2020 Annual Report

Pendle Hill High School

Pendle Hill High School
Responsibilities Respect Rights Learning

8395

Introduction

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

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

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Message from the principal

Pendle Hill High School is a proud public high school with strong links to the local community. Our school has a culture where excellence is not only valued but expected and where students are challenged in their learning. Our school is committed to promoting fairness, nurturing respectful relationships and developing personal responsibility. At Pendle Hill High School, we recognise and celebrate the partnership between students, parents and staff - a partnership essential to the successful improvement of student learning outcomes and to the personal growth of our students.

Our goal is to send our students out into the community as resilient, independent and confident young people, ready to take up the challenges of work and further study.

Student numbers are expected to grow to approximately 1,370 over the coming years, and the construction of new buildings and refurbishment of facilities has begun. The facilities will include a new Library and resource centre, multimedia spaces and classrooms, a Lecture Theatre, seminar and practical activity spaces as well as outdoor learning spaces. These facilities will strengthen our focus on the delivery of high-quality teaching and learning programs in a well resourced, safe, caring and supportive environment.

An inclusive, collaborative and consultative planning process and situational analysis has identified the following strategic directions for our 2021-2024 Strategic Improvement Plan:

Strategic Direction 1: Student Growth and Attainment. This will involve a focus on student growth and achievement in literacy, numeracy and the HSC with students supported to improve their results by effective, evidence based teaching.

Strategic Direction 2: Collaboration and Quality Teaching. Effective teachers understand how students learn and enhancing staff professional knowledge and practice through collegiality, collaboration and innovation will lead to improved learning for students.

Strategic Direction 3: Engagement and Connection. Our learning culture is strengthened and student success is promoted by creating an environment and a variety of programs that encourage learning and wellbeing, with high levels of student, faculty, and community engagement.

I would like to thank students, staff and parents for your great work, patience and goodwill in managing the many challenges involved in actively supporting the Learning From Home of our students over much of the 2020 school year. It is hard to think of a time when so much has changed in schools so very quickly and unexpectedly.

It was certainly a steep learning curve for everyone as Covid forced us to trial new approaches to teaching and learning, some more successful than others. Your clear messages to us about the better management of student workload, the need for a more flexible day structure and issues of student welfare and wellbeing resulted in a much improved Learning From Home experience for our students.

The Learning From Home experiences of 2020 mean that many more students are now routinely using their laptops to

complete in-class activities, check their student portal, collaborate in real time, do research for projects and keep track of classroom assignments.

Many more parents are now actively using our Parent Portal and Google Guardian to monitor student attendance and the completion of work.

Google surveys are routinely used to seek student, staff and parent input into many school decisions and our Year 7 Galileo High Performance Program is well established and providing our students with enriching and challenging learning experiences.

The benefits of our 2020 Learning From Home experience mean that we are well placed to make a successful transition into the new buildings and refurbished facilities now in development and to optimise student learning, wellbeing and engagement in our new learning environments.

Please take the opportunity to visit our school website at www.pendlehill-h.schools.nsw.edu.au and our Facebook page @PendleHHS and see why we are so proud of our students and staff, our programs and our school.

Mrs Judy Sims

School vision

- the quality of teaching makes a difference to the quality of student learning
- quality learning and teaching must be the main focus in every classroom
- high expectations are necessary for excellence to thrive
- good attendance at school is a vital part of student learning and achievement
- all students must have access to information and communication technology skills to meet their educational and vocational needs
- students, parents and teachers must work together to create a safe, caring and disciplined learning environment where improvement, commitment and excellence are recognised and rewarded
- a culture of continuous improvement and shared responsibility optimises student learning
- all students benefit from access to School to Work initiatives to support their transition from school to post-school education, training and/or employment.

School context

Pendle Hill High School is a coeducational, comprehensive secondary school for students from Years 7 to 12. We are a multi cultural school where cultural, linguistic and religious diversity is recognised, respected and celebrated.

Our focus is on the delivery of high quality learning in a safe, caring, supportive and well-disciplined environment.

