

Ambarvale High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Ambarvale High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

To prepare students to flourish and thrive now, and in a dynamic future society, and to do so as well–rounded, successful and happy citizens.

To achieve this, we will maximise learning outcomes in unique and personal ways and ensure students are always the centre and focus of what we do. To this end, we are committed to unique and innovative professional learning that will empower teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing, and explore the full breadth of their professional impact.

School context

Our school is located in Rosemeadow on the southern tip of the Campbelltown area and is part of the Campbelltown network of schools.

We currently have 725 students, which includes 53 students in our Support Unit. 29% of students identify as coming from a non–English speaking background and 12% identify as Aboriginal or Torres Strait Islander.

We have approximately 65 teaching staff, including an Executive Leadership Team made up of 14 leaders (11 Head Teachers, two Deputy Principals, one Principal). Due to a reduction in student numbers due to natural demographic changes, the HT CAPA position was dissolved at the end of 2018 and was replaced with a coordinator.

We also have approximately 25 non–teaching staff and a number of para–professionals contracted to support our school, including technology support personnel, Student Support Officer, Speech Therapist and Pacific Island Youth Worker.

Our school is characterised by deep engagement with the community, including the educational community (partner schools, TAFE and universities), Government and non–Government agencies and businesses.

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	Sustaining and Growing
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

Our self-assessment of excellence over time has seen adjustment to some descriptors, with movement from excelling to sustaining and growing. As we move through our school plan and set new and more ambitious expectations and goals, we have refined and increased the complexity of our measurement and assessment tools.

Strategic Direction 1

Building Great People

Purpose

Our purpose is to build great people so that they are prepared and skilled to reach their potential across the various domains of a meaningful life. To this end we will focus on building a school in which everyone is positioned and encouraged to flourish and thrive, is immersed in leadership development opportunities, in an environment that explicitly develops and supports positive behaviours.

Improvement Measures

- Formal incremental student leadership program.
- Quality succession planning program.
- DoE recognised *level 1* PB4L school.
- Conceptual and applied framework of positive psychology for wellbeing, resulting in increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Progress towards achieving improvement measures

Process 1: A focus on **contextual leadership** across the school.

Leaders and teams will work to enhance leadership learning opportunities across the school with a focus on further developing student leadership spaces and accession planning and skill development for formal staff leadership positions.

Evaluation	Funds Expended (Resources)
<p>Targeted staff have engaged in professional learning, workshops and observations to build their capacity as middle managers and school leaders. This has been facilitated by the principal.</p> <p>The next iteration of the junior leadership team has occurred with all members completing explicit leadership training. Our leaders, both junior, senior and SRC have engaged in a variety of opportunities to enhance school culture and spirit both within the school and out in the community. We now have a student advisory board to further enhance the suite of leadership options available to students.</p>	<p>Including but not limited to;</p> <p>Professional learning \$74,220 (part there of)</p> <p>Leadership: equity funding \$20,000 (part there of)</p>

Process 2: A focus on **Positive Behaviour** to maximise learning and success.

Leaders and teams will continue to grow our school's commitment to, and culture of, positive behaviour; with a focus on re-enhanced PB4L and other structures to support teacher expertise and student success in positive behaviour as a tool to maximise learning and inclusion.

Evaluation	Funds Expended (Resources)
<p>We have had regular meetings with the PB4L Coach Mentors to reflect on practices and updated the results of our SAS surveys. All staff are informed and invited to attend TRREC meetings when results are distributed. We have aligned our TRREC matrix with our school record system 'sentral'. We continued to reward students with our termly TRREC ambassador reward excursions and fortnightly recognition awards distributed at school assemblies. Our school values signage will be updated in external spaces.</p>	<p>Including but not limited to;</p> <p>PBL: equity funding \$4,000</p> <p>Wellbeing: equity funding \$33,500 (part there of)</p>

Process 3: A focus on our **capacity to thrive and flourish**.

