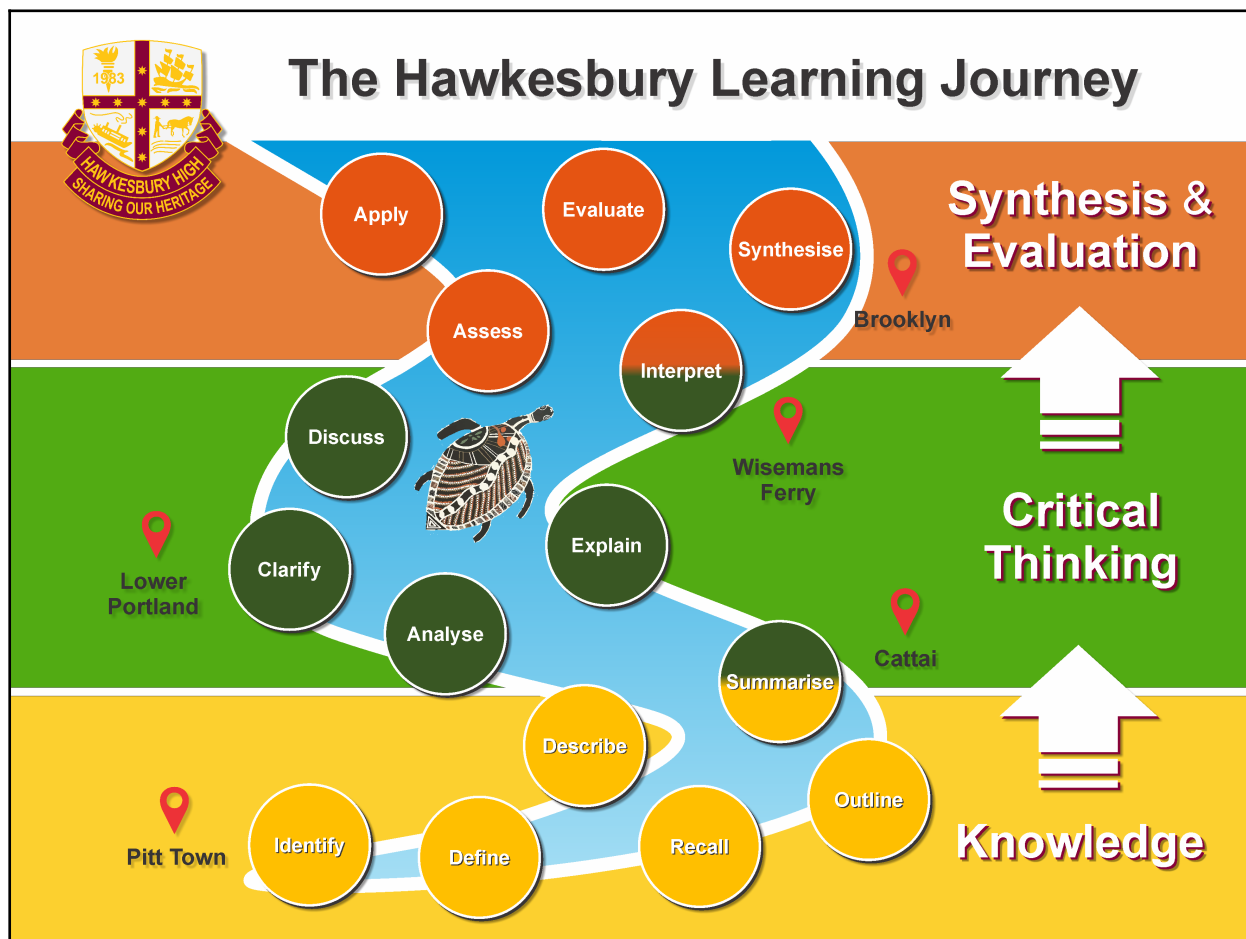


# Hawkesbury High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Hawkesbury 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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4579 6800

### Message from the principal

At Hawkesbury High School we believe that every child should be given every opportunity to grow and develop in a caring, supportive and safe learning environment. Our goal is to build and sustain teaching and learning environments that enable the development of healthy, happy, successful and productive individuals who meet the high standards of school and community expectations focussed on excellence and success.

Our school prides itself on meeting the needs of every child, including academic, social, workplace readiness and personal development needs. As a school, we always strive to provide opportunities that extend and challenge every child to achieve their learning goals. We believe that every student can grow and succeed, and that being successful means that students are on the path to knowing and achieving their personal best.

Our highly trained, dedicated and professional staff implement high standards in teaching and learning and enthusiastically share good teaching practices, ideas and resources. We continually engage in professional learning to maintain excellence and highest professional standards. All staff are part of a collaborative and proactive team that works towards a common goal of knowing and supporting every child, in every learning environment.

At Hawkesbury High School, we highly value community partnerships and nurture connections with parents and the school community to enhance learning, wellbeing and engagement opportunities for all our students. We build these partnerships by connecting learning at home and school and by recognising and valuing the role of the family. We believe that by working together and by focussing on every individual we can prepare all students to successfully negotiate the challenges of the modern world.

## School background

### School vision statement

Hawkesbury High School aims to be a supportive and safe learning environment that is underpinned by strong and consistent whole school systems and practices. Teachers know and apply best pedagogical practice that enables staff and students to grow and succeed. The school community respects HHS as a valued partner that equips young people to become world ready and positive contributors to the society in which they live.

### School context

Hawkesbury High School is located approximately 70 km North West of the Sydney CBD, on the outer edge of the Sydney Basin. The school is surrounded by Cumberland Plain Forest in a semi-rural setting. The current enrolment is 430 students including 10% Aboriginal students. We have 42 teaching staff and 7 ancillary and support staff.

The school has excellent facilities with up-to-date technology in all faculties, an Agricultural Farm, Drama Performance space, multi-purpose hall and Trade Training Facilities for teaching Hospitality and Metals and Engineering.

The school provides a wide variety of co-curricular and extra-curricular opportunities. available to students. Key initiatives include: Rural Fire Cadets, Agricultural Show Teams, Equestrian Sports, Knock-out teams, Duke of Edinburgh Awards Scheme, Australian Business Week, Tournament of Minds, Public Speaking, Science and Maths Competitions, Premier's Reading Challenge and Creative and Performing Arts initiatives.

The school provides excellent professional learning experiences for staff with a focus on Quality Teaching and Learning. In 2014, the school launched Positive Behaviour for Learning which emphasises our core values of Safe, Team-Player, Achiever and Respectful (STAR).

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

## Strategic Direction 1

### Wellbeing and Engagement

#### Purpose

To build teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. Expectations of student behaviour, attendance and wellbeing are explicitly taught and clearly communicated to the school community, including staff, students and parents. The school supports students to meet these expectations through clear school policies and procedures and consistent practices that actively involve the broader school community in a school narrative focussed on excellence and success.

