

2020 Annual Report

J J Cahill Memorial High School



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Introduction

The Annual Report for 2020 is provided to the community of J J Cahill Memorial 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

J J Cahill Memorial High School

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Mascot, 2020

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School vision

J J Cahill Memorial High School vision can be summed up in the following aspirational goals.

All students develop the necessary skills and mindset to take on and work through challenge.

All students aspire, seeking out opportunities that will improve their ability to contribute meaningfully to society.

All students show strong growth in their learning, achieving their potential.

All teachers work collaboratively to solve problems of practice.

All teachers actively engage in professional learning that is focused on the quality of teaching and learning and improves the impact upon the learning outcomes of all students.

All parents and carers actively engage with the school working in partnership with the school to support student learning and engagement

The school is connected to and contributes to its community.

The behaviour of the community is underpinned by the school values honour, excellence, responsibility and opportunity and promote a positive school learning culture.

School context

J J Cahill Memorial High School is located in Mascot, a fast-growing residential area. The school has a solid focus on community and works closely with families to support the learning and wellbeing needs of all students. JJCMHS focuses on delivering quality teaching and learning underpinned by evidence-based practices and improved student learning outcomes, particularly literacy and numeracy. The school provides an environment that promotes engagement in learning challenging students to strive for success.

JJCMHS caters for the needs of students with a wide range of academic ability. Students come from diverse cultural and socio-economic backgrounds and enrolments are currently at 325, including 20 students who are Aboriginal or Torres Strait Islander. The school's support unit caters for students with mild and moderate intellectual disabilities as well as students with an autism diagnosis. The school is committed to providing opportunities for students from the support unit to integrate into mainstream classes.

JJCMHS strategically funds extra classes reducing class size. Through targeted programs and teacher professional learning the school ensures that teaching effectively leverages small class sizes so that impact upon student learning is maximised by differentiating learning to provide support and extension. JJCMHS is committed to offering a broad senior curriculum. It does this by funding extra classes in the senior years.

JJCMHS is keenly focused upon the wellbeing and development of all students. To this end the school has made wellbeing a strategic focus. Wellbeing is currently supported by year advisers, the wellbeing team the positive behaviour for learning team and the learning and wellbeing team. JJCMHS believes that if you teach students the expected behaviour and provide explicit teaching that develops skills of reflection and choice most students will make good behaviour and learning decisions. To this end JJCMHS is actively implementing the positive behaviour for learning framework and Berry Street Trauma informed practice. The schools values are honour, excellence, responsibility and opportunity.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To create a stimulating, supportive and rigorous teaching and learning environment, underpinned by evidence-based practices, to support improved student learning outcomes, particularly in literacy and numeracy, for our diverse learning community.

Improvement Measures

Increase in Year 9 average student growth in NAPLAN in each band

Growth in the percentage of students who can articulate an awareness of how they learn in the classroom, the areas in which they need to improve and how their learning needs are met.

Students can articulate where they are challenged and supported in their learning.

Progress towards achieving improvement measures

Process 1: Research informed pedagogy.

Evaluation	Funds Expended (Resources)
<p>Project Based Learning Team</p> <p>Vet Construction Teacher and students completed a large amount of the garden beds and prepared the location of the garden for a landscaper to come in and complete the more technical aspects of the project including bedding and irrigation..</p> <p>Innovation hub was established making use of TAS teachers, students and design elements by students. Agile learning environment tailored to PBL.</p> <p>Continuing evolution of Programming across TAS and HSIE to take advantage of PBL learning spaces and new technologies.</p> <p>Support students have developed their own Project with teacher guidance involving the Cricket Nets.</p> <p>Makers Empire project has been invaluable to staff in regards to equipment and how to best make use of the technology in our unique school setting. Initially this was implemented as a partnership between Gardeners Road and JJCMHS. However, due to finance issues Gardeners Road had to pull out.</p> <p>VLT: Covid-19 significantly impacted the initial plans and launch of Visible Learning here.</p> <p>Competing interests and time (PL was rushed at the end of Term 4). The PL needed more time and notice to deliver effective learning. The time of PL in Term 4 was So busy with a lot of other school based activities like reports, Year 7 orientation, harmony week, year 10 program etc. Planned and organised professional learning.</p> <p>Preliminary Goals - implementing the full suite of Visible Learning at this school. 3-4 year formative assessment package.</p> <p>Time needed for a new team.</p> <p>PL needed for the team to then present internally.</p> <p>Community of Schools - collaborate and visit other schools. This was</p>	<p>Project Based Learning Team</p> <ul style="list-style-type: none">-Timber and other resources to begin the construction of the garden- Landscaper sources to complete job- \$35,000 expended to build the garden beds, install a watering system and landscape- Seeds, garden tools and safety equipment provided by team member-casual days provided for planning

