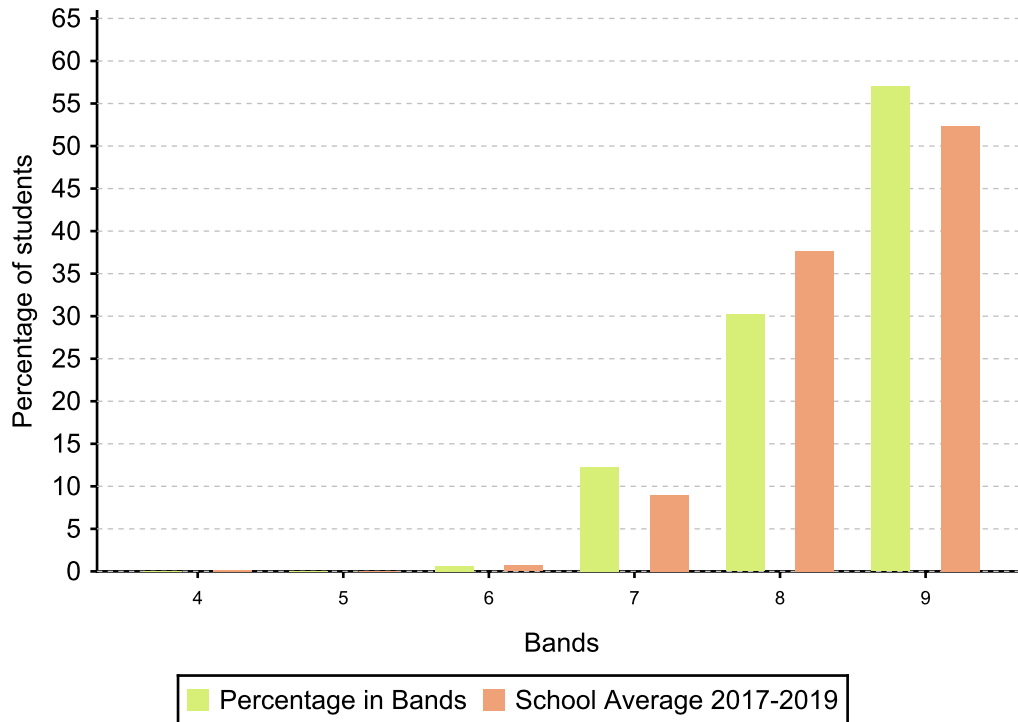
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.1	8.9	21.8	68.2
School avg 2017-2019	0.2	0	0.6	9.9	22.4	67

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	4.0	24.3	71.8
School avg 2017-2019	0	0	0	3.2	25.5	71.3