Our school serves the Wentworthville, Pendle Hill and Toongabbie communities and was opened in 1965.

We are a school where students, parents and teachers work together to ensure that learning is celebrated, excellence is expected, effort is rewarded and diversity is respected.

Our students benefit from wide curriculum choices, strong and active community links, structured workplace learning opportunities, expert teaching and individual attention. Priorities include literacy, numeracy, the use of technology, student engagement and retention and student leadership.

Individual learning needs are met through a mix of graded and mixed ability classes to better support all students in their learning.

Excellence, commitment, achievement, respect and responsibility and the development of positive attitudes to learning and concern for others are actively promoted and rewarded as part of our learning and wellbeing programs.

A comprehensive welfare program integrates our school's core values of respect and responsibility to support all students in their learning.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

Improving Student Learning and Achievement

Purpose

Our school is committed to improvement, learning success and equity in education for our students. We want every student to achieve their potential to become successful learners, confident and creative individuals and active and informed citizens.

This means we aim to:

- improve the literacy and numeracy outcomes of every student
- increase the level of students' participation and engagement in learning
- improve the quality of teaching and learning
- ensure all students achieve the syllabus standards for their stage of schooling
- raise expectations and provide opportunities
- strengthen partnerships between schools, parents and caregivers and community agencies

Improvement Measures

- increase the percentage of students achieving above expected growth in literacy and numeracy, as measured by NAPLAN
- 10% reduction in Bands 1 and 2 and increase in Bands 3, 4, 5 and 6 in HSC over 3 years
- 20% reduction in Bands 4 and 5 (Year 7) and 5 and 6 (Year 9) and increase in Bands 7, 8, 9, 10 in NAPLAN over 3 years.
- 100% of students identified for learning adjustments are placed on individual Learning Plans that support their specific learning needs
- 100% of teachers incorporate STEM and future focussed learning into units of work and assessment activities.

Overall summary of progress

Each of the identified improvement measures was addressed through the implementation of the processes, products and practices as stated in our 2018-2020 School Plan.

Progress towards achieving improvement measures

Process 1: • all teachers implement a systematic and sequenced approach to the explicit teaching of literacy and numeracy to ensure that literacy and numeracy standards improve and HSC minimum standards are met
• build teacher capacity to improve student engagement through a dynamic curriculum including STEM and future focussed learning opportunities.

Evaluation	Funds Expended (Resources)
• Staff continue to analyse HSC, Check In, Best Start, Minimum Standards and internal assessment data and modify their teaching practice • All 2020 Year 12 students met HSC Minimum Standards in literacy and numeracy • Average growth significantly above state average for Year 7 and Year 9 in all areas of the Check In assessment • Value added achievement rated as excelling from Year 7 to Year 9 • Growth in reading performance reflects the continuing positive impact of Focus on Reading and Writing strategies • Significant growth in the percentage of students achieving in the top 2 Naplan/Check In performance bands since 2017 • Year 11 and 12 students have actively participated in support programs in preparation for the HSC, including the WSU Fast Forward program • Pleasing increase in the percentage of HSC results in the top 3 performance bands • Multiple 2020 HSC major artworks selected for inclusion in the statewide Art Express exhibition	$529,310 across all 3 Strategic Directions

Progress towards achieving improvement measures	
• Increase in the number of students mentioned in the statewide HSC Distinguished Achievers List • Nationally Consistent Collection of Data accountability processes identified and recorded all students needing learning adjustments. Individual learning plans were developed and implemented using the Teaching For Inclusion resource and to support Learning From Home • $200,000 school wide technology upgrade in 2020 to facilitate STEM and future focussed learning in every classroom. • Increased use of Google Classroom by teachers and students and Google Guardian by parents to support Learning From Home.	

Next Steps

To add further value to student learning and achievement our school will undertake the following initiatives as part of our 2021 to 2024 Strategic Improvement Plan:

Data and Evidence Driven Practice

Develop and embed data and evidence driven explicit teaching practices that are responsive to the learning needs of individual students.