Progress towards achieving improvement measures

hampered due to Covid. Although, the transition program in term 4 managed to go ahead with some changes. Big Night Out the schools large performing arts event that usually engages the feeder primary school did not run due to Covid.

Process 2: Teaching: Draw on research to develop and implement high quality professional learning in literacy and numeracy strategies and evidence based teaching practices.

Evaluation	Funds Expended (Resources)
<p>In collaboration with the Numeracy team, the Stage 4 Literacy and Numeracy program was implemented in Term 1. This was a continuation of the program that was facilitated in 2019. Best Start, PAT, and internal assessment data was used in the establishment of differentiated student groups. Due to the impact of Covid-19 and remote learning, the program came to an abrupt halt and our data became void in being able to demonstrate growth.</p> <p>Literacy Team leadership gained professional learning and operational support from LaNSAs in the analysis of data to identify our students' needs in reading and the development of a new strategy and scaffold to be the Literacy component of the Stage 4 Literacy and Numeracy Program to start anew in Term 3. Professional learning about how to implement this scaffold and other core strategies to target student reading skills was delivered to the whole staff by the team leaders and LaNSAs.</p> <p>In collaboration with the Numeracy Team, the new Literacy and Numeracy Program was administered in Term 3.</p>	<p>Professional Learning Time in school PL schedule.</p> <p>LaNSAs</p> <p>Casual days to cover team leaders to engage in PL. 6 half days training in literacy delivered to the newly formed literacy team. The Literacy team was established through expression of interest to ensure that there was a strong commitment in actively leading literacy into the school.</p>

Process 3: Implement a whole school integrated approach to literacy and numeracy teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Literacy Team:</p> <p>The Stage 4 Literacy and Numeracy Program ran with year 7 and 8 in term one, prior to remote learning, with the support of staff with periods being given up in subject areas to support the running of the program. Anecdotally, staff provided feedback on the impact the program was having on the teaching and learning in their KLAs. Remote learning brought this program to a halt, with our data then becoming void.</p> <p>Upon the team leaders receiving professional learning from and collaborating with the LaNSAs, the New Literacy and Numeracy program was implemented in Term 3. The literacy component of this was the literacy scaffold developed with the LaNSAs. All staff received professional learning on this scaffold and explicit reading teaching strategies. Part of the professional learning involved each KLA being coached in using the scaffold to introduce a new text in the subject area. By the end of this workshop, all teachers had a resource ready to implement in their teaching. Staff across the school have adopted this scaffold and explicit teaching of reading/vocabulary into their regular practice. Whole staff professional learning on reading and vocabulary will continue into 2021 with the newly formed Literacy and Numeracy strategic team who have engaged in professional learning of reading, comprehension and vocabulary from our LaNSAs.</p>	<p>Literacy Team:</p> <ul style="list-style-type: none"> • Professional learning time in school schedule • Covered for team to engage in PL • LaNSAs • time to create and photocopy program resources. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Staff release (\$9360.00)

Strategic Direction 2

A connected, resilient and motivated school community

Purpose

To ensure a learning environment that supports and challenges all students to become connected, resilient and motivated individuals who are able to confidently engage with their community emotionally, physically, socially, culturally and academically to thrive and live well.