#### Improvement Measures

At least 80% of staff report improved knowledge and understanding of school expectations of student behaviour, attendance and wellbeing.

An increase in student attendance, including the attendance of Aboriginal students, to match or exceed statistically similar schools using 2017 attendance data as a baseline.

100% of learning spaces include visible displays of student expectations.

All faculties apply consistent whole school procedures for managing student behaviour, attendance and wellbeing.

A 30% decline in minor and major discipline incidents and a 30% reduction in short and long suspensions compared to 2017 baseline data.

#### Progress towards achieving improvement measures

**Process 1:** Behaviour, attendance and student wellbeing policies and procedures are explicitly taught to all students and staff, and they are readily available to parents and the broader school community.

Evaluation	Funds Expended (Resources)
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.. The school's Discipline Policy was evaluated with parent, student and staff participation and the revised Discipline Policy (2019) was published on the school's website. 100% of staff have reported an improved knowledge and understanding of the school's values and expectations and processes to monitor student progress.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funding (\$1000.00)</li></ul>

**Process 2:** Behaviour, attendance and wellbeing data aligns with the school's rules and expectations and is regularly monitored and analysed to identify explicit intervention and prevention strategies.

Evaluation	Funds Expended (Resources)
Data collection processes were introduced to monitor positive and negative behaviour entries to inform student rewards and recognition and inform early intervention strategies to address negative behaviours and support student improvement. Analysis of student behaviour data informed an increase in positive referrals, a decrease in negative referrals and suspensions, and the effectiveness of early intervention strategies. Fortnightly reports for year advisors, the Head Teacher Welfare, and the Learning and Support Team have indicated a 35% decline in negative behaviour referrals compared to the same period in 2018.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funding (\$16000.00)</li></ul>



**Process 3:** School expectations are clearly displayed and reinforced through verbal, written and visual cues in all settings and the school's recognition system is aligned to school expectations to explicitly reward students who meet behaviour, attendance and wellbeing expectations.

Evaluation	Funds Expended (Resources)
Clear expectations of student behaviour were developed to ensure effective	<b>Funding Sources:</b>

## Progress towards achieving improvement measures

conditions for learning. They are explicitly and consistently taught to students, staff and parents. Data entries are explicitly aligned with the school's values and expectations, allowing the wellbeing and learning and support teams to monitor the effectiveness of activities and identify targets for explicit teaching of the school's values and expectations. Signage with all school values and expectations are clearly displayed in 100% of learning spaces and throughout the school. 50% of all year meetings are explicitly focussed on activities that teach and promote pro-social skills, and help students understand the school's values and expectations.

• Operational Funding (\$6000.00)

 <b>CORE VALUES AND EXPECTATIONS</b> 			
I am <b>SAFE</b> when I:	I am a <b>TEAM PLAYER</b> when I:	I am an <b>ACHIEVER</b> when I:	I am <b>RESPECTFUL</b> when I:
Wear full school uniform and appropriate shoes	Work with and support others	Bring all required equipment to school	Communicate politely with everyone
Attend class on time and remain in class	Respond to teacher feedback or instructions	Actively participate in learning	Allow one person to speak at a time
Protect my privacy and act responsibly online	Communicate my concerns, questions or problems	Attempt all tasks regardless of difficulty	Use appropriate language that does not include swearing or offensive words
Follow teacher instructions	Listen to others' concerns, questions or problems	Stay on task	Allow others to express their views or opinions without putting them down
Avoid behaviour that may endanger myself or others	Accept that others may have different points of view	Ask for help when I need it	Look after my learning environment

## Strategic Direction 2

### Teaching and Learning

#### Purpose

To develop staff capacity to implement evidence-based practices to help improve student performance. All teaching staff have knowledge and understanding of effective evidence-based practices, including curriculum differentiation, explicit teaching, formative assessment and feedback, consistency of judgement, disciplined learning environments, positive teacher-student relationships and collaborative practices that enhance professional learning and

#### Improvement Measures

A 7.5% increase in above expected growth in Reading and Numeracy in the 2019 NAPLAN test for Year 9 students to achieve the 3 year average (baseline) targeted growth of 60.4%.

100% of teachers report increased knowledge and understanding of evidence-based teaching and learning practices.

All faculties include formative assessment and feedback practices, with a 50% reduction in summative assessment tasks.

A 25% growth in value added performance for students completing the HSC compared to their performance in Year 9 NAPLAN results, using 2018 Year 9 NAPLAN results as a baseline.

#### Progress towards achieving improvement measures

**Process 1:** Teachers develop knowledge and understanding of achievement standards to inform consistency of judgement and improve understanding of the learning continuum across all stages of learning.

Evaluation	Funds Expended (Resources)
The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.. Staff have reported a high level of understanding of the Hawkesbury Learning Journey, with 80% of staff reporting either outstanding or high levels of understanding of the framework. The Hawkesbury Learning Journey – which explicitly maps skills and capabilities aligned to the Core Skills Framework, NESA syllabi, and the Literacy and Numeracy Progressions – supports teachers to develop knowledge of key skills and competencies and explicitly teach them by embedding them into teaching programs, assessment and student feedback.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional Learning (\$5000.00)</li></ul>

**Process 2:** Teachers evaluate teaching programs and practices, assessment, student feedback and report comments to identify improvement goals and align them with best evidence-based practice, including collection and analysis of learning evidence and data.

Evaluation	Funds Expended (Resources)
Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. 84% of staff have indicated a very high level of understanding and confidence in integrating the Hawkesbury Learning Journey and formative assessment practices into their teaching programs. The Hawkesbury Learning Journey is being explicitly integrated into teaching and learning programs, with initial professional learning activities being held in 2019 on the format and structure of program templates that will show an explicit link to the learning framework.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional Learning (\$3000.00)</li></ul>

**Process 3:** Staff develop knowledge and understanding of effective feedback tools and strategies, including the use of ICT tools and annotated work samples.

