

# 2020 Annual Report

## The Hills Sports High School



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## Introduction

The Annual Report for 2020 is provided to the community of The Hills Sports 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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The Hills Sports High School

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## School vision

The Hills Sports High School caters for both local students and Talented Sports students and takes pride in providing meaningful educational opportunities by:

- promoting excellence in teaching, leading and learning
- encouraging academic and sporting achievement
- maintaining a diverse, relevant and challenging curriculum
- ensuring a safe, caring and pleasant environment, and
- developing a shared relationship with family & community.

## School context

The Hills Sports High School is a comprehensive coeducational Years 7-12 school with an elite sporting stream and a total enrolment of 868 students, 4% from Aboriginal and Torres Strait Islander background. The school caters for both local students and those enrolled in the Talented Sports Program (TSP). It is committed to a learning culture that values academic and sporting excellence. A support unit caters for a total of 56 students. Extensive partnerships exist with community organisations and associations.

The school has a dedicated staff focussed on quality teaching and the use of technology to support learning. The school is supported by the National Partnership Literacy and Numeracy program and implements the "Positive Behaviour for Learning" (PBL) program. This program promotes the core values of Safety, Tolerance, Achievement and Respect (STAR).

### STUDENTS

The Hills Sports High School is one of seven specialist high schools in NSW catering for both academic and elite sporting students. Enrolments are made up of a mix of local and talented sport program students. A highly competitive three tiered application process for talented sports students is used to select potential students to the school as demand for limited positions is high.

### STAFF

The staff at The Hills Sports High School are dedicated, highly trained and committed towards creating a quality learning environment. Quality education is balanced with the provision of extra curricula activities. The staff balances a mixture of experienced and newer teachers who all contribute towards the success of the academic, social, cultural and sporting curriculum offered at The Hills Sports High School.

## 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                                   | 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                          | Sustaining and Growing |
| 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                              | Excelling              |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1

Successful learners achieving personal excellence

### Purpose

To deliver an innovative, flexible curriculum that is differentiated to meet the needs of all students, respectful of diversity.

To further develop our school as a centre of academic and sporting excellence, inspiring all students to strive for personal best.

### Improvement Measures

- Student attendance rates improve so that they equal state average attendance rates.
- Individual learning plans are developed for students with specific needs.
- All students requiring a plan have one which is developed in consultation with parents, external agencies and is comprehensive, inclusive of resourcing needs, able to be effectively evaluated and which informs teaching practice.
- Contemporary range of subject offerings encompassing study skills, ALARM, Project-based learning, STEM, technology, VET and School to Work.
- The percentage of Year 9 students at proficient level in NAPLAN results will reflect that of the state in reading, writing and numeracy.
- All students will achieve minimum literacy and numeracy standard required for the award of the HSC.

### Progress towards achieving improvement measures

**Process 1:** • Upgrade school resources including STEM facility and associated equipment.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| The upgrade of the network has been delayed whilst engaging support from the department. Metropolitan Network Uplift program will be commencing in Semester 1 of 2021 to complete this project - jointly funded by the school and the Dept of Education. | Funding set aside for the upgrade of the school's network to enable access for all students and staff to fast reliable internet, online learning platforms and programs<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds and School Generated Revenue (\$150000.00)</li></ul> |

**Process 2:** • Electronic administration incorporates period by period roll marking, ebsCentral, integrated timetable and Sentral features used to the fullest.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| The processes for attendance recording and monitoring have been built to be auto-populated into Sentral and other Dept of Education systems 2021. Timetable will also auto-populate into Sentral for 2021. | EDval purchased for new timetable processes, Sentral purchased and used for school administration<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$18000.00)</li></ul> |

**Process 3:** • Accelerated reading program embedded in the school curriculum as a part of literacy improvement strategies.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| The program will be further assessed when more NAPLAN data is available in 2021. The program will be maintained at its current level in 2021. | Subscription and associated resources for Accelerated Reading program |

## Progress towards achieving improvement measures

The program will be further assessed when more NAPLAN data is available in 2021. The program will be maintained at its current level in 2021.

including additional reading material for the school library

### Funding Sources:

- Socio-economic background (\$10985.00)

**Process 4:** • Differentiation and project-based learning are the focus areas for professional learning.

## Evaluation

Professional learning activities have been restricted due to COVID. Project based learning has been implemented in HSIE through EduStem. Differentiation has been implemented into teaching programs for 2021.