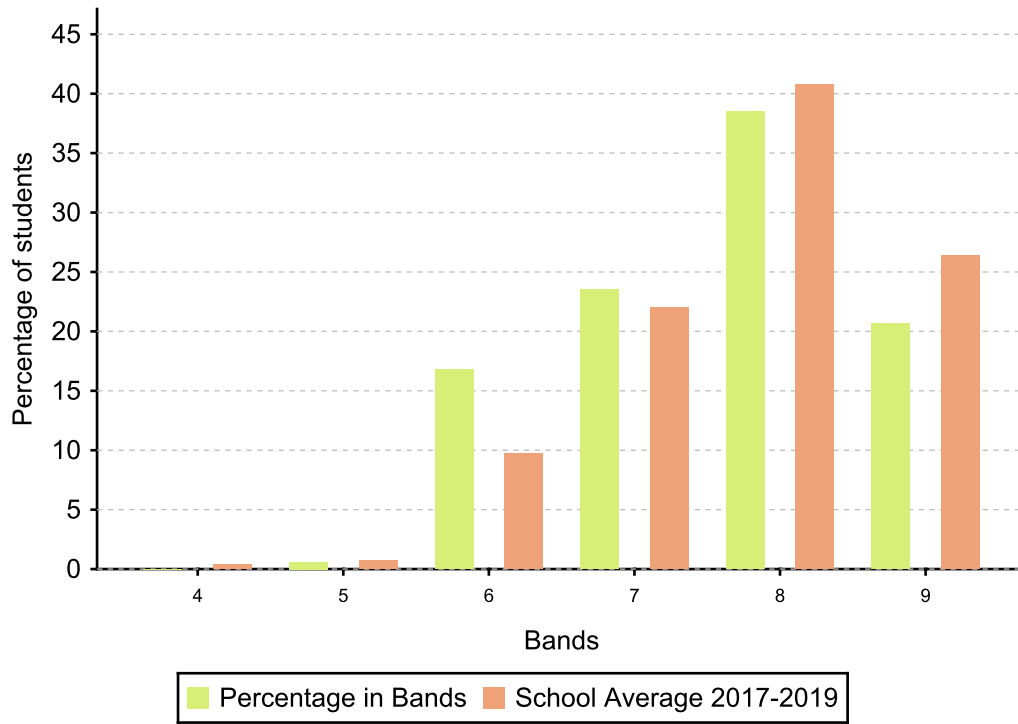
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.6	12.3	30.2	57.0
School avg 2017-2019	0.2	0	0.7	9	37.7	52.4

Percentage in bands:

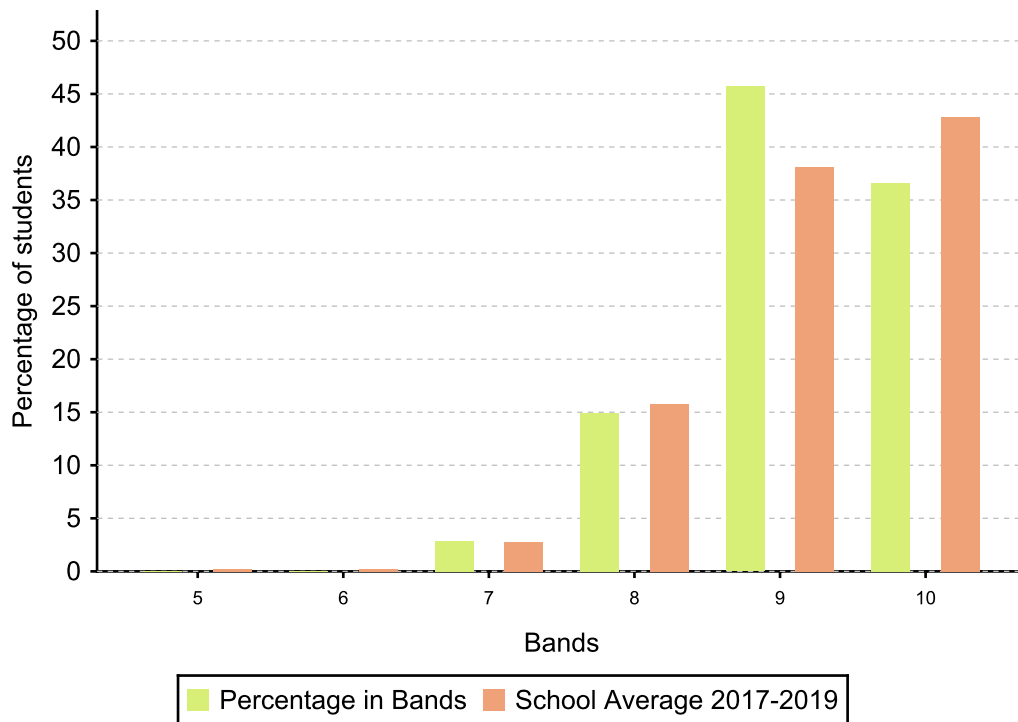
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	0.0	0.6	16.8	23.5	38.5	20.7
School avg 2017-2019	0.4	0.7	9.7	22	40.8	26.4