Improvement Measures

Measurable improvements in wellbeing and engagement to support learning (TTFM)

All staff consistently implement PB4L strategies

Progress towards achieving improvement measures

Process 1: Whole school wellbeing program developed and implemented that is consistent with the wellbeing framework.

Evaluation	Funds Expended (Resources)
<p>A year 7 to 12 school wellbeing program is gradually being developed and expanded in alignment with the Australian Student Wellbeing Framework to promote student wellbeing, safety and positive relationships so that students can reach their full potential.</p> <p>The needs of all students were explicitly addressed in teaching and learning programs and every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Students also had access to free vaccinations and health checks such as dental and optometry consultations at school.</p> <p>A School Wellbeing Hub website was developed to support students, staff and families during the COVID-19 lockdown and it continues to be a valuable tool after the return to school. Our School Wellbeing Hub provides access to a variety of wellbeing resources, materials and strategies that enhance wellbeing and learning for everyone in our school community. The School Wellbeing Hub also provides an easy way for students to self refer to our Learning and Wellbeing team case they need support or counselling.</p> <p>We built staff capacity around trauma informed practices and mental health first aid by providing professional learning to all staff involved in wellbeing and welfare matters.</p>	<p>Berry Street Team delivered whole day training for all staff in trauma informed practice. 2 out of the 4 days have been delivered. Covid prevented the school completing the training in 2020 and it will continue into 2021.</p> <p>Mental Health First Aid training provided for half the staff. This is a 2 day training course in supporting students mental health needs. The school will train the rest of the staff in 2021 and plans to alternate every year training half the staff to continually renew the training at the school.</p>

Process 2: Implementation of PB4L, an evidence based whole school program to improve learning outcomes for students.

Evaluation	Funds Expended (Resources)
<p>The school has increased visibility of student expectations by installing signage in various locations around the campus. There was a delivery of weekly PB4L lessons to Year 7 and 8 in Term 4.</p> <p>A small team of teachers engaged in inter-school collaboration with the Empower Me! network which aims to share strategies of Positive Behaviour for Learning.</p> <p>Staff training was conducted for data collection of minor incidents using Sentral. Professional learning for all staff in classroom behaviour management, including the purchase of academic literature for the staff library.</p>	<ul style="list-style-type: none">• Outdoor PB4L signage was purchased and installed in various locations around the school.• Creation of a perpetual resource of PB4L lessons.• Relief for staff to attend Empower Me! network meetings• Professional Learning for beginning and new staff to the school

Progress towards achieving improvement measures

All beginning teachers and new staff to the school, are taken through an induction to familiarise them with school expectations, Sentral logging of student behaviour, the minor/major flowchart and the school merit system. They are also supported with an introduction to behaviour management in line with PB4L, MAPA and Trauma informed practices.

Strategic Direction 3

Effective community connections

Purpose

To increase parent partnerships and community connections to support student learning and opportunities.

Improvement Measures

Increased positive perception of the Community of School program from staff and students

Increased parent participation in events and communication systems

Increase in community links to extend learning opportunities

Overall summary of progress

The school's website was strategically reviewed by all faculties in a process that allowed the website coordinator to update and add new content framed by a style guide. Best practice was used to ensure accessibility and inclusiveness by all users of the website. Essential new content was published around remote learning and resources to support learning from home.

Facebook played a significant role in celebrating with our community achievements in learning, and activities around the school. Our schools newsletter also was a significant medium to share our schools success, and communicate vital information.

Progress towards achieving improvement measures

Process 1: Program to raise the positive profile of the school within the community, including with current and prospective parents, local business and the local council.

