

# 2020 Annual Report

## Sefton High School



8265

# Introduction

The Annual Report for 2020 is provided to the community of Sefton High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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It is a pleasure to provide this limited snapshot of Sefton High School.

It has been my privilege to be Principal of Sefton High School for three years now, as of the end of term 1 2021. Having worked in a number of other schools and having close connections with many colleagues across various schools, I am well-placed to give personal and informed testimony to what a fine school Sefton High School has been, is today and is on course to be over coming years.

My genuine belief is that our students, on whom all of our decision making and actions are centred, are so incredibly fortunate to be enrolled in this outstanding education institution.

Our vision is of Excellence in Education for all of our students. It is on this vision that we frame all of our planning, organisation, learning, teaching, wellbeing, events and leadership. Excellence in Education for all of our students is more than just a vision statement. It is our lived out moral purpose. It is the driving force that motivates us to never sit still, to never be content and to strive to continually improve all that we do.

## School vision

Sefton High School aims to continually improve its provision of excellence in education for all of our students. Sefton High School insists upon high expectations of the whole school community, providing a structured, disciplined and high quality teaching and learning environment which fosters excellent standards of academic achievement and wellbeing. This provides opportunities for students to reach their individual potential as confident, successful learners ready to engage in further education and meaningful employment and to contribute to our society as informed, responsible and productive citizens who display the vital values of integrity, responsibility and respect for all.

## School context

Sefton High School, established in 1961, is a co-educational comprehensive school in South Western Sydney. There is an average of 1050 students, balanced evenly between the genders. In 1989 the school became academically selective, so, in addition to community students, each new Year 7 cohort includes 88 students selected on the basis of academic performance as determined by the Department of Education High Performing Students Unit's testing. Sefton High School is characterised by a traditional school structure within which there is dynamic and responsive teaching and learning. At this school most students complete the HSC. Students who wish to take up an earlier vocational and/or further education pathway are given individual support to do so.

Students come from diverse cultural, linguistic and socio-economic backgrounds to form an harmonious and vibrant student body. Families are highly aspirational in terms of their children's education and futures and strongly supportive of the school's ethos and directions as articulated in the Sefton High School Vision Statement. This school is characterised by a focus on high expectations of all and quality teaching and learning in a highly structured and disciplined learning environment. This results in excellent standards of attendance, academic achievement, conduct and personal development.

Sefton High School students consistently demonstrate significant growth in literacy and numeracy skills and excellent levels of achievement in the HSC. Over 90% of students completing the HSC at this school subsequently take up tertiary studies in a wide range of courses.

While at this school, students successfully engage in a range of sports and demonstrate enthusiasm in their participation in Swimming, Athletics and Cross Country Carnivals at House, School, Zone, Regional and State levels. There are also popular grade sports across the zone, knockout teams and House Competitions held throughout the year in a number of sports.

Leadership opportunities are available through Prefects, SRC, House Leadership positions and Year Group activities. A range of cocurricular activities is available and many students enjoy engagement in student-generated initiatives throughout the year which develop their social awareness while raising funds for charities of their choice. Participation in course-related external competitions is encouraged. Camps are held for students in Years 7, 9 and 11 to enhance social skills and school cohesion through group activities. Commitment, achievement and service by students in all aspects of school life are acknowledged during the year through an award system accessible to all students. This school has a strong overall focus on enacting the core values reflected in its motto of *Sincerity, Scholarship, Service*.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Improve students' literacy and numeracy skills

### Purpose

Improve students' literacy and numeracy skills which are the enabling skills that underpin achievement in all secondary school courses, further education and vocational pathways and effective lifeskills.

### Improvement Measures

All faculty programs include links to the agreed teaching/learning model and strategies for writing and reading.

Formal and informal assessments of writing responses by students demonstrate the development of writing skills.

Improvement in students' reading comprehension, writing and numeracy skills as measured by

- an increase in the proportion of Year 9 students achieving expected growth or better in NAPLAN reading, writing and numeracy.

- a decrease in the proportion of students in the lowest two bands from Year 7 to Year 9 and an increase in the highest two bands compared to State proportions in NAPLAN reading, writing and numeracy.

- an increase in the proportion of students in the top two NAPLAN bands for reading and/or numeracy to contribute to the goal of a State increase.

Increased engagement in cocurricular literacy and numeracy activities including PRC, Book Clubs, Sefton Reading Challenge, Writing Competitions, Mathematics Competitions, Books and Buddies, Maths Mates.