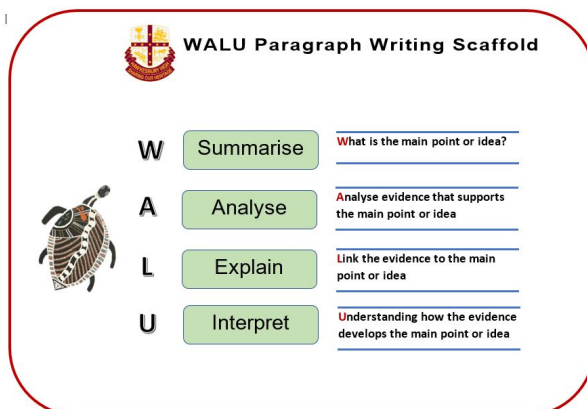
Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

Staff workshops were held on developing knowledge and understanding of the school's writing scaffold – WALU – which is an integral part of the Hawkesbury Learning Journey. The WALU scaffold breaks down the skills components required to develop arguments, use evidence, and engage in higher order thinking skills aligned to higher levels of literacy and numeracy achievement. 61% of staff have reported an outstanding or very high level of understanding of the WALU writing scaffold. 39% have reported a sound level of understanding at the end of 2019, only one term after its introduction. WALU and Hawkesbury Learning Journey posters are displayed in all learning spaces and around the school.

### Funding Sources:

- Professional Learning (\$10000.00)





### Strategic Direction 3

#### Community Partnerships

##### Purpose

To strengthen community partnerships and build connections with parents, community and DoE services to enhance learning, wellbeing and engagement opportunities for all students. The school builds partnerships with families and the broader school community by connecting learning at home and school, building a community identity, recognising and valuing the role of the family, engaging in consultative decision-making, and encouraging collaboration and participation with the school and a range of community services and agencies.

##### Improvement Measures

An increase in the number of parents, including parents and families of Aboriginal students, who are consulted, engaged and involved in the development, implementation and evaluation of school policies and procedures.

Increased parent attendance and participation, including parents and families of Aboriginal students, in information nights, parent teacher nights, and school programs, events and initiatives such as sports carnivals, excursions, assemblies and student performances.

Involvement of all parents of identified students, including parents and families of Aboriginal students, in the development, implementation and evaluation of learning, behaviour, career and attendance plans.

Increase in the number of community members accessing the school's website, social media sites and school information through a parent portal and a mobile school app.

Involvement of community services and organisations, DoE School Services, local businesses and tertiary institutions in the development, implementation and evaluation of school initiatives and programs.

##### Progress towards achieving improvement measures

**Process 1:** The school develops a Community Engagement and Communication Strategy to improve communication, engage parents and nurture connections and relationships with community service providers and organisations.

Evaluation	Funds Expended (Resources)
The school has appointed a part-time Community Engagement Officer who is responsible for streamlining communication strategies and resources. This includes the introduction of the school's new website service, regular updates, maintenance of Skoolbag and the parent Sentral Portal, and liaising with the local media on stories of general community interest. In 2019, 60% of families have logged into the Sentral Parent Portal and 70% of families have accessed information on SKoolbag. The school's new website has seen a 200% growth in visitor traffic compared to 2018.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• School Funds (\$30000.00)</li></ul>

**Process 2:** The school evaluates existing policies and procedures to ensure that they explicitly include processes for consultation, engagement, collaboration and involvement by parents, including parents and families of Aboriginal students, and community organisations and partners.

Evaluation	Funds Expended (Resources)
The school evaluated faculty procedures and their alignment with whole school policies, including procedures for communicating and consulting with parents. The school has evaluated and revised two key policies in 2019 – The Mobile Devices Policy and the School Discipline Policy. Parents, students and staff have participated in the consultation process for both policies, with 80% of consulted parents supporting a process to enable mobile devices to be used for learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$1000.00)</li></ul>
The school's Aboriginal Education Officer worked closely with staff and Aboriginal students and their families to promote cultural awareness,	

### Progress towards achieving improvement measures

integrate Aboriginal education strategies into the curriculum, and create a welcoming environment for families of Aboriginal students.

**Process 3:** Staff engage in professional learning that promotes consistent best practice for communicating and engaging with parents, including parents and families of Aboriginal students, and the broader school community.

Evaluation	Funds Expended (Resources)
Staff have engaged in professional learning on parental and community communication protocols in consultation with parents and the school community. The school has developed communication scripts to ensure that all staff communicate consistently with parents in a range of circumstances, including positive communication and communication when concerns are evident. 100% of staff have access to parent communication scripts which are regularly used when making contact with parents and carers.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$500.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Flexible funding (\$66 458.00)</li> <li>• Staffing (\$149 402.00)</li> </ul>	<p>The development of Individual Student Learning Plans, led by two Learning and Support Teachers, was a continued focus with a coordinated system of support to enhance student learning. There has been an emphasis on continued embedding school wide systems to ensure the effective development of plans, access to additional support for students within classes as well as withdrawal of students to work with staff on targeted learning interventions and increased use of learning plans by teachers to monitor and support student learning. These processes allowed all staff to review the effectiveness of strategies and make recommendations for future planning to support students. Parent and caregiver consultation further strengthened this process in 2019, allowing more opportunities for collaborative planning to support students' progress in collaboration with the school's speech therapist. These systems allow staff to understand their responsibilities in supporting student learning and to actively make necessary adjustments and modifications to class work and assessments where appropriate.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$311 476.00)</li> <li>• Aboriginal background loading (\$45 179.00)</li> </ul>	<p>Four School Learning and Support Officers (SLSOs) were employed to work with students and support teaching staff to implement low level adjustments in the classroom. School Learning and Support Officers focused on the areas of literacy and numeracy support, organisation and pro-social skills. Students were provided with individualised learning and support and this has improved their learning outcomes and overall achievement levels. Release time was provided for the Learning and Support and Wellbeing Teams to engage in professional learning and planning, meet with students and their parents to develop, monitor and review individual learning plans and make low level adjustments to teaching programs and formative assessment tasks. Additional staffing was provided to support intensive and targeted wellbeing programs.</p> <p>The school employed a speech therapist one day per week who assessed and worked extensively with a group of targeted students. The speech therapist also worked closely with teaching staff to make adjustments to curriculum and develop teacher professional knowledge.</p> <p>The school has also employed an Aboriginal Education Officer who worked closely with Aboriginal students and their families. The Aboriginal Education Officer led the development of personal learning plans, liaised with external agencies to increase student engagement, organised cultural activities, and engaged with parents,</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$311 476.00)</li> <li>• Aboriginal background loading (\$45 179.00)</li> </ul>	including regular invitations to morning and afternoon teas, yarns, and home visits. In 2019, both school captains elected to office were Aboriginal students.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$120 000.00)</li> </ul>	In 2019 there were five permanent and temporary Early Career teachers and eight temporary or casual Early Career teachers who were all supported to attend a range of professional development opportunities. Three Early Career teachers were successful in gaining accreditation at Proficient.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	244	238	220	215
Girls	232	199	203	191

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.9	90.2	89.9	89.5
8	88.4	88.9	86.9	86.4
9	88.2	88.1	86.2	84.7
10	87.9	87	85.3	84
11	80	86.6	84.3	81.8
12	81.1	88.5	84.9	83
All Years	86.4	88.1	86.4	85.2
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	10
Employment	11	19	32
TAFE entry	0	6	20
University Entry	0	0	28
Other	0	0	10
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

30.56% of Year 12 students at Hawkesbury High School undertook vocational education and training in 2019.