Evaluation	Funds Expended (Resources)
The school's profile and connections with the members, businesses and educational institutions in the community is seen as a vital strategy to provide opportunity for students while still at school and for post school opportunity and destination. The school will continue to invest its energy into establishing true and strong connections.	Increase the effectiveness of Webpage - nil cost teacher time while not doing face to face teaching Increased effectiveness of communication via Sentral email, letters and use of SMS. Cost in continuing to pay for Sentral Student management System Increased effectiveness to staff utilising Teams and Zoom and Google Class. Nil Cost staff driven PL

Process 2: Community of schools developed further to enhance teaching and learning collaboration.

Evaluation	Funds Expended (Resources)
Community of Schools Team: Due to the restrictions surrounding Covid-19 our progress with furthering our Community of Schools did not reach the level as was planned. Further commitment to host learning activities, opportunities and learning partnerships with partner primary school will continue in 2021 and beyond . Prior to remote learning, team members were able to meet with parents at GRPS on the Year 6 high school selection night, promoting our school's open night.	Release of staff to attend meetings. Funding Sources: • Casual Release (\$3750.00)

Progress towards achieving improvement measures

In Term 4, team members were used as panel members on the GRPS student leadership interviews.

The team with the incumbent Year 7 adviser liaised and collaborated with stakeholders at MSP, ELPS and GRPS in the transition of stage 3 students to high school.

Process 3: Development of a program to encourage parents and the community to support student engagement with learning and the school community.

Evaluation

Funds Expended (Resources)

The benefit of this delivery strategy was seen when schools returned to face to face delivery as teachers continued with this form of delivery and saw its positive impact upon student and family engagement..

Increased capability across the school of staff incorporating technology into teaching effectively.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	<p>\$152, 159 was spent on the provision of support in this area. All resources were accessed to provide direct support to students.</p> <p>Funds used to employ key staff in the school to support student learning. Key staff included a second Deputy principal.</p>	<p>The continued employment of a second Deputy principal allowed a wider and holistic leadership approach providing direction, advice and support to strategic teams, support executive staff with their leadership of faculties, teaching staff with pedagogical capabilities and support students with wellbeing issues and learning outcomes.</p>
Support for beginning teachers	<p>Throughout the year Beginning Teachers were provided with opportunities to attend professional learning. Two beginning teachers attended the Department of Education Induction Conference held at Novotel Brighton Le Sands.</p> <p>Due to a change in the delivery of professional learning to online mules replacing face to face delivery and off site attendance the cost of professional learning was significantly reduced in 2020. This however does not mean a decrease in accessing professional learning courses by staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Beginning teacher conference (\$1 250.00) • Professional learning day with mentorship. (\$2 080.00) • Total professional learning (\$3 170.00) 	<p>The school is committed to supporting all teachers especially beginning teachers and early career teachers. The benefit of providing ongoing mentorship and support to beginning teachers is evident in the connections they have established with colleagues. All beginning teachers have benefitted with the support of completing accreditation proficient reports, completion and progress of professional development plans and the opportunity to regularly access professional learning opportunities in their KLAs. This is evidenced by their engagement in professional conversations with the school presenting their knowledge and career development as well their engagement in the school community by accepting and fulfilling specific while school roles..</p>
Aboriginal background loading	<p>Aboriginal SLSO - 0.6 load</p> <p>Funding for smoking ceremony</p> <p>Aboriginal Programs Coordinator load (1 period per cycle)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$15 318.00) 	<p>Despite the adversity of COVID-19, the year finished positively with the Aboriginal SLSO having a significant impact on student engagement and learning. This will continue into 2021 with a focus of aligning the Aboriginal SLSO more closely with PLP goals and strategies. Students remained engaged in programs such as Souths Cares and Walanga Muru and the school will continue these partnerships into 2021. Tribal Warrior are another organisation who have provided mentoring and culture days for our students. This relationship will also continue in 2021.</p>
English language proficiency	<p>This allocation of support has a value of \$6976</p>	<p>Students reported a thorough level of support provided by the teacher. The support ensured a smooth transition to our school, individualised support with language</p>