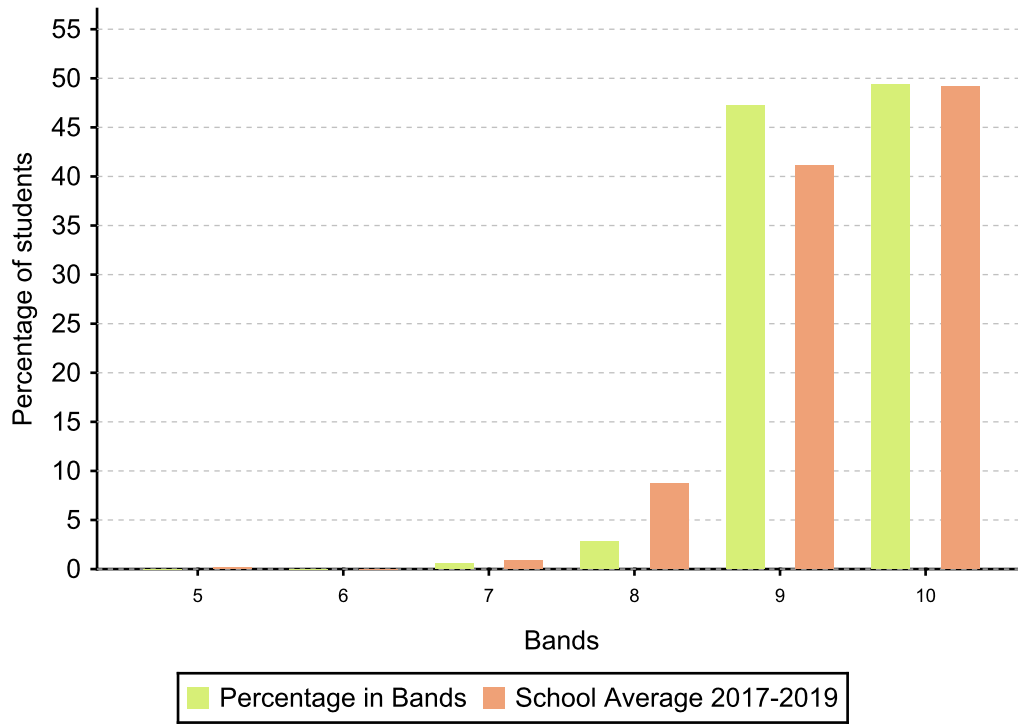
Percentage in bands:

Year 9 Grammar & Punctuation



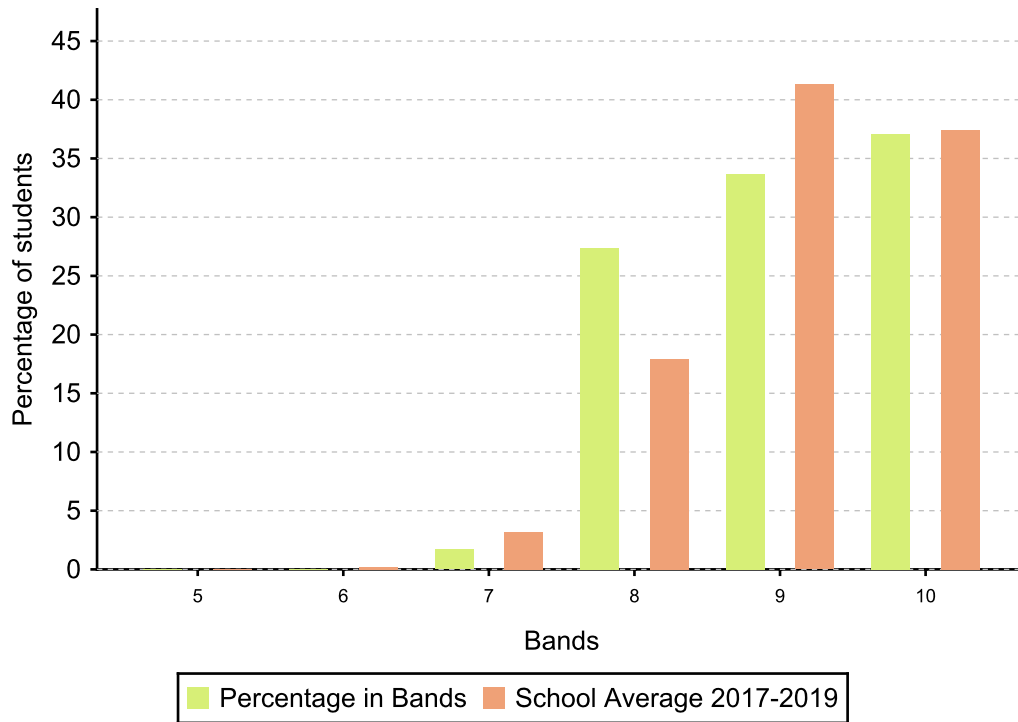
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.9	14.9	45.7	36.6
School avg 2017-2019	0.2	0.2	2.8	15.8	38.1	42.8