Leaders and teams will introduce and develop a deep understanding of positive psychology across the school community, along with strategies and initiatives to embed positive psychology practices into our organisation.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Each year group experienced a bespoke wellbeing day. The Student Advisory Board is an active part of school decision making. Student Leaders are running lunchtime activities for students.</p> <p>Parents and community members have had the opportunity to engage in learning about positive psychology to support and enhance their relationships with young adults.</p> <p>Staff have been exposed to, and engaged in, a wide range of positive psychology interventions to both support their own wellbeing, and deepen their understanding of the strategies they can employ in the workplace and classroom.</p> <p>Senior Executive have delivered Positive Psychology learning to teams of staff external to our school, including early career teachers within the Camden Network and the Hills District network.</p>	<p>Including but not limited to:</p> <p>Professional Learning \$74,220 (part there of)</p> <p>Gifted and Talented: Equity funding \$ 15,000 (part there of)</p> <p>Wellbeing Days : Equity funding \$10,000</p>

Strategic Direction 2

Building Great Learners

Purpose

Our purpose is to build great learners so that students and staff maximise their learning potential. To this end we will continue our fascination with and passion for innovative and future-focused pedagogies and programs, with a specific focus on teacher expertise of effective delivery skills, and within a whole school culture of collaboration.

Improvement Measures

- future-focused learning program embedded into each stage.
- enhanced school culture of research and evidence-based collaboration practices.
- In NAPLAN, measurable improvements in the percentage of students in the top bands for all students and the overall band performance of Aboriginal students, in line with Premier Priorities.

Progress towards achieving improvement measures

Process 1: A focus on our **Innovative learning** programs.

Leaders and teams will continue to build and broaden our commitment to innovative pedagogies and our skills to respond to feedback and data to refine our practice.

Evaluation	Funds Expended (Resources)
<p>A team of teachers has participated in a Year 12 Learning Mentor program by making links and establishing an effective professional relationship with a Year 12 student. They completed initial and ongoing training in order to deliver innovative activities and coaching, with the intention of enhancing the well-being and academic progress of engaged students in building a holistic learning portfolio.</p> <p>Self-nominated Year 12 students have accessed a learning mentor who engaged with them in innovative activities to support their academic, social and emotional growth whilst building a learning portfolio.</p> <p>Our inaugural Learning Mentor dinner was a great success and included the Camden Network Director Education Leadership, the local federal member and a representative of the Campbelltown Council as special guests.</p>	<p>including but not limited to:</p> <p>Innovation pedagogies; equity funding \$ 82,000 (part there of)</p>

Process 2: A focus on **teacher expertise** for effective delivery skills.

Leaders and teams will focus on where our teaching expertise is located to ensure all students are advantaged by shared teacher practice. Areas of teaching practice that are either new, or for which we require expertise will be identified for rigorous teacher learning and implementation.

Evaluation	Funds Expended (Resources)
<p>Professional learning time was harnessed to enhance and develop teacher skill including the use of School Development Days, staff meetings and out-of-hours learning opportunities. Examples include; effective use of student data to inform practice, and 'walk-throughs' of best practice quality learning environments where the teacher in charge of the space presented to staff around how teaching and learning was supported and developed through the use of their teaching space. In term 3 'teaching in practice' was implemented. This was a new initiative in which each teacher sat with a member of the Senior Executive and shared detailed evidence of their teaching in practice and how it best supported the learning needs of their students. This allowed for close whole school monitoring of teaching practice, as well as the identification of best practice across the school. Where highly impactful and/or innovative practice was identified, those teachers were asked to present their strategies and techniques to the whole staff.</p>	<p>Including but not limited to:</p> <p>Professional Learning \$74,220 (part there of)</p>

Progress towards achieving improvement measures

Process 3: A focus on our **collaboration for learning**.

Leaders and teams will create many and varied opportunities, both formal and informal, for teachers to build their knowledge and practice through deep professional collaboration..

Evaluation	Funds Expended (Resources)
<p>Staff have engaged in 'critical friends' groups across faculties utilising quality time when invigilators are supervising exams. Staff have had the opportunity to observe others' practice either within faculty, across faculties or across schools. Staff may have elected to be observed by a Student Advisory Board member, to provide student centred feedback of their learning practice.</p> <p>Students in stage 4 and stage 5 have engaged with like students and staff by electing and participating in a passion project. Project time was an opportunity for teachers to marry their teaching skills with a personal passion and for students to broaden their horizons to engage in and learn about new 'real world' skills and experiences. Examples of passion projects included; rock– climbing, puppy 'play date', golf, make up and beauty workshops and fantasy board games.</p>	<p>Including but not limited to;</p> <p>Professional Learning \$74,220 (part there of)</p> <p>Innovative Pedagogies : Equity funding \$82,000 (part there of)</p>

Strategic Direction 3

Building Great Results

Purpose

Our purpose is to build great results so that students exit the secondary school experience with maximised learning and development outcomes. To this end we will focus on high impact strategies to ensure maximised growth in external academic benchmarks, high impact feedback and reporting and an emerging focus on metacognition.