English language proficiency	This allocation of support has a value of \$6976	difficulties, communication, learning and accessing the curriculum and syllabus outcomes.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • One full time SLSO plus two part time SLSO (\$156 950.00) 	<p>The learning and support team provides a holistic approach to the wellbeing and welfare of all students on a consistent basis for all students and family needs.</p> <p>During the online learning time of CoVid19, an additional staff member was engaged to provide support vis, phone call, online learning platforms to students with identified learning needs and those students who had not engaged with learning from home.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	172	179	189	179
Girls	147	145	138	141

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.5	88.1	91.8	93.5
8	89.6	82.4	79.8	89.6
9	89	87	83.5	83.4
10	80.3	85.4	79.1	84
11	81.7	78.8	76.6	82.7
12	85.9	81.9	79.1	87.2
All Years	85.3	83.6	81.6	86.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	2	0	0
Employment	0	0	36
TAFE entry	2	0	42
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

57.14% of Year 12 students at J J Cahill Memorial High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

80.8% of all Year 12 students at J J Cahill Memorial High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

10% of students of Year 12 have secured an apprenticeship or traineeship from the HSC vocational studies.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	25.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.98
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	579,844
Revenue	6,194,263
Appropriation	6,031,676
Sale of Goods and Services	5,655
Grants and contributions	124,853
Investment income	1,654
Other revenue	30,425
Expenses	-6,347,663
Employee related	-5,729,658
Operating expenses	-618,005
Surplus / deficit for the year	-153,400
Closing Balance	426,445

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.

	2020 Approved SBA (\$)
Targeted Total	33,040
Equity Total	354,996
Equity - Aboriginal	15,318
Equity - Socio-economic	152,159
Equity - Language	30,570
Equity - Disability	156,950
Base Total	5,252,772
Base - Per Capita	87,746
Base - Location	0
Base - Other	5,165,027
Other Total	256,380
Grand Total	5,897,188

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.

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.