Percentage in bands:
Year 9 Reading



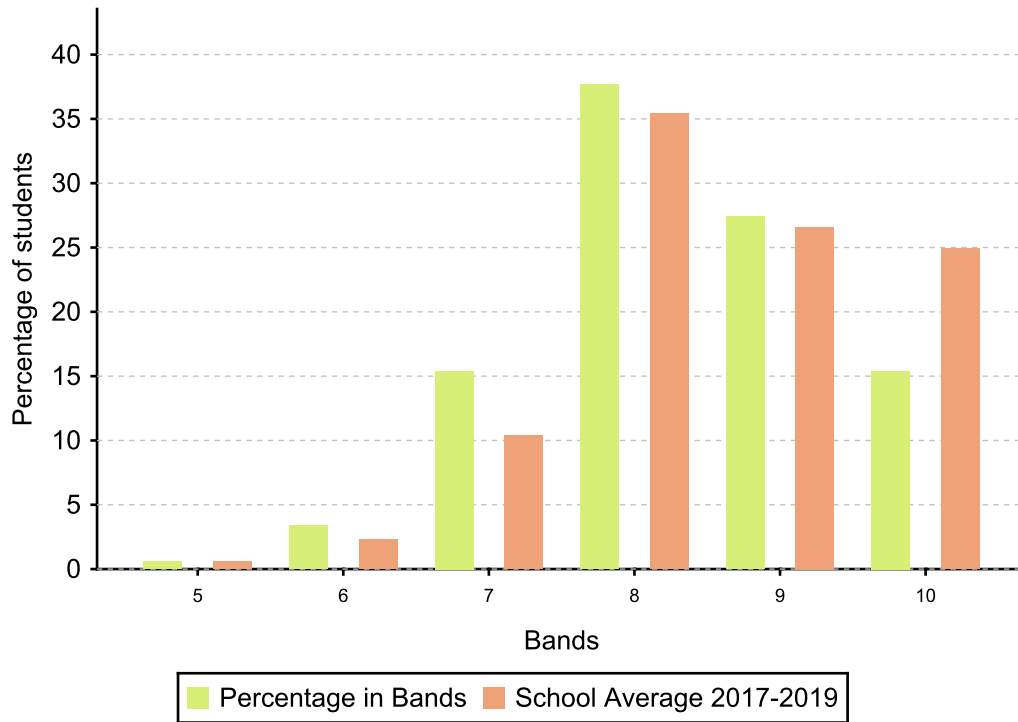
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.6	2.8	47.2	49.4
School avg 2017-2019	0.2	0	0.9	8.7	41.1	49.2