- Build faculty and whole school routines for the regular collecting, recording, analysing and use of data as part of individual and collaborative teaching practice to improve literacy, numeracy and HSC learning and achievement.

- Develop systems and professional capacity for analysis of Best Start, NAPLAN, Valid, Check-In, HSC , Minimum Standards and student assessment data to identify key target areas and required interventions, modify teaching practice and monitor student growth.

Monitor and Support Student Progress and Achievement

Develop and embed a whole school approach to processes and practices that support the timely, consistent and reliable evaluation of student learning progress over time.

- Introduce systems to ensure formative and summative assessment data is used to analyse student progress, evaluate growth over time, report student achievement, improve teacher judgement and design future learning.

- Build student capacity to understand defined success criteria, set challenging personal learning goals and action specific teacher feedback for learning success.

Strategic Direction 2

Quality Teaching and Leadership to Improve Student Learning

Purpose

We know that the quality of teaching makes a difference to the quality of student learning.

Effective teachers understand how students learn, take a systematic and sequenced approach to teaching, use data and evidence to assess how students are progressing and engage students in meaningful, challenging and future focussed learning.

We are committed to building a school-wide culture of high expectations where teachers ensure they are meeting the learning needs of their students, challenging all students to improve their performance and making clear what all students are expected to know, understand and do.

Improvement Measures

• 100% of teachers participate in data based action learning projects to improve student learning and achievement
• teaching and learning programs and assessment strategies show evidence of the use of data to identify student progress and implement interventions to improve student learning
• 100% of teaching and non teaching staff have an agreed annual performance and development plan
• all teachers have engaged in lesson observation and structured feedback that links their teaching to the goals of their performance and development plan

Overall summary of progress

Over 2020 staff have engaged in collaborative, future focused professional learning aligned with the school's strategic directions, their individual performance and development plans and the Australian Teaching Standards. This means that staff have reflected on and applied their knowledge and understanding of how students learn to their teaching, so that student learning outcomes are maximised.

Progress towards achieving improvement measures

Process 1:   • All teachers use data and evidence to plan teaching and learning, assess student progress, identify interventions and modify teaching practice so that students have support which meets their learning needs
   • All teaching and non teaching staff seek to improve their knowledge and practice through collaborative professional learning so that Performance Development Plans lead to improved teaching and learning and support for educational delivery.

Evaluation	Funds Expended (Resources)
• All staff were actively engaged in future focussed approaches to online learning during the Covid-19 Learning From Home time, using Google Suite and Zoom • Teacher performance was reviewed at individual, faculty and whole school levels against the proficient standard of the Australian Teaching Standards and against the elements of the Learning, Teaching and Leading domains of the School Excellence Framework • A focus on student centred learning with a breadth of curriculum options is evident at faculty and whole school levels • Professional learning for all teachers facilitated a greater understanding of how data is used to improve teaching programs and practices. Staff more consistently use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences • All staff completed a detailed review of 2020 HSC performance, with identification of required changes in practice for 2021 • An audit of faculty documentation and processes to assess compliance with required NESA standards was undertaken • All staff; including temporary staff; developed, implemented and reviewed	$529,310 across all 3 Strategic Directions

Progress towards achieving improvement measures	
an annual performance and development plan, including lesson observations, to improve their teaching practice.	

Next Steps

To further support and encourage school wide improvement, collaboration and quality teaching, our school will undertake the following initiatives as part of our 2021 to 2024 Strategic Improvement Plan:

Highly Effective Teaching Practice and Collaboration

Strengthen effective classroom practice through explicit, consistent and research informed teaching practice and teacher collaboration.

- Embed explicit systems for teacher and cross faculty collaboration, observation, modelling of practice and feedback to support teacher performance development and evidence based programs and lessons.

- High impact professional learning is guided by "What Works Best" principles, and these are embedded in the teaching, learning and assessment cycle.