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

94.2% of all Year 12 students at Hawkesbury High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.4
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.38
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	308,892
<b>Revenue</b>	6,261,018
Appropriation	6,073,282
Sale of Goods and Services	24,406
Grants and contributions	161,560
Investment income	1,769
<b>Expenses</b>	-6,117,414
Employee related	-5,393,882
Operating expenses	-723,533
<b>Surplus / deficit for the year</b>	143,604

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



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	69,992
<b>Equity Total</b>	576,032
Equity - Aboriginal	45,179
Equity - Socio-economic	311,476
Equity - Language	3,516
Equity - Disability	215,860
<b>Base Total</b>	4,975,807
Base - Per Capita	99,064
Base - Location	0
Base - Other	4,876,743
<b>Other Total</b>	312,323
<b>Grand Total</b>	5,934,154

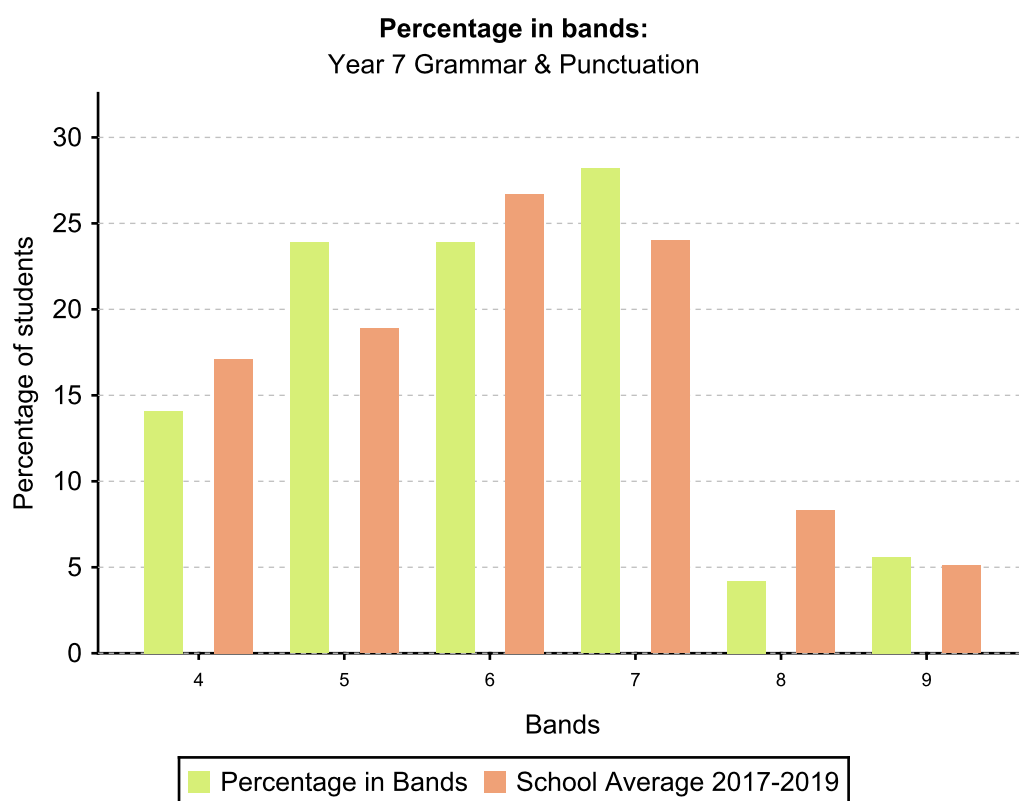
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## School performance - NAPLAN

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.

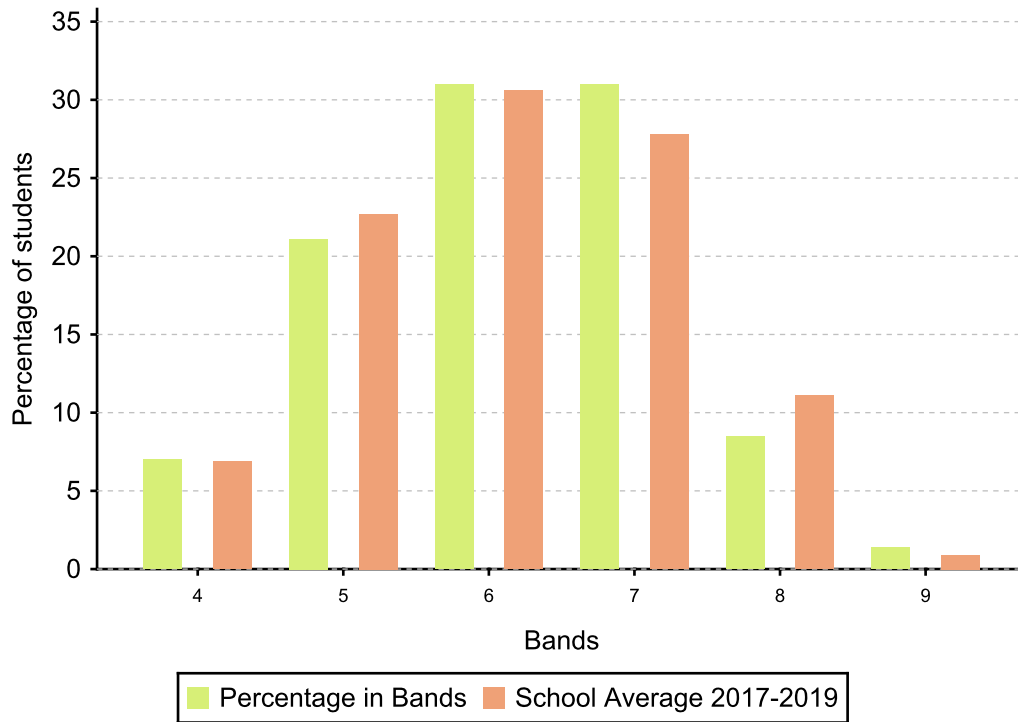
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