Percentage in bands:
Year 9 Spelling



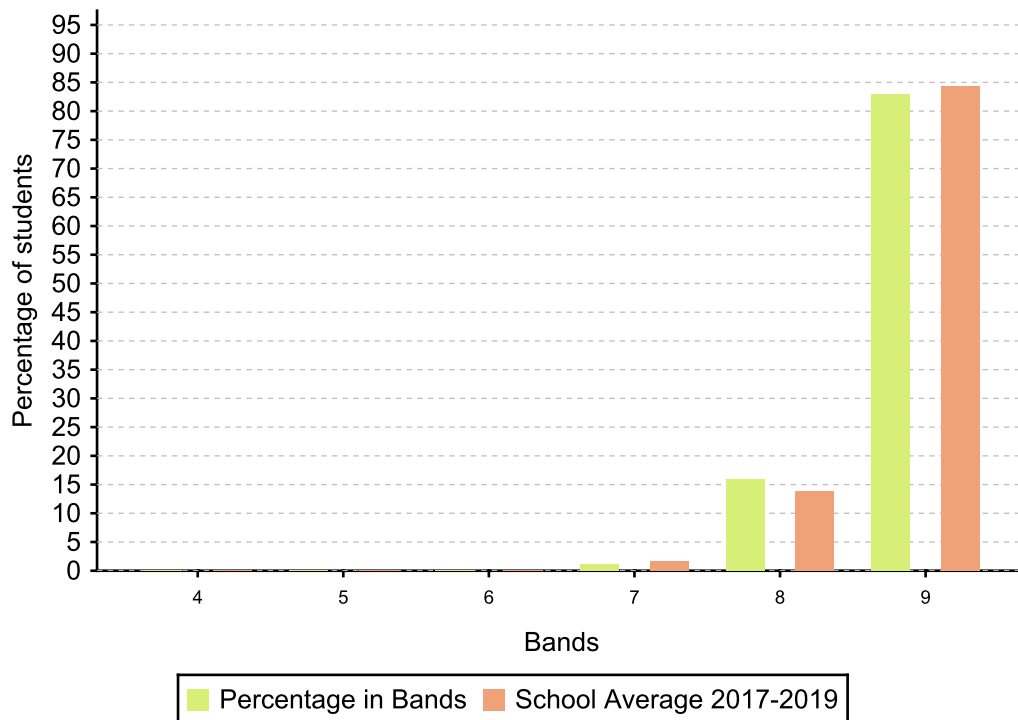
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	1.7	27.4	33.7	37.1
School avg 2017-2019	0	0.2	3.2	17.9	41.3	37.4

Percentage in bands:
Year 9 Writing



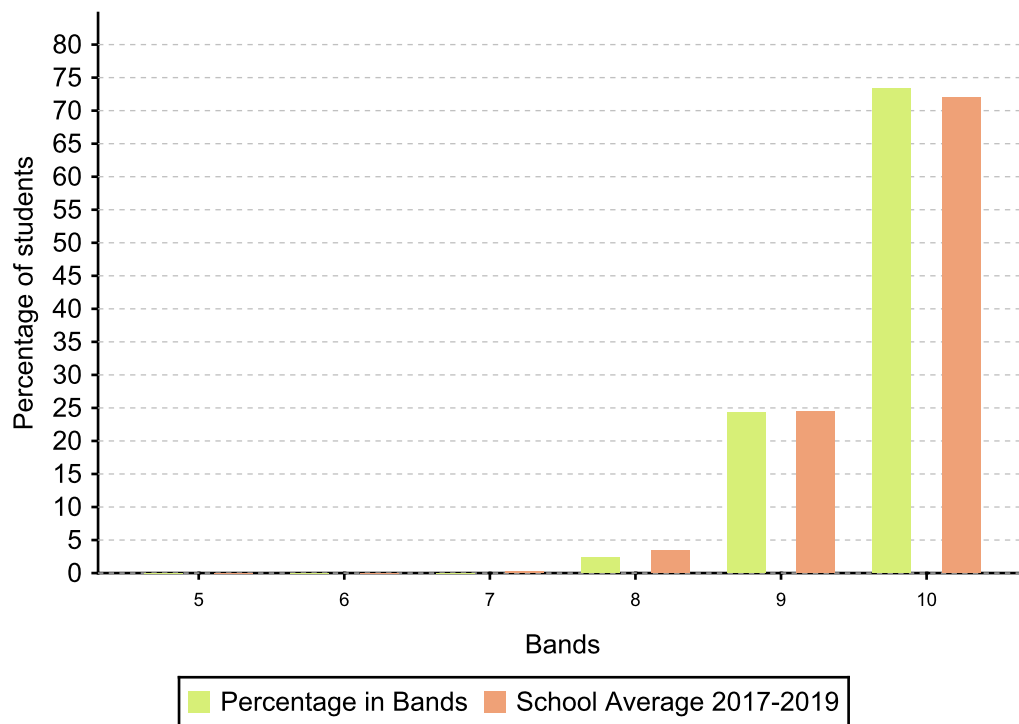
Band	5	6	7	8	9	10
Percentage of students	0.6	3.4	15.4	37.7	27.4	15.4
School avg 2017-2019	0.6	2.3	10.4	35.4	26.6	24.9