Students in the 3 groups, Aboriginal Background, Low Socio-economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their literacy and numeracy commensurate with their cohort.

### Progress towards achieving improvement measures

**Process 1:** Collaborate on determining consistent and effective **writing** models and strategies for teaching them across the Year 7 -12 curriculum.

Evaluation	Funds Expended (Resources)
Collaborative consideration of models and strategies was completed in 2019. A plan of action was developed for writing across the curriculum.	

**Process 2:** Effectively teach the writing of paragraphs and extended responses, teach and mark persuasive writing and engage in professional learning about these and the National Literacy and Numeracy Progressions.

Evaluation	Funds Expended (Resources)
Professional learning about strategies to develop students' writing skills has resulted in improved student achievement and confidence. This initiative will be extended into the next school plan as it has been evaluated as effective in improving students' writing skills and is valued by teachers.	

**Process 3:** Review literacy and numeracy aspects of current programs to ensure they effectively incorporate SHS priorities, the Literacy and Numeracy Progressions understandings and address the NAPLAN and HSC Minimum Standards requirements. Incorporate these into new programs as they are developed.

Evaluation	Funds Expended (Resources)
Faculties have continued to update programs to ensure they include practical strategies developed from the latest evidence-based research. Implementation of these programs for all students, with extra support for students in small groups, is ongoing and is effective in assisting students to meet the required standards.	

## Progress towards achieving improvement measures

**Process 4:** Explicitly emphasise students' active engagement in wide reading as a basis for literacy improvement. Encourage students to read books requiring greater use of thinking skills.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
The Reading Program for Years 7 to 10 fostered students' engagement with a wider variety of books, both fiction and non-fiction, and with books consciously chosen for their increased level of challenge. This was in addition to reading course-related materials to expand students' deep knowledge of topics.	

## Strategic Direction 2

Improve students' engagement and success in learning

### Purpose

Improve students' engagement and success in learning in all courses so that they reach their individual potential as learners and are ready to engage in further education and a career at whatever stage they complete their secondary education and engage positively in society.

### Improvement Measures

An increase in the proportion of teachers who have participated in Quality Teaching Rounds.

Analysis of each student's school reports for each course, VALID results and NAPLAN growth shows significant progress towards the highest possible educational level of achievement commensurate with abilities.

Successful learning outcomes for students are evaluated by

- HSC Average Difference from State (value added) in each course reflects maximum growth for the candidature.
- proportion of students receiving two or more Band 5 and/or Band 6 (or E3 or E4) in HSC courses.
- number of HSC courses in which the proportion of students in the top two bands is above state average.

Revised assessment tasks, feedback and reports for Preliminary and HSC courses are implemented efficiently and provide useful information for summative and formative assessment.

Each student's ability to engage in learning is enhanced by developing organisational, study, and self-management skills and increased responsibility for his/her own learning progress.

Students in the 3 groups, Aboriginal Background, Low Socio-Economic Background and English Language Proficiency Needs funded under the Resource Allocation Model, improve their engagement and achievement in their courses commensurate with their cohort.

### Progress towards achieving improvement measures

**Process 1:** Initiate or expand professional learning for all teachers in the Quality Teaching Model for classroom practice and assessment including through the use of Quality Teaching and quality Assessment Rounds.

Evaluation	Funds Expended (Resources)
This program was disrupted in 2020 due to the COVID-19 pandemic with a reduced number of participants. Evaluations were all very positive. Application of the Quality Teaching framework to classroom practice and assessment is highly valued as a professional development activity and will be incorporated into plans for next year.	

**Process 2:** Develop and implement a program of professional learning for teachers focusing on effective management of student behaviour.

Evaluation	Funds Expended (Resources)
The leadership team used current research to refine this program. These refinements are being implemented school-wide and have been evaluated as beneficial. The principles and language of the program are being incorporated into school practices as procedures are refined. The program will be extended next year.	

**Process 3:** Draw on research to develop a Years 7-12 Study Skills program across the curriculum which expands on current practices and includes best practice strategies for further skills and provide the relevant professional learning for teachers.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Three core skills (note-making; note-taking; concept mapping including use of graphic organisers) have been identified. COVID-19 disrupted further work on this as school priorities had to be revised.

A whole-school Study Skills strategy will be considered for next year as a contributor to enhanced student engagement and achievement.