## Funds Expended (Resources)

### Funding Sources:

- Professional learning (\$5000.00)



School STEM Centre providing access to high quality technology facilities to students



## Strategic Direction 2

A dynamic, professional and caring learning community.

### Purpose

To foster a culture of respect and inclusivity with proactive and responsive well-being practices that support learning.

To promote collegiality and success driven by high expectations, visionary teaching and quality leadership.

### Improvement Measures

- Referral data from Sentral - significant reduction of negative incidents from classroom teachers.
- Non-attendance and truancy rates reduced.
- TTFM survey indicates higher level of student well-being.
- Professional learning data from on-line records indicate focussed and relevant professional learning.
- Teacher survey on technology use by staff indicates increased use of technology in the classroom to enhance student learning.
- Teacher observation records reflect teacher satisfaction with the process in terms of enhancing their professional practice.
- Post school destination survey indicates high levels of students achieving their desired career goals.

### Progress towards achieving improvement measures

**Process 1:** • A staff professional learning program with a focus on building capacity for improving student learning which is relevant, significant and future-focussed.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Programs in English, Maths, Science, PDHPE, HSIE, TAS & CAPA show evidence of differentiation, formative assessment, technology and collaborative learning being used to maximise student learning outcomes. | Formative Assessment & Differentiation Professional Learning was held in limited and online formats to support staff training in this area<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$2500.00)</li></ul> |

**Process 2:** • School community identifies and reacts to individual student wellbeing in a dynamic, collaborative and integrated system.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| The team was led by the Deputy Principal. The activities of the PBL, TSP and Wellbeing teams, supported student wellbeing initiatives. Processes and structures were developed in response to COVID to monitor the wellbeing of students during lockdown periods and on their return to school | Comprehensive Wellbeing team operated in the school and due to COVID developed communication structures, online learning platforms, parent communication, attendance monitoring, health and wellbeing strategies to keep students and staff safe at school.<br><br>Additional mobile phones, computers and resources were purchased.<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$40000.00)</li></ul> |

### Strategic Direction 3

Future focused teaching and learning in a contemporary learning environment.

#### Purpose

To enhance state of the art academic and sporting facilities, maximising opportunities for learning.

To equip staff with the resources necessary to work effectively in a future focussed educational environment.

#### Improvement Measures

- New facilities in place for areas such as STEM, Drama, Visual Arts Studio and multi-purpose playing field.
- An audit of staff use of facilities indicate that technology and future-focussed learning resources are in use in each faculty.
- TTFM indicates increased student engagement with learning.
- Analysis of subject and enrolment patterns indicate student satisfaction with new technologies, resources and facilities in the curriculum at the school.
- A review of staff professional learning reveals all staff trained in using new and innovative equipment and teaching strategies.
- Extra-curricular activities are registered with the Learning Support Team and analysed to ensure academic, cultural and/or sporting areas are addressed for students.

#### Progress towards achieving improvement measures

**Process 1:** • Embed innovative teaching and learning strategies using technology in the curriculum.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| The school is investigating various additional online platforms including CANVAS that can be used to engage students. Staff utilised Microsoft Teams and Google Classroom to deliver content remotely to students. Laptops were loaned to students to maintain online learning during COVID lock-down. Staff undertook training in some or all of the platforms and programs and now use these in an on-going manner to facilitate learning. | Microsoft Teams, Google Classroom and Zoom were all sourced and used by staff and students to facilitate online learning. Additional computers purchased, technician employed, staff training undertaken<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$40000.00)</li></ul> |