Improvement Measures

- Increased number of teachers accredited at HA and LD professional standards
- Increased proportion of all students (and proportion of indigenous students) in the top two NAPLAN bands for Reading and Numeracy
- Maintain or improve value added year 9 NAPLAN to HSC

Progress towards achieving improvement measures

Process 1: A focus on student **academic growth** against external continuums and benchmarks. Leaders and teams will work to understanding academic growth data to inform and track future performance, with a view to maximise student potential.

Evaluation	Funds Expended (Resources)
<p>We have employed specialist staff to support literacy and numeracy needs of students, with a target to work with Year 10 and Year 11 students to achieve the minimum standards. At the conclusion of 2019, 71% of Year 11 students have achieved the minimum standards benchmark in Numeracy and 80% in Literacy.</p> <p>We have commenced an Aboriginal Education Numeracy Tuition program to support students in numeracy needs across Years 7 to 9 through small group instruction. Aboriginal students across years 7 to 9 have engaged in the withdrawal program demonstrating increased confidence in their numeracy skills.</p>	<p>Including but not limited to;</p> <p>Literacy and Numeracy Coordinator: Equity funding \$90,000</p> <p>Aboriginal Education Tutor: Equity funding \$86,425</p>

Process 2: A focus on high impact **feedback and reporting**. Leaders and teams will work to build on previous staff learning on feedback as a component of the learning cycle. Further enhancements to our reporting strategies will be implemented to reflect best and innovative practice.

Evaluation	Funds Expended (Resources)
<p>Within the English faculty (and trialled as a prototype) each student from years 7–10 have their own Learning Portfolio. This contains work samples, assessment tasks, teacher feedback and reflections and allows students to track their own progress and growth.</p> <p>Years 7–10 engaged in innovative pedagogies that both developed, measured and reported on the 4 Cs; Creativity, Critical thinking, Communication and Collaboration. As a result, each child's semester 2 report contained an innovative pedagogy report page in addition to the standardised curriculum reports.</p> <p>Staff across the school have engaged with professional learning about electronic portfolios and scannable apps to improve their capacity to collect and store student work samples. Initially 3 faculties, with the scope to increase over time, have adjusted their scope and sequences to include collection and reflection of assessment work within their own portfolio of learning, with the vision to move to digital platforms in the future.</p>	<p>Including but not limited to;</p> <p>Curriculum: Equity Funding \$53,400(part there of)</p>

Process 3: A focus on enhanced **self-directed learning**. Leaders and teams will work to enhance staff's research–

Progress towards achieving improvement measures

Process 3: based understanding of self-directed learning to implement a range of strategies to grow our students. Our focus will be on students' metacognition and organisation.