- Embed a focus on distributed instructional leadership to sustain a culture of effective, explicit, evidence based teaching and high standards of student progress and achievement.

Differentiation and Personalised Learning

Teachers differentiate curriculum and assessment so that students achieve their learning goals.

- Literacy, Numeracy and EAL/D Learning Progressions are used to build teacher capabilities to identify and develop early intervention learning plans for students.

- Provide professional learning that supports the embedding of high impact strategies that include differentiated and scaffolded assessment tasks to target learning gaps.

Strategic Direction 3

Promoting high expectations, personal excellence, positive values and student wellbeing

Purpose

A sense of belonging and feeling safe at school is essential if students are to be interested and motivated in their learning.

We believe that positive and respectful relationships across our school community, with high levels of student, staff and community engagement, are essential for promoting student learning, engagement and achievement.

A consistent whole-school approach to student wellbeing with clear behaviour expectations leads to a teaching and learning environment where all students have the opportunity to connect, succeed, take responsibility and make a positive contribution to our school, our community and our society.

Improvement Measures

• Tell Them From Me surveys show increasing levels of satisfaction with school culture and practices, increased learning engagement and evidence of stronger community connections
• PBL data shows a reduction in student referrals, suspensions, truancy & N award warnings over 3 years
• PBL data shows student attendance at or above the state average over 3 years
• growth of students as learners is evident in NAPLAN, SMART, HSC and school-based learning assessment data
• all staff are trained and use PBL strategies to support student behaviour in class and in the playground
• 100% of students at risk of non - completion are identified and supported

Overall summary of progress

In 2020 we have focused on whole school programs that aim to improve student engagement, positive behaviour for learning, student wellbeing and learning success.

Progress towards achieving improvement measures

Process 1:   • Review the effectiveness of current student wellbeing programs and practices so that students connect, succeed and thrive at each stage of their schooling
• Promote increased community participation, communication and connection with our school so that home, school and community partnerships better support student learning and the development of positive behaviour and relationships

Evaluation	Funds Expended (Resources)
• Tell Them From Me teacher, parent and student surveys implemented and analysed by staff and students. Survey findings generally at or above Department of Education norms, showing high levels of satisfaction with school culture and practices • PBL data shows a significant continuing decline in student referrals, as well as in the number and duration of student suspensions linked with improved whole school student welfare support and behaviour management systems to better support student social and emotional wellbeing • Department of Education attendance data shows overall student attendance at 87.8%, similar to the state average. • Whole school review of PBL procedures undertaken, with significant changes made to merit and student monitoring procedures. • Check In assessment data shows a continuing growth in value added achievement in Years 7 and 9. • Significant increase in HSC in Band 4, 5 and 6 achievements. • A range of STEM, robotics and project based learning initiatives were introduced to extend student learning and engagement. • A third elective line for Year 9 introduced as part of a curriculum and staffing review • Student wellbeing hub available on the school website to support students during Learning From Home	$529,310 across all 3 Strategic Directions

Progress towards achieving improvement measures	
• Infographic style parent and student communications introduced to support Learning From Home.	

Next Steps

To continue to promote encouragement and connection, our school will undertake the following initiatives as part of our 2021 to 2024 Strategic Improvement Plan:

Improvement, Innovation and Change

The development, trialling and evaluation of innovative teaching and learning practices and processes to optimise student learning, wellbeing and engagement in new learning environments is essential to the successful transition of our school into planned new buildings and refurbished facilities.

- High impact professional learning builds the capacity of teachers to deliver a variety of teaching and learning approaches in future focused learning spaces, consistent with the School Learning Environment and Change (SLEC) framework.

- Develop KLA approaches to investigate, identify and trial new teaching and learning approaches and opportunities which build student engagement and connection.

Community Engagement

Increased community participation, communication and connection with our school are essential to improving student learning, engagement and wellbeing and to the strengthening of student outcomes.

- Consistently implement home, school and community communication strategies that promote a shared responsibility for student learning and wellbeing so that positive attitudes to learning are created and shared understandings of what students are learning and how they learn best build capacity to support learning at home.