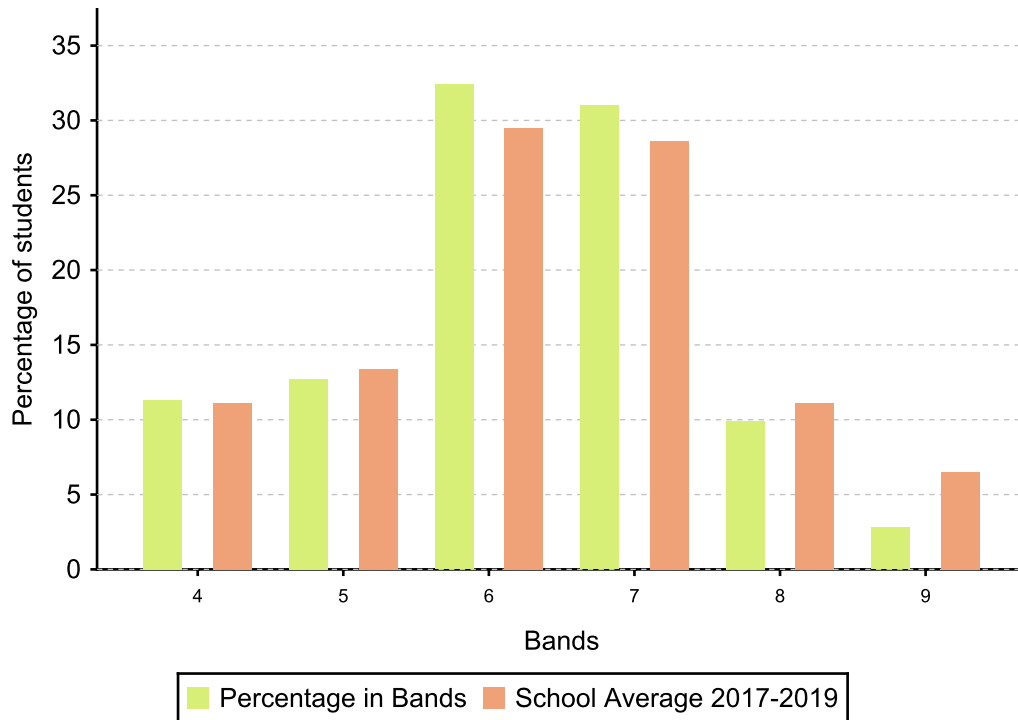
Band	4	5	6	7	8	9
Percentage of students	14.1	23.9	23.9	28.2	4.2	5.6
School avg 2017-2019	17.1	18.9	26.7	24	8.3	5.1

**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	7.0	21.1	31.0	31.0	8.5	1.4
School avg 2017-2019	6.9	22.7	30.6	27.8	11.1	0.9

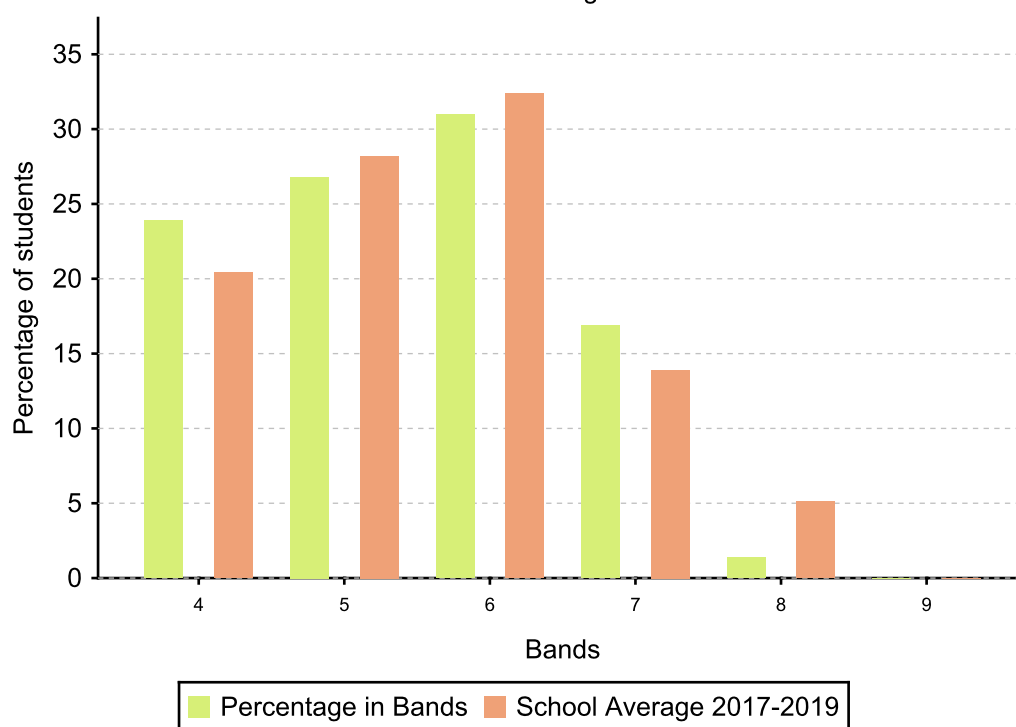
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	11.3	12.7	32.4	31.0	9.9	2.8
School avg 2017-2019	11.1	13.4	29.5	28.6	11.1	6.5

### Percentage in bands:

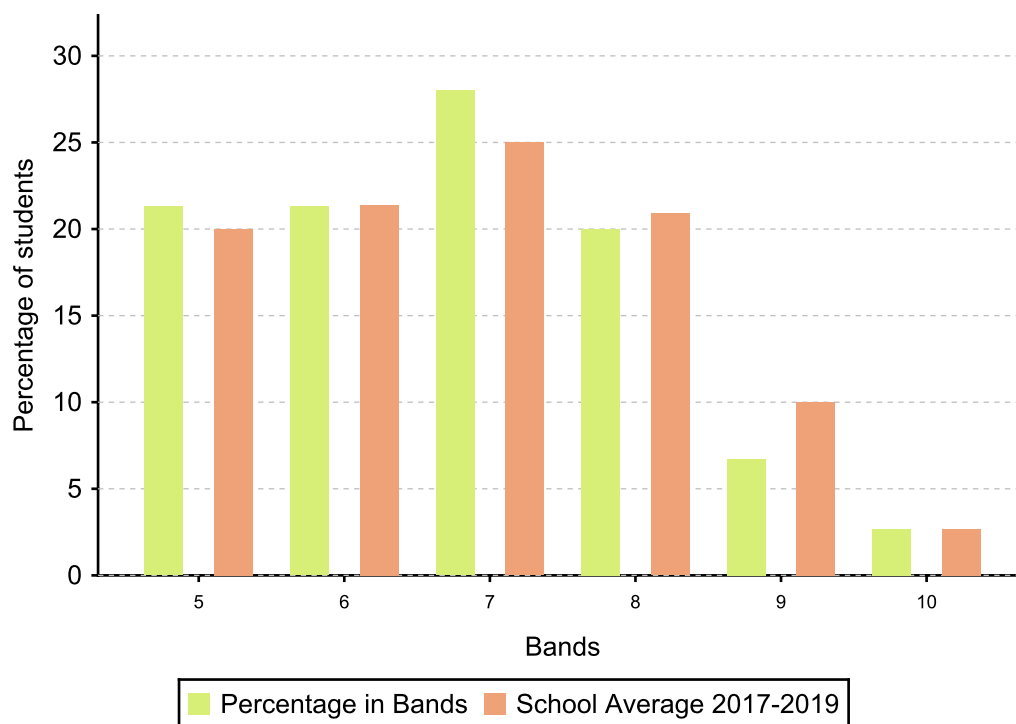
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	23.9	26.8	31.0	16.9	1.4	0.0
School avg 2017-2019	20.4	28.2	32.4	13.9	5.1	0