2020 NAPLAN

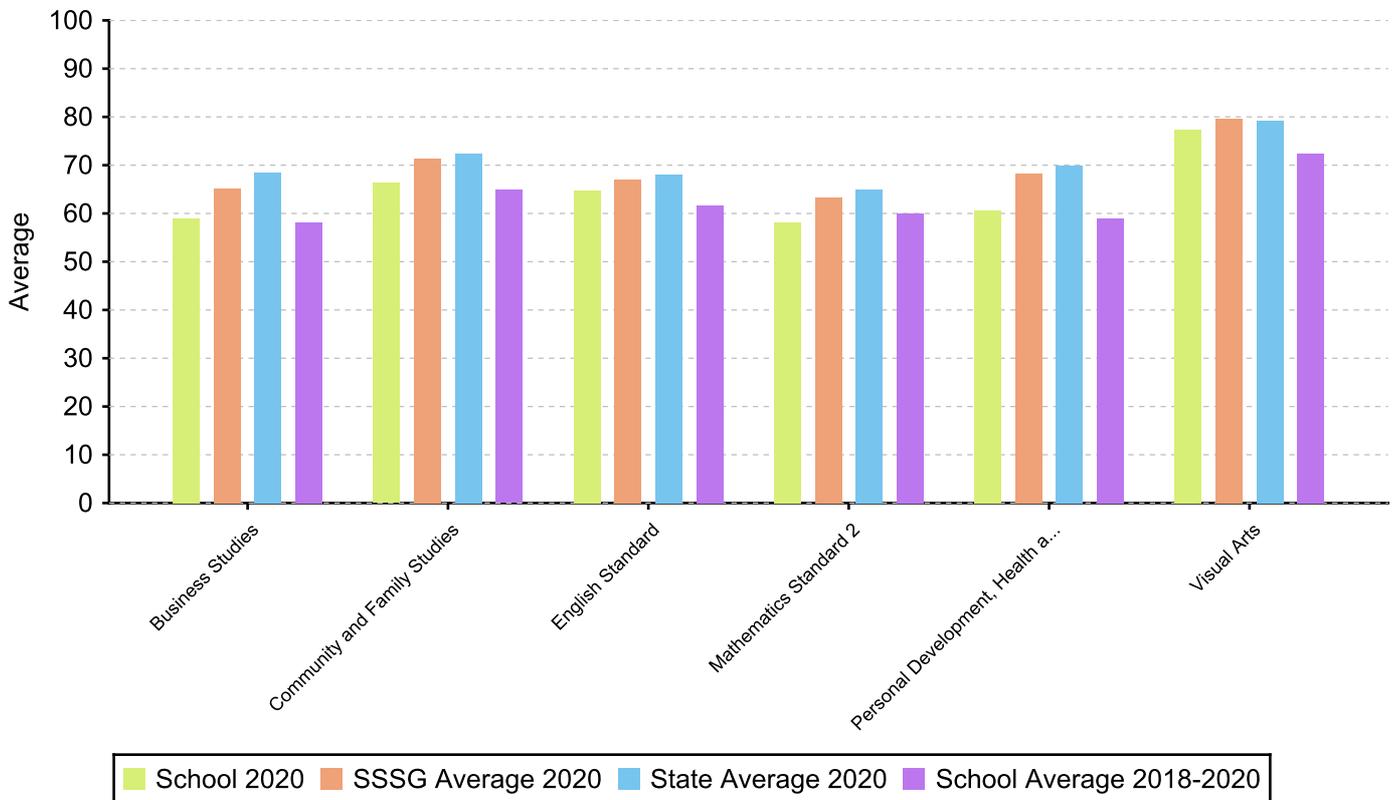
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Business Studies	58.9	65.1	68.6	58.2
Community and Family Studies	66.3	71.4	72.4	64.8
English Standard	64.7	67.0	68.1	61.7
Mathematics Standard 2	58.1	63.4	64.9	60.0
Personal Development, Health and Physical Education	60.6	68.3	69.9	59.0
Visual Arts	77.4	79.6	79.2	72.4

The HSC cohort of 2020 was able to gain results which exceeded the school's previous two years average. The table above shows a consistent improvement across most of those courses but that is not restricted to only the course illustrated in the table. Significant achievement was also obtained in Music 1 where all students achieved results in the top two bands. In Music 1, five students achieved a band 6 result and another student achieved a band 5 result.

Parent/caregiver, student, teacher satisfaction

Student Voice

It is important to note that the Tell Them From Me, (TTFM) survey is about student perception. The TTFM survey indicated students with a positive sense of belonging in year 8 well above the NSW government Norm and year 7 and Year 10 JJ Cahill Memorial HS students slightly above the NSW Government norm. There has been increase from 2019 to 2020 in all 4 areas of institutional engagement with an increase of 10% in students with positive attendance and students with positive behaviour at school above the NSW government norm. With all 4 school -level factors associated with student engagement in 2020 the school mean was above the NSW government norm with Positive teacher-student relations being 19% above the NSW government norm.

Staff Voice

According to the People Matters survey there was a 28% increase in staff believing that Senior managers communicate the importance of customers in our work. A 26% increase of staff having confidence in the ways my organisation resolves grievances. In the area of In the last 12 months, I have received feedback to help me improve my work there has been an increase of 24%. There is an increase of 22% in I am satisfied with the opportunities available for career development in my organisation. Staff voice indicated a growth in the area of I am confident my organisation will act on the results of this survey by 21%.

Parent Voice

Covid restrictions had a vast impact on parent involvement in 2020. Face to face parent teacher interviews, graduations and ceremonies as well as several cultural activities were unable to take place. Parent and Community meetings took place by video-conferencing technology. The move to online learning allowed parents to be able to view lesson delivery and curriculum content. There was an increase in the use of the parent portal with all reports being published through the portal and parents initiating contact with the school in regard to issues brought to light through the portal.

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.