- School organisation, curriculum and wellbeing practices are flexible and responsive to the changing educational and wellbeing needs of an increasing school population.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$41,050 in flexible funding	• A range of cultural inclusion programs were undertaken to support cultural identity and inclusion. • Identification of major learning needs and the implementation of Personal Learning Plans saw our Aboriginal and Torres Strait Islander students generally achieve improved learning performance within our school, as well as improved attendance • All Aboriginal and Torres Strait Islander students in Year 10 achieved their ROSA and those in Year 12 their HSC • Additional funding enabled Years 7 to 10 students to be provided with learning assistance with a focus on literacy, while senior Aboriginal students were provided with tutorial assistance as part of an HSC assessment support program • Students received individual and small group assistance with a particular focus on understanding and completing assessment and coursework requirements, resulting in fewer N Award notifications to students • Aboriginal students from Years 10 and 11 worked with Aboriginal Employment Services as part of our School to Work program, enabling our students to explore future study and work options, including traineeships • NAIDOC celebrations were inclusive and included a sports initiative.
English language proficiency	$46,470 in flexible funding plus a 0.6 EAL/D teacher entitlement	• Additional specialist EAL/D staffing was used to support teachers and EAL/D students in the classroom to provide strategies to support the development of subject specific literacy and numeracy skills and curriculum concepts. • EAL/D staff collected and analysed a range of student data and matched students against the EAL/D phases of Beginning, Emerging, Developing and Consolidating in English proficiency to determine what level of support was required for each student. • Students were supported in the classroom and by withdrawal resulting in higher rates of completion and submission of tasks and progression along the literacy continuum. • Support provided assisted students to complete their courses and transition to the next stage of their schooling, with significant increases in student English language proficiency, engagement, participation and achievement.
Low level adjustment for disability	$70,805 in flexible funding plus 1.3 Learning and Support teacher entitlement	• All staff completed professional learning on supporting students with additional learning needs in the classroom. Resources were created to assist staff with program modifications and learning adjustments for students with specific needs, using the Teaching for Inclusion resource • Personalised Learning Plans were developed and implemented for identified students in consultation with teaching staff and parents. This enabled students to

Low level adjustment for disability	$70,805 in flexible funding plus 1.3 Learning and Support teacher entitlement	participate more fully in their learning • School Learning Support Officers and additional teaching staff were employed to provide classroom assistance for students, including assistance with organisation skills, clarification of instructions and assistance with classroom activities and assignments • A Deputy Principal Learning and Wellbeing position continued to lead and co-ordinate teaching and learning and student support programs • The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue on the varied needs of all students.
Socio-economic background	$370,984 in flexible funding plus a 1.0 teacher entitlement	• Funds were used to provide additional learning support for students and to provide assistance for course fees, uniform, stationery items, excursions and other resources, including textbooks and reading program resources. Course costs for students to participate in workplace learning programs were subsidised for students. This resulted in higher levels of engagement and attendance • The staffing allocation was used to maintain a broad curriculum for Years 7 to 10 students, with access to a range of specialist programs and activities within and beyond the school • Funding was used to support targeted learning and wellbeing programs and strategies to improve student literacy, numeracy, engagement, achievement and retention. • Facebook, an expanded SMS contact system, improved school website, Infographics and a Parent Portal were used to strengthen the learning partnership between parents and our school • A Breakfast Club ensured that students had access to a healthy breakfast. Teacher feedback indicates participating students were more alert and engaged in classroom learning. • Programs focused on improving literacy and numeracy outcomes for students; raising levels of student engagement and participation in learning; improving the quality of teaching and learning and strengthening home/school partnerships as outlined in our school's Strategic Directions. • Funds were used to purchase resources to support future focussed and STEM learning initiatives. • An after school homework club continued to support student learning.
Support for beginning teachers	$76,780	• New Scheme teachers received coaching and mentoring support to enable them to successfully complete accreditation requirements at Proficient status and to improve their teaching practice • School professional learning funds were used to support New Scheme Beginning Teachers to improve classroom management and teaching and learning strategies • All beginning teachers developed an