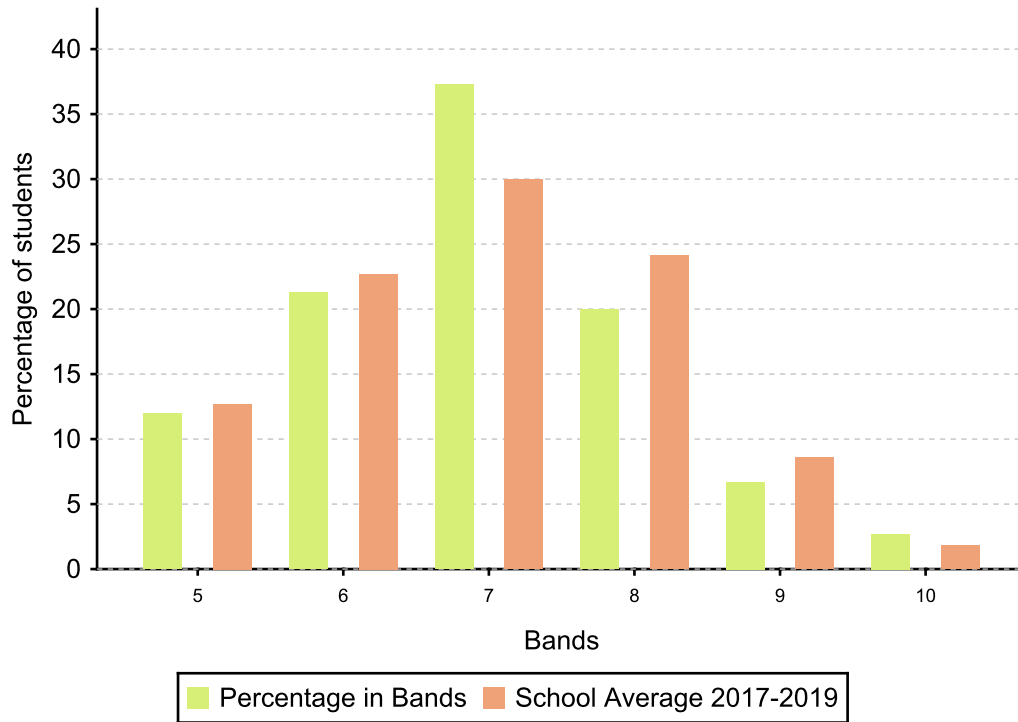
### Percentage in bands:

#### Year 9 Grammar & Punctuation



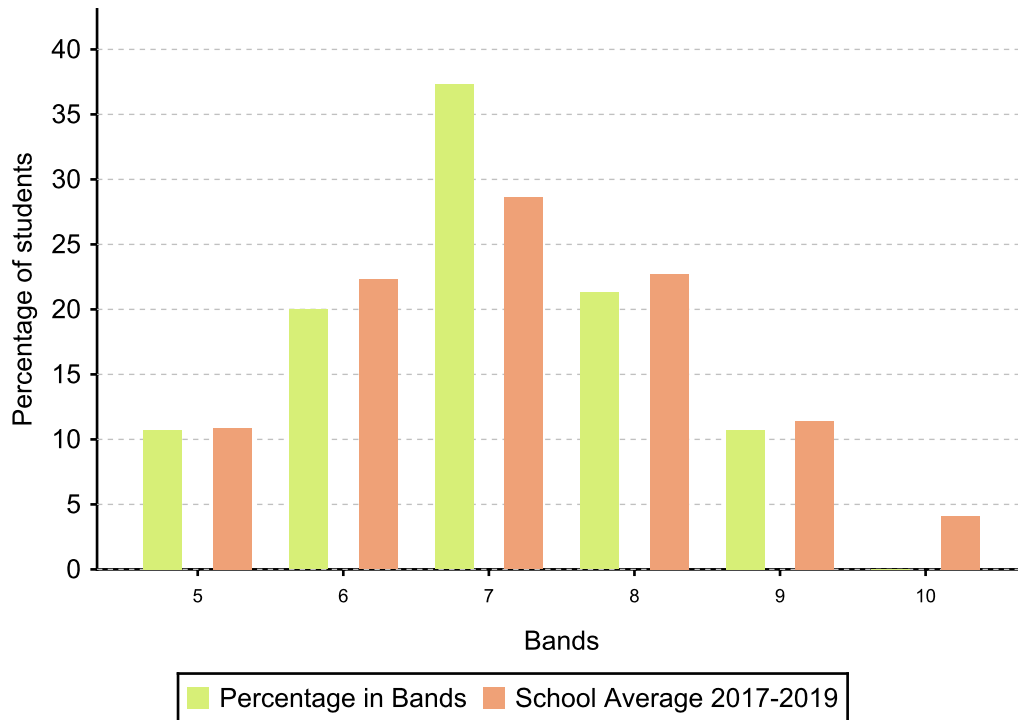
Band	5	6	7	8	9	10
Percentage of students	21.3	21.3	28.0	20.0	6.7	2.7
School avg 2017-2019	20	21.4	25	20.9	10	2.7

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	12.0	21.3	37.3	20.0	6.7	2.7
School avg 2017-2019	12.7	22.7	30	24.1	8.6	1.8