Evaluation	Funds Expended (Resources)
<p>Classrooms contain visual learning aids to give visual prompts to students about their learning. These visual thinking routines will allow all students to become goal and target orientated in their own learning.</p> <p>All junior students (years 7–10) were invited to engage in a Passion Project of fun, exciting and new learning activities lead by a passionate staff member. This initiative allowed students to engage in new learning activities of their choice.</p> <p>Twilight professional learning sessions were held to allow for teams of staff to create and reflect upon their Performance and Development Plan (PDP).</p> <p>Staff have successfully engaged in goals outlined within their PDPs. Staff have reflected on their progress and adjusted their approach to achieve their targets. Some staff have completed relevant TPL opportunities which contribute to their NESA accredited or teacher-identified hours. Opportunities were made available for all staff to engage in and attend PDP review meetings with their Head Teacher.</p>	<p>Including but not limited to:</p> <p>Innovative Pedagogies: Equity Funding \$82,000 (part there of)</p> <p>Additional Human Resources: equity Funding \$523,900 (part there of)</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$86,425	Allocated staff were employed to support the learning and cultural connection for our ATSI students. This year saw the creation of an ATSI rollcall where all ATSI students were invited to attend. Connections were made with KARI and our connections with the MTC Opportunity Hub and Western Sydney University pathways to dreaming strengthened.
English language proficiency	\$33,705	A dedicated staff member has been employed to work both one on one and provide support in class with EALD students. This has led to the creation of an EALD class for stage 6 English to meet the needs of these students and provide adequate support while attaining the HSC.
Low level adjustment for disability	\$355,874	The school employed 2.2 learning and support staff and a team of learning and support officers to strategically provide additional learning assistance for students identified in the mainstream as either having a disability or requiring additional learning support.
Socio-economic background	\$1,087,985	<p>Wide ranging and highly creative programs, initiatives, activities and resources were implemented to ensure every student is known, cared for and valued, and that their learning outcomes are maximised. Budgets area identified to support this included;</p> <p>Physical improvements within the school such as a new PA system which allows for clear and consistent communication and musical bells to enhance wellbeing during the school day.</p> <p>Technology to provide additional devices to enhance learning</p> <p>Wellbeing to support proactive and responsive wellbeing measures for all students</p> <p>Sporting to meet the specific and contextual needs of Ambarvale High School students</p> <p>Innovative pedagogies to ensure each year group is exposed to the most current and evidenced-based learning systems</p> <p>Curriculum to offer enrichment and further enhanced curriculum opportunities for students. Projects included 'Teachers in the Making', 'Writer in Residence' and a robotics club.</p> <p>Additional Human resources including a speech therapist, technical support officer, site management officer, Head Teacher Teaching and Learning, Pacific Islander student support officer and additional administrative support for careers and</p>

Socio-economic background	\$1,087,985	Vocational Education and Training.
Support for beginning teachers	\$69,327	Beginning teachers have participated in a contextually specific induction program that has a strong focus on the principles of Positive Psychology. All Beginning Teachers, including those on temporary contracts, have had their teaching load reduced and have been partnered with a teacher mentor.
Targeted student support for refugees and new arrivals	\$0	In 2019 our school did not receive Targeted student support funding for refugees and new arrivals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	385	366	381	394
Girls	356	349	356	384

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.9	91.9	88.6	88.8
8	88.4	88.8	86.2	86.1
9	83.9	89	85.3	83.8
10	84.5	85.5	84	81.9
11	86.1	87.3	80	80.6
12	89.3	88.4	89.3	84.4
All Years	86.8	88.3	85.4	84.5
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

Our data is impacted by a small number of chronic school refusers for whom complex management plans are in place, including the engagement of departmental officers and other organisations outside education. This small cohort negatively skews our attendance data and is not a true reflection of the attendance patterns of most students.

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	6
Employment	2	6	25
TAFE entry	0	1	39
University Entry	0	0	20
Other	0	0	2
Unknown	0	0	6

Year 12 students undertaking vocational or trade training

45.05% of Year 12 students at Ambarvale High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Ambarvale 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)	46.3
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.56
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

In addition we held our inaugural Learning Conference. Held on a Saturday at a local Botanic Garden, this optional conference was well supported by staff with 29 attendees (approximately 50% of staff).

In 2019 we adopted an innovative approach to the employment of temporary student learning support officers (SLSOs). In an attempt to secure future temporary teachers and to contribute to the development of pre service teachers, we actively sought final year tertiary students from the school of education from nearby universities to fill these positions.

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	733,108
Revenue	11,144,235
Appropriation	10,888,830
Sale of Goods and Services	42,692
Grants and contributions	195,874
Investment income	3,951
Other revenue	12,888
Expenses	-10,524,371
Employee related	-9,514,084
Operating expenses	-1,010,288
Surplus / deficit for the year	619,863

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	1,420,972
Equity Total	1,563,990
Equity - Aboriginal	86,425
Equity - Socio-economic	1,087,985
Equity - Language	33,705
Equity - Disability	355,874
Base Total	7,081,075
Base - Per Capita	185,036
Base - Location	0
Base - Other	6,896,039
Other Total	579,307
Grand Total	10,645,344

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.

Our school receives significant equity funding that empowers us to deliver many additional learning and personal development opportunities for our students. These additional funds are carefully budgeted to maximise their impact for each and all of our students. As a school we pride ourselves on our creative and innovative approaches to expenditure that has resulted in many unique engaging and successful initiatives.