**Process 4:** Analyse data for students and develop strategies. Initially focus on tracking high ability students. Refine methods for efficient tracking of individual student performance data and develop strategies to address findings.

### Evaluation

### Funds Expended (Resources)

Because of learning-at-home some new strategies for tracking student progress and engagement were developed and implemented. Refinement of some current practices was also undertaken. Planning is in progress for further development of these ideas next year to help ensure every student's progress and wellbeing are tracked and supported.

### Strategic Direction 3

Improve teachers' professional skills in providing best quality teaching

#### Purpose

Improve teachers' professional skills through professional learning so that they can develop the best quality learning programs and use the most effective teaching strategies to enhance students' learning.

#### Improvement Measures

High quality programs are completed and implemented in the required time frame. All syllabus requirements and the elements of the school's policy are incorporated.

Units of learning show evidence of teachers' effective use of data, both external and internal, to inform teaching practice and to facilitate improvement.

Improvements in student achievement and engagement reflect the consistent implementation of assessment practices guided by the NSW Quality Teaching model including principles of assessment for learning and feedback to students.

Feedback on professional learning activities and programs reflects engagement by all teachers in effective and relevant learning which aligns with school priorities and meets the needs of individuals.

#### Progress towards achieving improvement measures

**Process 1:** Support faculties in effective professional learning about, and implementation of, literacy and numeracy teaching strategies and requirements.

Evaluation	Funds Expended (Resources)
Professional learning in teaching & learning strategies for Reading-comprehension and Numeracy has been incorporated into activities in Strategic Directions 1 and 2.	

**Process 2:** Develop high quality course programs, units of learning and banks of faculty resources to engage and effectively teach the full range of students.

Evaluation	Funds Expended (Resources)
The next steps of professional learning for all teachers about the High Potential & Gifted Education Policy were successfully implemented.  Programs, units of learning and resources are being continually refined and updated to improve teaching and learning for all students.	

**Process 3:** Facilitate collaboration within and across faculties in effective professional learning to develop or review programs for teaching, learning and assessment.

Evaluation	Funds Expended (Resources)
In 2020, COVID-19 disruptions and distancing protocols reduced the opportunities for collaboration. Preparations are in place for incorporation of expanded, structured professional learning in the Quality Teaching Method for classroom practice and assessment next year.	

**Process 4:** Engage teachers in professional learning about the different types of data available to the school and how this can be used to guide teaching and learning.

Evaluation	Funds Expended (Resources)
Through professional learning in the analysis of HSC results teachers were able to further develop their understanding of the data and its implications.	

## Progress towards achieving improvement measures

They effectively analysed data for courses, classes and individuals which then informed planning for courses and classroom teaching. School-developed analysis tools were reviewed and refined.

The planned review of NAPLAN analysis tools and processes has been delayed until next year as there was no NAPLAN assessment in 2020.

Increased engagement of the school community with the Tell Them From Me surveys led to increased teacher awareness and analysis of responses, with follow-up actions planned as required. Many of the results and implications have been incorporated into the school's situational analysis.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$ 90,745	<p>The Reading program 7 - 10 was evaluated and refined. Data on library borrowing was analysed to inform planning.</p> <p>All students benefited from a strong literacy focus in all courses from Year 7 to Year 12. Some students received additional support individually or in small groups with the Learning Support Teachers or in the Books and Buddies peer-tutoring program.</p> <p>Students have become more conscious of the importance of improving their English language skills and generally use the opportunities provided to develop their skills.</p>
<b>Low level adjustment for disability</b>	\$ 191,384	<p>Data was collated to identify students needing extra support. Support plans were formulated and implemented. Apart from in-class support these included intensive work with the Learning Support Teachers, peer tutoring in reading or numeracy with older students, mentoring sessions with a teacher and assistance in life-skills and career planning with the Vocational Pathways Coordinator.</p> <p>The Learning Support Team reviewed the effectiveness of support plans and adjusted them as needed.</p> <p>The engagement and success in learning of these students has improved, to varying degrees.</p> <p>Plans are in place for continued support next year, including extra Learning Support Teachers.</p>
<b>Socio-economic background</b>	\$ 393,995	<p>The progress of students was monitored as for all students. This large group of students benefited from all of the programs, strategies and activities implemented for all students in the school.</p>
<b>Support for beginning teachers</b>	\$ 76,780	<p>Within-faculty and school-level induction for all teachers new to the school facilitated smooth transitions. Reduced teaching loads for first permanent and temporary appointment teachers and their Head Teachers ensured early career teachers were supported in improving their professional skills in providing best quality teaching.</p> <p>Extension and refinement of this support program has been planned for next year, incorporating feedback from participating teachers.</p>
<b>Aboriginal background loading</b>	\$ 3,033	<p>The academic achievements and personal development of the small number of students of Aboriginal background were monitored through reports, data on attendance, assessment, behaviour and participation in school life. Follow-up plans were implemented where necessary.</p>