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	1.1	15.9	83.0
School avg 2017-2019	0	0	0	1.7	13.9	84.4

Percentage in bands:
Year 9 Numeracy

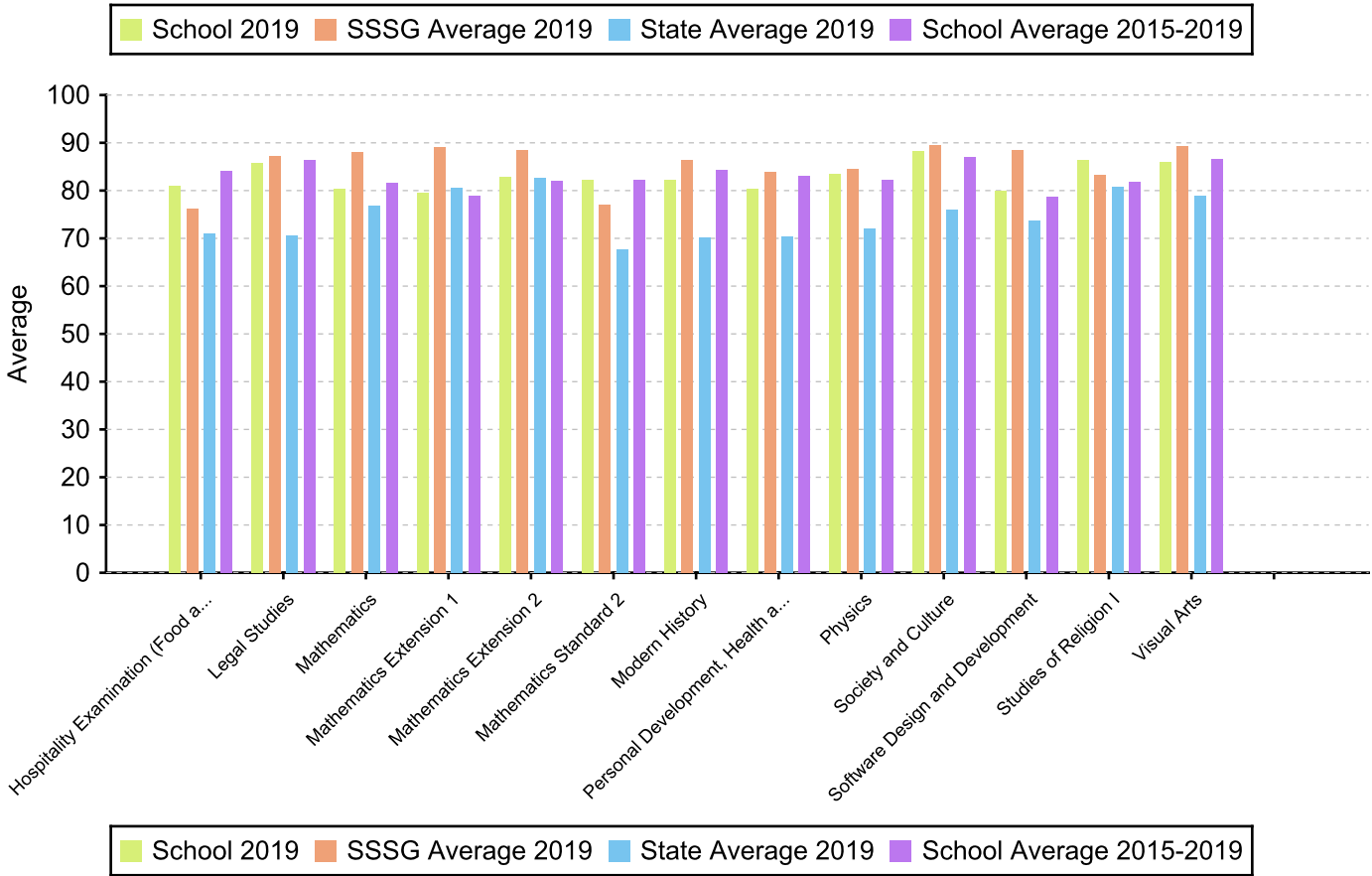
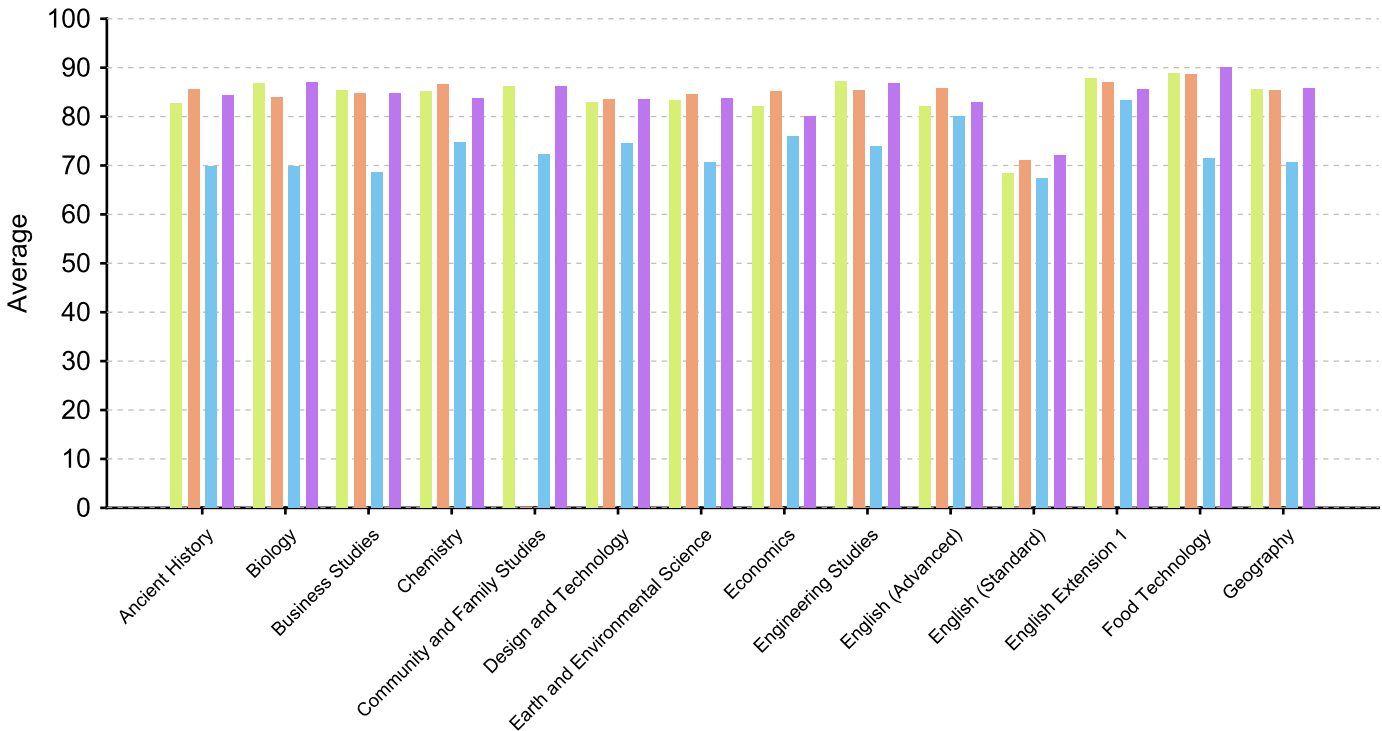