Our Equity – Aboriginal Background funding was used to purchase personnel to support our ATSI students and their learning.

Our Equity – Socio Economic funding is our largest equity budget and all members of our school community are consulted regarding its best use and distribution. In 2019, the funding was divided across a range school-identified categories including;

Improvements to the physical environment \$64 500

Enhanced Technology \$57 500

Wellbeing initiatives \$120 000

Enhanced sporting/physical activity \$11 000

Innovative pedagogies \$82 000

Enhanced curriculum \$53 400

Additional Human Resources \$523 900

Other \$64 000

Our Equity – Language funded a partial EALD teacher (this position is additionally funded up to 1.0 Full time equivalent [FTE] from Equity – Socio Economic).

Our Equity – Disability funded our learning and support staff.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

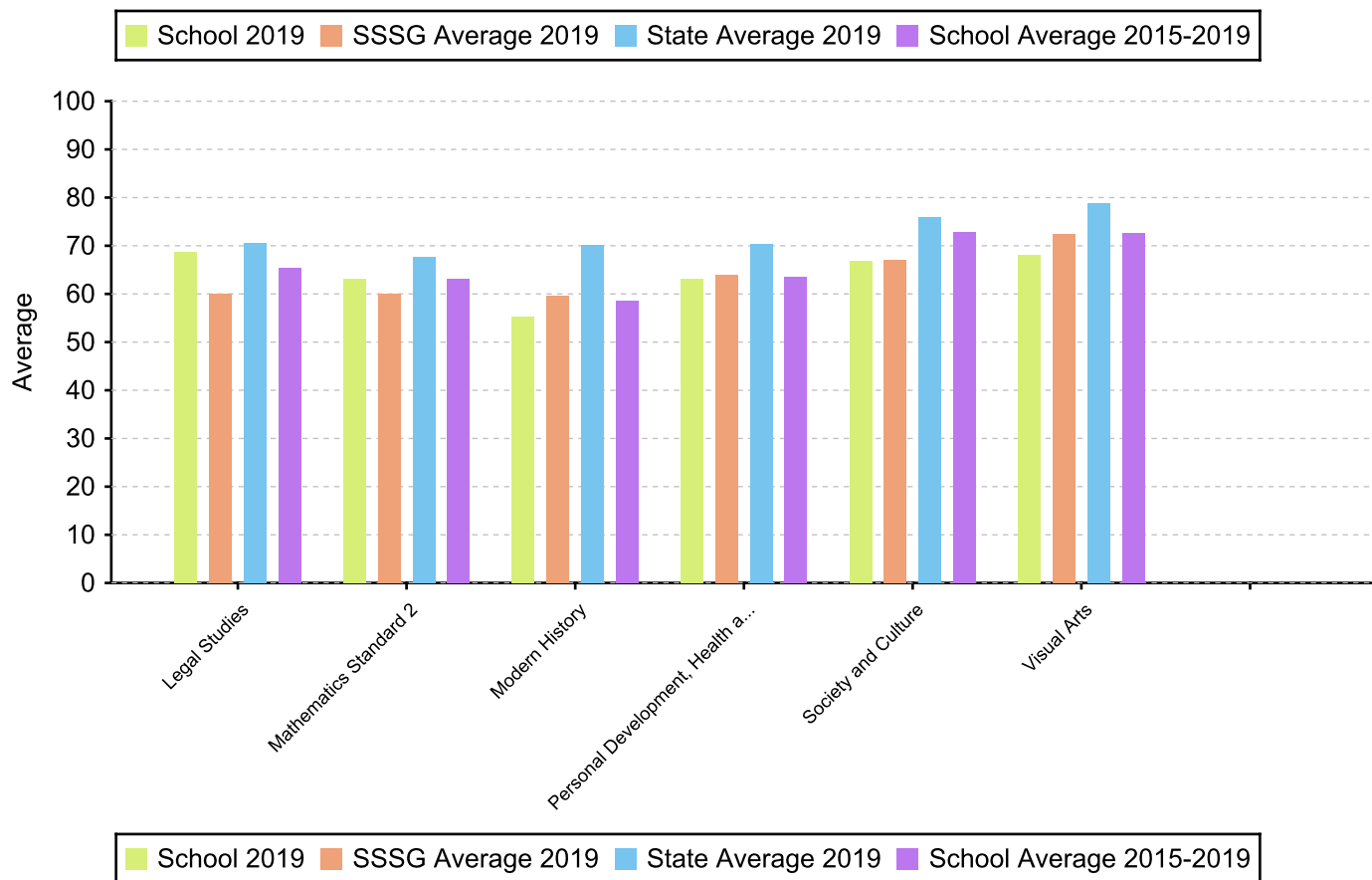