Support for beginning teachers	$76,780	individual Performance and Development Plan, setting out their professional goals, learning required to achieve those goals and the types of evidence to be used to show progress towards achieving their professional goals. All Beginning teachers were involved in a structured program of lesson observations and performance improvement feed back to improve the quality of their teaching and learning • Mentoring programs provided opportunities for collaboration and classroom observation leading to improved teaching practice.
Targeted student support for refugees and new arrivals	$1,170 plus term by term individual student support funding to meet the needs of refugee students	• Funding was used to employ specialist learning support staff to help students integrate into our school and to address identified learning needs. Intensive English language support was provided both individually and in the classroom, as well as financial support to pay fees and purchase uniform • Support provided enabled students to develop and consolidate their English literacy and numeracy skills • A Tamil speaking teacher was employed 2 days per week to support Sri Lankan refugee students.

Student information

Student enrolment profile

	Enrolments			
Students	**2017**	**2018**	**2019**	**2020**
Boys	189	207	205	224
Girls	154	165	174	171

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	93.3	90	90.1	92
8	89.2	90.5	88.2	87.5
9	90.9	85.7	85.3	87.6
10	83.4	87.4	77.7	87.9
11	89.6	78.2	87.5	80.3
12	87.8	90.5	83.2	89.1
All Years	89.2	87.7	86	87.8
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	0	0	0
Employment	0	2	25
TAFE entry	0	0	35
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.71% of Year 12 students at Pendle Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

- 100% of Year 12 students achieved their HSC in 2020, with one Year 11 student successfully completing the HSC course in Tamil as an accelerated student.

- All students undertaking courses at TAFE as part of their HSC program successfully achieved the TAFE course credential.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	6
Classroom Teacher(s)	25.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	7.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,933,726
Revenue	6,765,301
Appropriation	6,604,626
Sale of Goods and Services	42,992
Grants and contributions	114,676
Investment income	2,807
Other revenue	200
Expenses	-6,675,552
Employee related	-5,841,795
Operating expenses	-833,757
Surplus / deficit for the year	89,749
Closing Balance	2,023,475

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	121,227
Equity Total	846,524
Equity - Aboriginal	41,050
Equity - Socio-economic	480,368
Equity - Language	112,101
Equity - Disability	213,005
Base Total	4,961,191
Base - Per Capita	91,151
Base - Location	0
Base - Other	4,870,040
Other Total	526,917
Grand Total	6,455,859