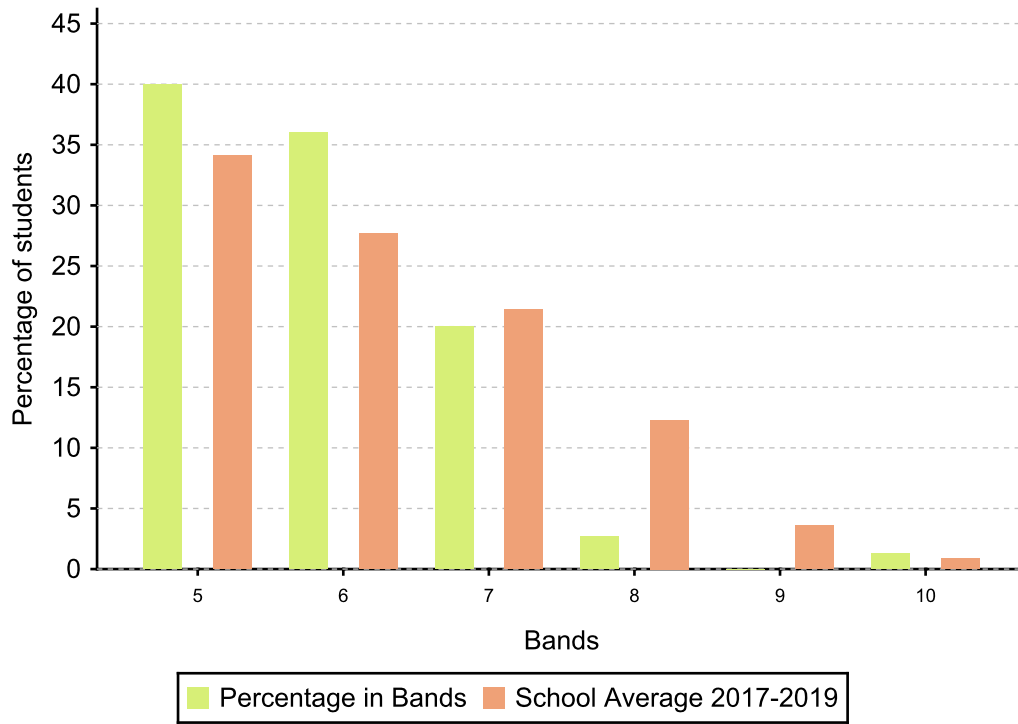
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	10.7	20.0	37.3	21.3	10.7	0.0
School avg 2017-2019	10.9	22.3	28.6	22.7	11.4	4.1

### Percentage in bands:

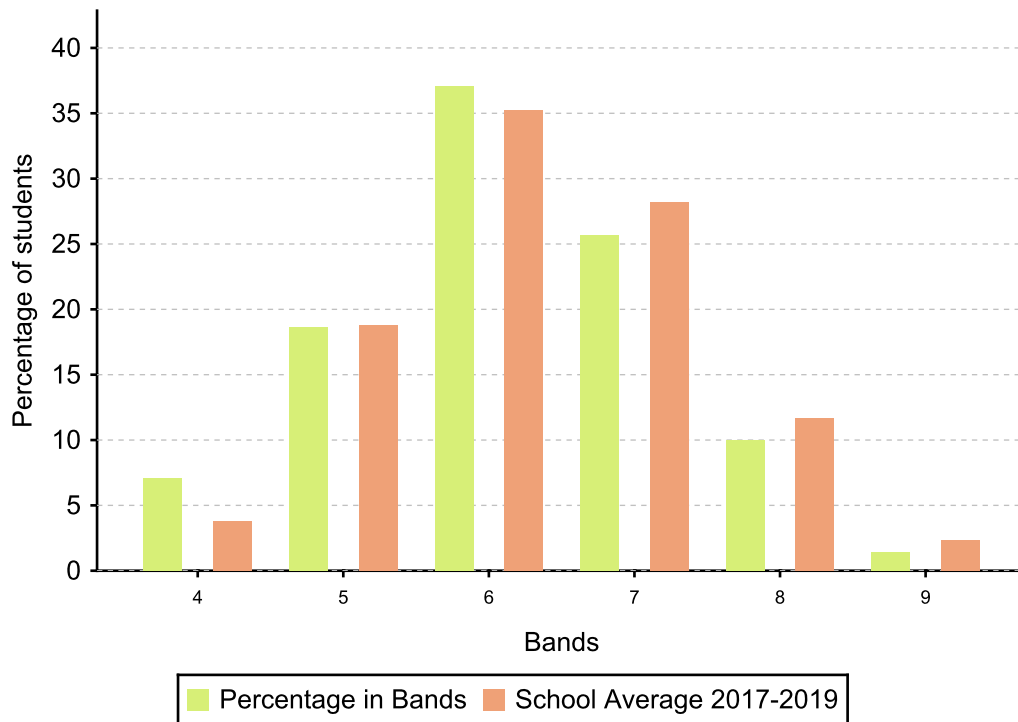
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	40.0	36.0	20.0	2.7	0.0	1.3
School avg 2017-2019	34.1	27.7	21.4	12.3	3.6	0.9

### Percentage in bands:

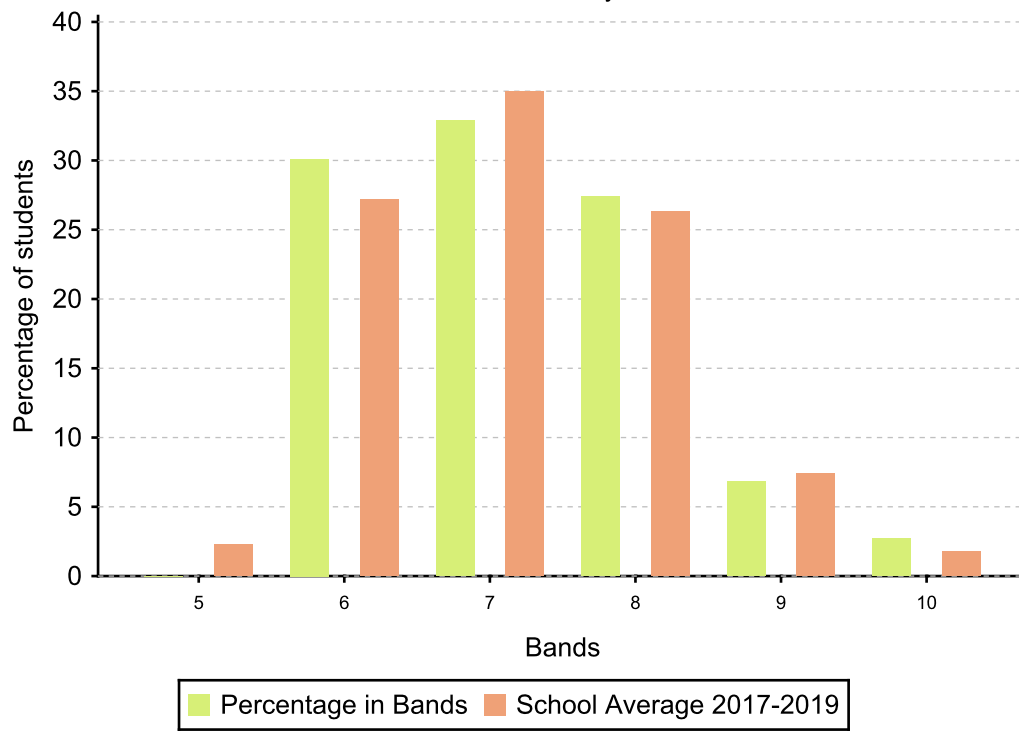
#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.1	18.6	37.1	25.7	10.0	1.4
School avg 2017-2019	3.8	18.8	35.2	28.2	11.7	2.3