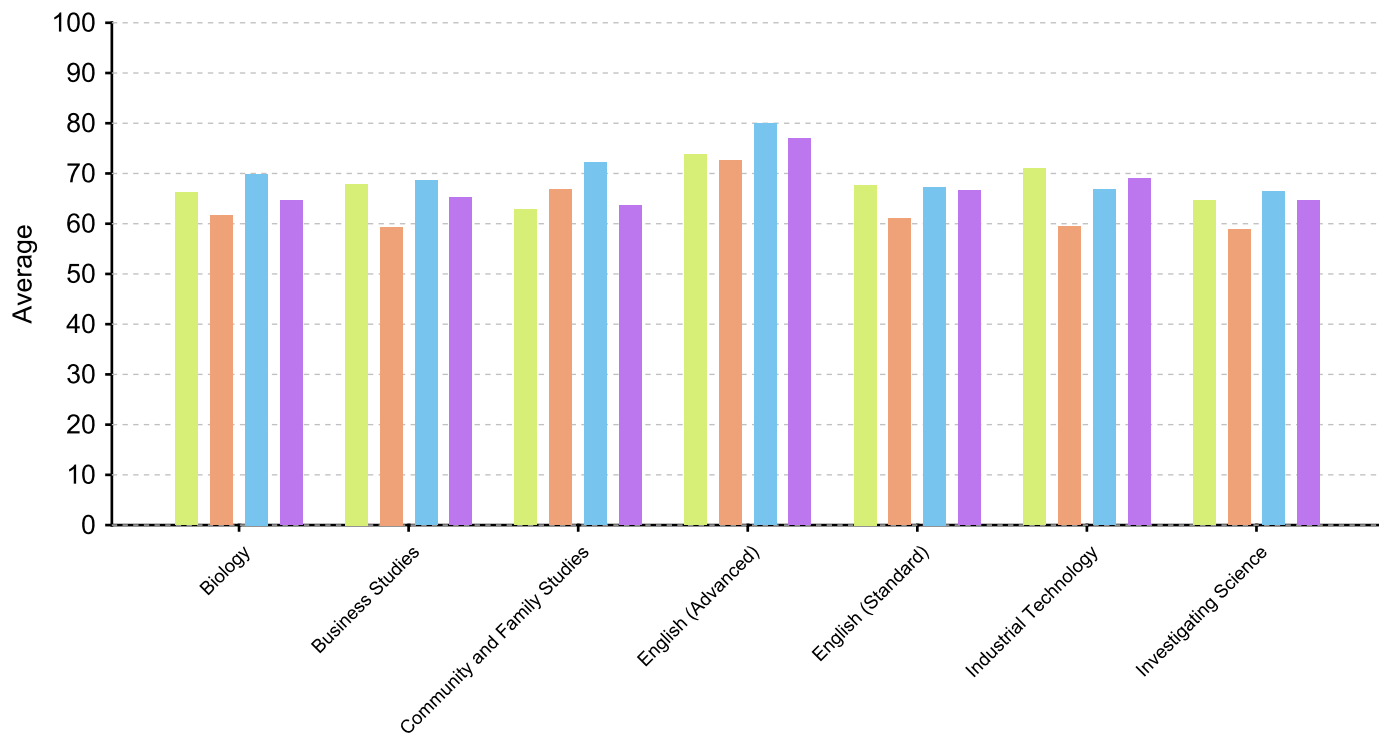
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	66.2	61.6	69.9	64.6
Business Studies	67.9	59.4	68.6	65.2
Community and Family Studies	62.9	66.9	72.2	63.7
English (Advanced)	73.8	72.6	80.0	76.9
English (Standard)	67.7	61.0	67.3	66.6
Industrial Technology	71.0	59.4	66.8	69.0
Investigating Science	64.6	58.9	66.5	64.6
Legal Studies	68.7	60.0	70.6	65.3
Mathematics Standard 2	63.1	60.1	67.7	63.1
Modern History	55.3	59.6	70.2	58.6
Personal Development, Health and Physical Education	63.2	63.9	70.5	63.5
Society and Culture	66.9	67.1	75.9	72.8
Visual Arts	68.1	72.5	78.8	72.7

Our 2019 HSC cohort were delightful students who demonstrated leadership skills and maturity beyond their years. Their HSC results were sound, and it is noteworthy that eight subjects scored results above similar schools, two subjects achieved results above our five year school average and Industrial Technology obtained results above state average.