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	2.3	24.3	73.4
School avg 2017-2019	0	0	0.2	3.4	24.4	72

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	82.7	85.5	69.9	84.3
Biology	86.8	83.9	69.9	87.0
Business Studies	85.4	84.8	68.6	84.7
Chemistry	85.2	86.5	74.7	83.7
Community and Family Studies	86.1	0.0	72.2	86.1
Design and Technology	83.0	83.6	74.5	83.4
Earth and Environmental Science	83.3	84.6	70.6	83.8
Economics	82.0	85.1	75.9	80.1
Engineering Studies	87.2	85.5	73.9	86.8
English (Advanced)	82.0	85.7	80.0	82.9
English (Standard)	68.4	71.1	67.3	72.2
English Extension 1	87.9	87.0	83.4	85.6
Food Technology	88.8	88.7	71.4	90.0
Geography	85.6	85.4	70.6	85.8
Hospitality Examination (Food and Beverage)	81.0	76.2	71.1	84.2
Legal Studies	85.8	87.3	70.6	86.4
Mathematics	80.4	88.0	76.9	81.7
Mathematics Extension 1	79.6	89.1	80.6	78.9
Mathematics Extension 2	82.9	88.4	82.7	82.0
Mathematics Standard 2	82.2	77.1	67.7	82.2
Modern History	82.3	86.3	70.2	84.2
Personal Development, Health and Physical Education	80.4	83.9	70.5	83.1
Physics	83.4	84.4	72.1	82.1
Society and Culture	88.2	89.5	75.9	87.1
Software Design and Development	80.0	88.4	73.8	78.7
Studies of Religion I	86.3	83.4	80.8	81.8
Visual Arts	85.9	89.2	78.8	86.6

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school and school programs. Their responses are presented below. For parents, regular opportunities for this include P&C Meetings, Parent Learning Groups, Parent Forums, Parent Teacher Interviews and Parent Curriculum Information sessions. In 2019 these events were well attended and parents indicated they were well informed about the school and their children. Parents were surveyed in regards to school communication with parents to ascertain future directions. Parents indicated that parent teacher interviews are the preferred method of communication with parent learning groups and curriculum information sessions also considered valuable sources of communication. Parents indicated that emails and then the Skoolbag App notification were the preferred method of digital communication. For students, regular opportunities for this include the Prefect Leadership group, the School Representative Council, the Social Justice group, discussions in class and the SRC Wellbeing survey. Students indicated through the wellbeing survey that the school environment and culture, the social aspect, extracurricular activities and awards and recognition are all important aspects of the school for them. Students indicated that there is outstanding school spirit, the school is supportive and there is a positive learning environment where success is acknowledged and celebrated. Students commented that there is a need for a focus on mental health strategies and managing stress to support them in their education. They also indicated support around managing assignment and assessment tasks was also an area for development. For staff, regular opportunities for this include faculty and staff meetings which are held on a cyclical basis along with school development days. Staff indicated through the completion of the School Excellence Framework and the school's self-assessment that an area for improvement is greater collaboration within and across faculties. Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions made through these forums. The mental health of our students is always paramount and will continue to be a focus area as we move forward.

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.