### Percentage in bands:

#### Year 9 Numeracy

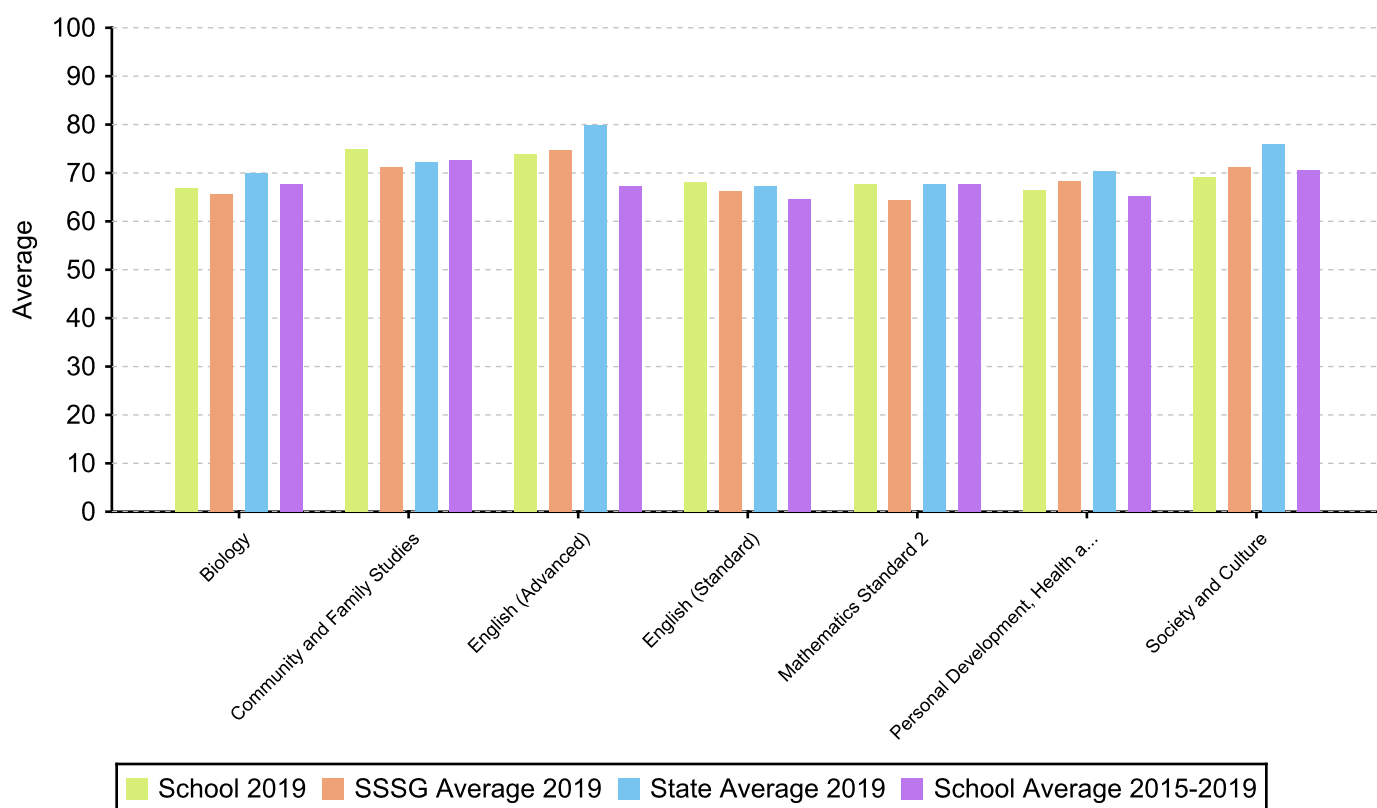


Band	5	6	7	8	9	10
Percentage of students	0.0	30.1	32.9	27.4	6.8	2.7
School avg 2017-2019	2.3	27.2	35	26.3	7.4	1.8

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	66.8	65.6	69.9	67.6
Community and Family Studies	75.0	71.3	72.2	72.6
English (Advanced)	73.8	74.7	80.0	67.3
English (Standard)	68.0	66.2	67.3	64.5
Mathematics Standard 2	67.7	64.4	67.7	67.7
Personal Development, Health and Physical Education	66.4	68.4	70.5	65.2
Society and Culture	69.2	71.2	75.9	70.6



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Student Survey is designed to provide the school with insight to guide our planning and help us to identify school improvement initiatives. In 2019, students completed two surveys – one in Term 1, and one in Term 4. The comparison between the two surveys allowed the school to measure growth in student perceptions in key areas of Social–Emotional Outcomes, Academic Outcomes, and a range of custom measures including school pride, student levels of optimism, positive growth, and expectations of success, among others.

Notable differences in student perception between the first and second survey include an increase in participation in sport (up 4%), a positive sense of belonging (from 38% to 54%) and positive homework behaviours (from 33% to 45%) for Year 12 students, a 3% increase in student motivation, a growth in student resilience and overcoming setbacks, and a significant increase in a positive growth orientation for Year 11 students (from 44% to 60%)

An area for improvement is indicated by a decline in a positive sense of belonging by Year 7 students from 64% to 56%. This data suggests that a greater focus on supporting student transition into high school is required in 2020.

The school also completed the the Focus on Learning Survey, which is a self–evaluation tool for teachers. Notable results include an above State norm staff perceptions about school leadership (7.6 school vs 7.1 State) and collaboration between staff (7.9 vs 7.8). Similarly, survey questions on relevance of lessons to students' own experiences scored low, even if other areas relating to Learning Culture scored highly, particularly in the areas of high expectations, feedback and learning goals. This suggests that more work is required on making connections between curriculum and students' own experiences relevant. A focus area for improvement in 2020 is parent involvement, particularly working with parents of students with special learning needs, and engaging parents with their children's work.

The 'Partners in Learning' Parent Survey, which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school was completed by parents. The survey provided feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The 2019 Parent Survey provided results based on data from 30 respondents who completed the survey between 13 Sep 2019 and 25 Oct 2019. The school will continue providing parents with an opportunity to complete the survey in 2020 and beyond, allowing us to compare changes in parent satisfaction. Notable 2019 results include results above the NSW norm in the area of parents supporting learning at home (6.8 school vs 6.3 State), and a significant number of reported low scores in the area of "inclusive school", particularly in the area of developing positive friendships and understanding the learning needs of students with special needs. This data supports teacher perceptions about the collaboration between teachers and parents in relation to students with special learning needs.

# 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.