<b>Aboriginal background loading</b>	\$ 3,033	Progress and development were commensurate with the students' individual abilities and the progress of their cohorts.  Plans for any students new to the school in 2021 will be developed at the start of next year.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	549	545	580	593
Girls	511	505	476	473

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97	96.2	94.5	97.4
8	95.3	94.6	93.9	94.7
9	96.6	95.4	94.3	94.8
10	96.3	94.9	95.2	95.1
11	96.9	94.4	94.7	95.8
12	96.2	95.1	92.2	96.1
All Years	96.4	95.1	94.1	95.6
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	N/A	1.7	2.5
Employment	1.1	N/A	5.0
TAFE entry	2.7	3.4	N/A
University Entry	N/A	N/A	86.8
Other	3.8	1.7	1.3
Unknown	N/A	N/A	4.4

## Year 12 students undertaking vocational or trade training

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11.18% of Year 12 students at Sefton High School undertook vocational education and training in 2020.

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

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98.8% of all Year 12 students at Sefton High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,656,939
<b>Revenue</b>	11,468,489
Appropriation	11,183,774
Sale of Goods and Services	100,450
Grants and contributions	179,131
Investment income	5,135
<b>Expenses</b>	-11,391,276
Employee related	-10,161,147
Operating expenses	-1,230,128
<b>Surplus / deficit for the year</b>	77,214
<b>Closing Balance</b>	2,734,153

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	106,021
<b>Equity Total</b>	679,158
Equity - Aboriginal	3,033
Equity - Socio-economic	393,995
Equity - Language	90,745
Equity - Disability	191,384
<b>Base Total</b>	9,770,739
Base - Per Capita	253,972
Base - Location	0
Base - Other	9,516,767
<b>Other Total</b>	434,946
<b>Grand Total</b>	10,990,865