Parent/caregiver, student, teacher satisfaction

Each year we ascertain parent, student and teacher satisfaction using a variety of qualitative and quantitative tools. Parents are afforded a wide range of opportunities to provide feedback, evaluate school initiatives and make comment on school life in general and their child's learning in particular. This included, but was not limited to surveys, feedback forums and involvement in Student Learning Conferences. In 2019 parents shared with us that they were satisfied with their child's exposure to curriculum and very satisfied with our extra curricula opportunities, our personalised approach to student learning and our wellbeing strategies. Parents continued to experience concern about the impacts of social media, with a particular concern for online bullying. Parents were very satisfied with Learning Conference feedback for their child, and were very satisfied their child was known and valued by staff.

Student feedback is a deeply embedded component of our school culture, and is a regular and consistent aspect of the teaching and learning cycle. Students are regularly requested to engage in the evaluation of learning units and modules to inform teacher practice moving forward. In addition, we engage biannually in the Tell Them From Me survey and receive and act on rich data about student perception of our school. Our school data regularly 'out performs' the NSW Government norm. In 2019 in terms of student advocacy, our school norm was 6.5 (out of 10) compared to 6.0 for the NSW norm. For positive teacher–student relationships, our school scored 6.7 and NSW scored 5.7. When asked about a positive learning environment, our students scored 6.4 positive response, compared to the NSW norm of 5.6. Expectations for success at a school level was 7.2, but only 7.0 for the state of NSW. This data is directly used to drive new thinking and initiatives to improve the school experience. The Student Advisory Board, formed during 2019, is an example. It was designed in response to student feedback that additional leadership opportunities and a deeper consultative process be made available. The Student Advisory Board is open to member applications from years 7–11. With currently 15 members, the Board has been consulted on physical improvements to the school, their thoughts on feedback and assessment and inclusion in a range of panels.

During 2019 staff were regularly consulted about school life and offered opportunities to provide feedback on our performance as a school. In addition, our staff engage in the People Matter government survey to test and measure staff satisfaction in the workplace. Our school had positive responses well above those of the NSW public sector in the areas of senior management leadership, senior management values, senior management clear directions for the future, senior management's ability to listen and good cooperation between teams across our (school) organisation.

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.

In 2019 we utilised our Aboriginal Background Equity funding to secure a mix of teacher and administrative staff to support our Aboriginal and Torres Strait Islander students. This support took the form of community liaison, personalised learning plans, direct and explicit numeracy and literacy tutoring, and events and connections with the Western Sydney University *Pathways to Dreaming* program. In 2019 we had a formal NAIDOC ceremony, including an assembly and morning tea with our broader Aboriginal community. We also hosted the Regional AECG meeting. Moving forward, we are dedicated to seeking a teacher for 2020 who identifies as Aboriginal to deepen and enhance our students' connections with their community and culture.

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.

Our Anti-Racism Contact Officer maintains currency of training and has presented learning workshops to the Executive team to ensure we are all alert to policy and procedures. In 2019, our ARCO (officially) responded to two referrals for inappropriate and racially motivated behaviours. That said, it is noted that our student behaviour database indicates more incidents than captured in the formal data, with classroom teachers called to address issues on occasion.

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.

Our school has a designated Multicultural Co-ordinator and team who engage in a range of initiatives throughout the year. The centre piece event is the annual multicultural day festival. This day is a balance between learning opportunities, authentic culturally-rich performances, a food festival and overall celebration of our multicultural school. It is a much loved and well attended event with high levels of parent participation. Our school utilises our Equity funding to employ additional personnel to meet the needs of our community. This includes additional EALD teacher time to meet the learning needs of students for whom English is not their first language or dialect, and the employment of a Pacific Islander Student Support Officer, who works with our broader community and specifically with our Pacific Islanders boys.