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.
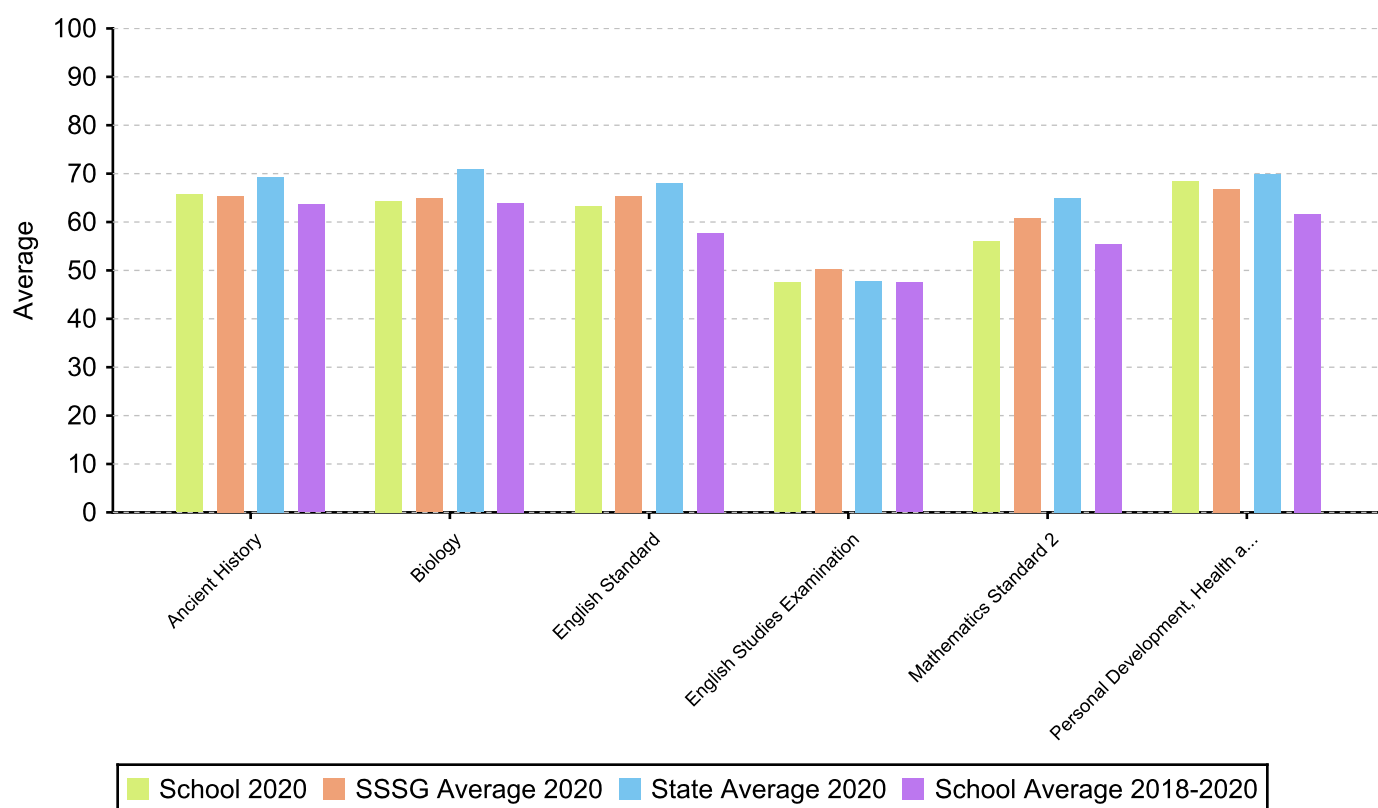
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	65.7	65.4	69.4	63.6
Biology	64.3	64.9	70.8	63.9
English Standard	63.3	65.3	68.1	57.7
English Studies Examination	47.5	50.4	47.9	47.5
Mathematics Standard 2	56.0	60.8	64.9	55.5
Personal Development, Health and Physical Education	68.4	66.8	69.9	61.6

Parent/caregiver, student, teacher satisfaction

Throughout the year our school seeks ongoing feedback from parents, students and staff about our school's programs and policies. Regular forums that provide opportunities for this include student leadership, faculty and staff meetings, Parent/Teacher evenings, School Development Days, class discussions and specific focus groups and online surveys.

In 2020, students, parents and teachers were again surveyed as part of the Tell Them from Me initiative, with extremely positive responses from all groups. Parents, students and staff considered that their concerns were taken seriously and were acted upon, with regular follow-up communication. Our school will continue to further improve school programs in response to feedback from parents, students and staff.

Parents were especially positive about improvements made to the school website and Facebook and to the introduction of the Parent Portal and Google Guardian programs. The introduction of Term 1 Interim School Reports for students in Years 7 to 10 was strongly supported, as was the increased use of Google Surveys to seek student, staff and parent input to a range of school decisions. The improved SMS messaging service relating to attendance, lateness and the wearing of uniform also rated highly with parents. As in previous years, there was almost unanimous support from parents for the continued enforcement of our school uniform policy.

Students overwhelmingly nominated the quality of their teachers as the best feature of their time at this school, in formal exit surveys conducted at the end of Year 10 and Year 12.

A curriculum review conducted in 2020 resulted in the introduction of a third elective option for Year 9 students in 2021, to better address student interest and needs.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.