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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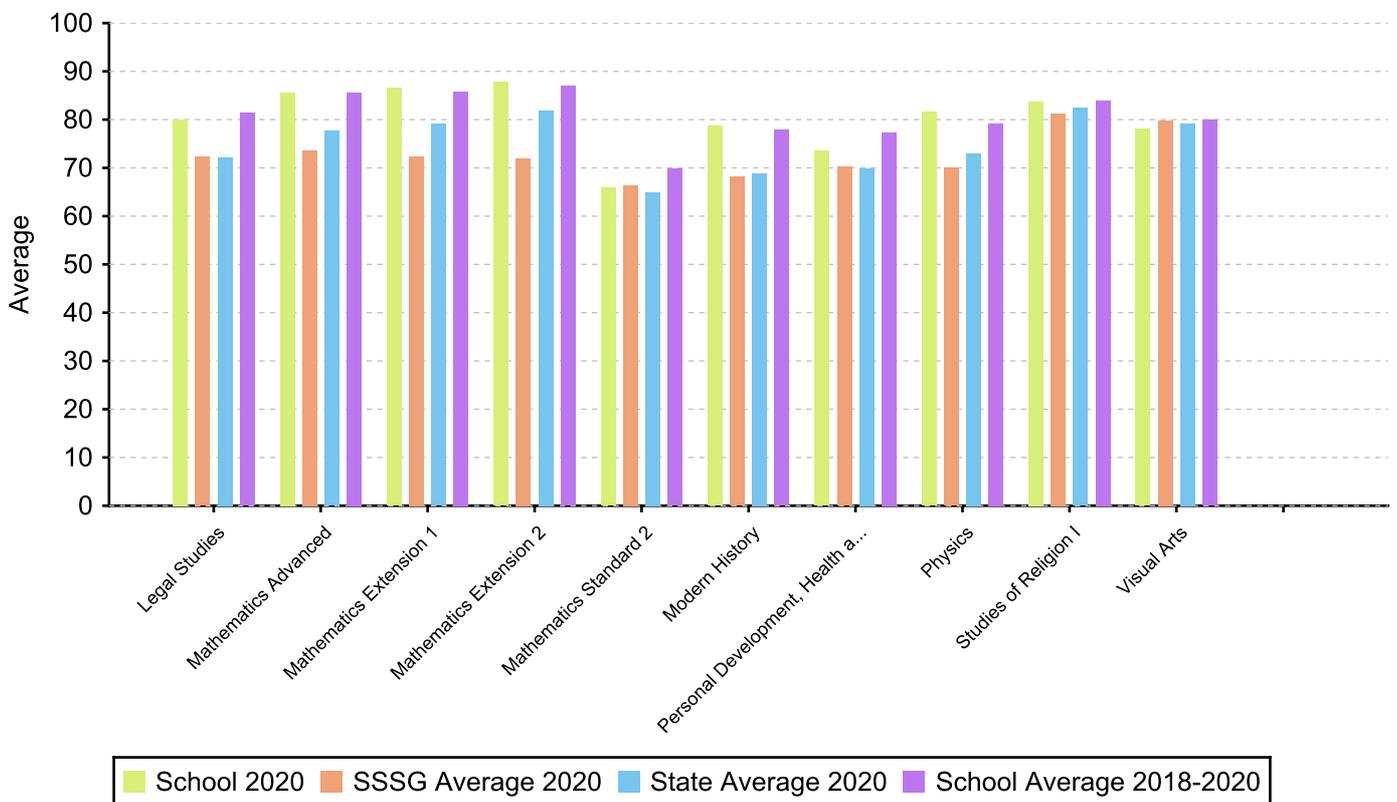
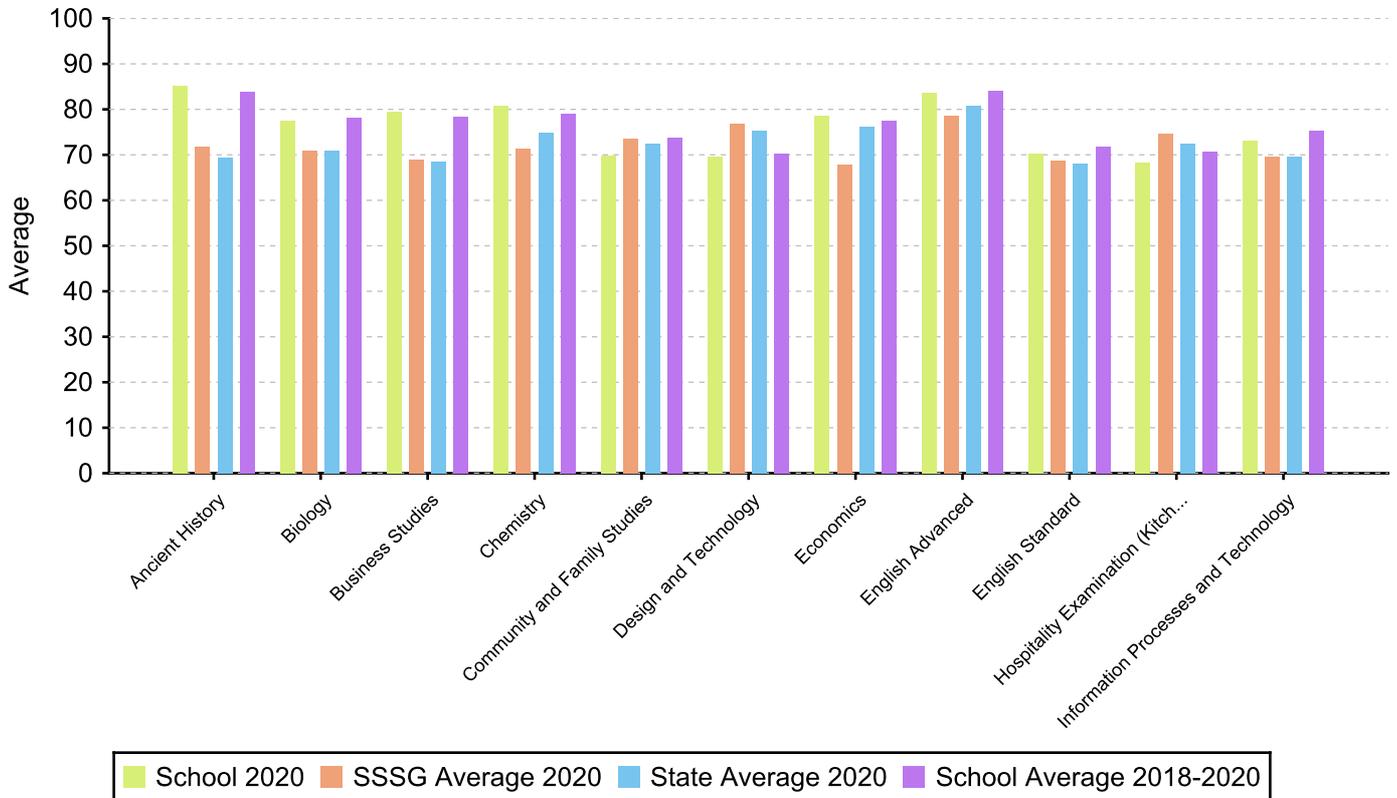
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	85.1	71.9	69.4	83.8
Biology	77.5	71.0	70.8	78.2
Business Studies	79.4	69.0	68.6	78.3
Chemistry	80.8	71.5	74.8	79.1
Community and Family Studies	69.8	73.7	72.4	73.8
Design and Technology	69.6	76.9	75.4	70.2
Economics	78.6	67.8	76.1	77.6
English Advanced	83.6	78.7	80.8	84.1
English Standard	70.3	68.8	68.1	71.9
Hospitality Examination (Kitchen Operations and Cookery)	68.4	74.6	72.5	70.7
Information Processes and Technology	73.1	69.6	69.6	75.3
Legal Studies	80.0	72.3	72.1	81.4
Mathematics Advanced	85.6	73.6	77.7	85.6
Mathematics Extension 1	86.5	72.4	79.1	85.8
Mathematics Extension 2	87.8	71.9	81.8	86.9
Mathematics Standard 2	65.9	66.4	64.9	69.8
Modern History	78.7	68.1	68.9	77.9
Personal Development, Health and Physical Education	73.5	70.2	69.9	77.3
Physics	81.6	70.0	73.0	79.2
Studies of Religion I	83.8	81.3	82.5	83.9
Visual Arts	78.1	79.8	79.2	79.9

## Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions of parents/caregivers, students and staff to gather feedback on its procedures and practices to ensure they are effective, efficient and relevant.

Communication of the school's high expectations of students' learning, growth, attainment and behaviour, and the associated administrative practices for reporting are important in supporting positive learning. In 2020 the school investigated these through the Tell Them From Me surveys (parents; students in Y8, Y10, Y12; teachers) and the Year 12 Exit Survey.

Parents' responses show a high level of agreement with the following statements at a level above reported state norms:-

- Teachers have high expectations for my child to succeed.
- Teachers expect my child to work hard.
- My child is encouraged to do his or her best work.
- Teachers expect homework to be done on time.
- I encourage my child to do well at school.

In their Exit Survey, 93% of Year 12 students Strongly Agreed or Agreed that 'My teachers set high expectations for my learning achievement.' Positive responses in the Tell Them From Me surveys from each year group about 'School staff emphasise academic skills and hold high expectations for all students to succeed' were high, and above the state norms.

In teacher survey responses, agreement with the statements 'I set high expectations for student learning' and 'In my classes I discuss the learning goals for the lesson' was very high and above state norms.

Parents agreed that their child is clear about the rules for school behaviour and that teachers expect their child to pay attention in class. A positive learning climate, evidenced by clear rules and expectations for classroom behaviour, was rated significantly above state norms by students in Tell Them From Me. Year 12 students overwhelmingly agreed that teachers set high expectations for classroom behaviour.

When asked about communications from the school about their child, the proportions of positive parent responses were all well above state norms for statements about: -

- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- I am informed about my child's behaviour at school, whether positive or negative.

Of Year 12 students, 80% Strongly Agreed or Agreed that their Mid Course and End of Course reports accurately described their learning achievement and efforts. As well as these formal reports, teachers also regularly give students feedback on their work, with a high proportion of Year 12 students reporting that 'teachers provide explicit, specific and timely feedback to support my improved learning.'

Overall, these survey responses show that there is clear communication of expectations for student learning and behaviour among parents, students and the school. General satisfaction about information from the school on each student's progress and behaviour, and the provision of feedback to students, is high.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.