**Process 2:** • Extra-curricula learning opportunities are a feature of the student learning experiences at the school.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| The opportunities to engage students in extra-curricula learning opportunities were restricted due to COVID. |                            |



| Key Initiatives                            | Resources (annual)  | Impact achieved this year   |
|--|---|---|
| <b>Aboriginal background loading</b>       | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$55 000.00)</li> </ul>   | A teacher was employed two days per week to support Aboriginal students. There was an improvement in the number of students satisfying the requirement for courses in Years 10,11 & 12. There was an improvement in Year 12 completion data for Aboriginal students.  |
| <b>English language proficiency</b>        | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$48 000.00)</li> </ul>  | The staff member from the English faculty who is employed to oversee and deliver EAL/D support has been highly proactive and visible in 2020. A higher level of accuracy in identifying EAL/D students has seen an increase in resources for 2021. The teacher is making assistance more accessible by working within the classroom to support students in addition to withdrawal to provide individual support.  |
| <b>Low level adjustment for disability</b> | <p>Two full time teachers were funded for Learning Support. Remainder of funds used for School Learning Support Officers to be employed to assist students in classrooms and for various teaching resources and computer programs.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$340 000.00)</li> </ul>   | All funding available was spent to provide various support for relevant students. Teachers and School Learning Support Officers were available to provide support in classroom settings, to provide specific medical support and to provide transport support. Programs such as MultiLit and QuickSmart were implemented to provide small group and individual tuition for students.  |
| <b>Socio-economic background</b>           | <p>Library Resources, Positive Behavior strategies resources, technology purchases including projection equipment for classrooms &amp; school hall, additional staffing to offset costs of additional curriculum incorporating the Talented Sport Program sessions. Various faculties upgraded resources (including online resources), additional texts (English/HSIE) purchased, Focus on Numeracy program and resources commenced.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$620 000.00)</li> </ul> | <p>The upgrade of the network was delayed until 2021. Some upgrades have been made in specific areas of the school including the gymnasium, dark room and classrooms.</p> <p>The cooler classrooms project has been completed and the electrician is measuring the load capability for further upgrades.</p> <p>Resources were purchased by most faculties to improve technology access &amp; online learning. Literacy and Numeracy programs and resources were purchased and learning support staff implemented many strategies to assist students to catch up work missed due to COVID issues. Additional funds were used to improve our Transition program from Years 6 to 7. Some specific support was provided to individual students requiring intensive support for their learning and wellbeing.</p> <p>Directional signage and communication channels with parents and community have all been upgraded.</p> <p>Additional equipment provided for the Special Education students to enable greater access to literacy resources.</p> <p>Equipment upgraded in Music and Visual Arts to allow students to engage with additional</p> |

|                                       |  |  |
|---------------------------------------|--|--|
| <b>Socio-economic background</b>      | <p>Library Resources, Positive Behavior strategies resources, technology purchases including projection equipment for classrooms &amp; school hall, additional staffing to offset costs of additional curriculum incorporating the Talented Sport Program sessions. Various faculties upgraded resources (including online resources), additional texts (English/HSIE) purchased, Focus on Numeracy program and resources commenced.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$620 000.00)</li> </ul> | <p>learning experiences and to develop a wider range of HSC performance and Visual Art major works.</p> <p>Furniture upgraded in many locations to enable more comprehensive group work, problem solving activities and project based learning to take place.</p>                  |
| <b>Support for beginning teachers</b> | <p>Relief funding for casual teachers to cover some lessons of beginning teachers. Also some time provided to experienced teachers to act as mentors for new teachers - this generated a need for more casual staff at times.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$47 800.00)</li> </ul>  | <p>With Covid restrictions, beginning teachers have been provided with the opportunity to pursue in school personalised professional development. This involved relief from face to face teaching to seek mentoring support and collaborate with Head Teachers and colleagues.</p> |



Additional equipment and resources purchased to support student learning.

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 547        | 538  | 539  | 542  |
| Girls    | 339        | 346  | 340  | 333  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 90.2 | 92   | 90.8 | 88.6 |
| 8         | 88.6 | 86.3 | 88.4 | 85.7 |
| 9         | 87   | 84.2 | 84.4 | 87.4 |
| 10        | 84.6 | 80.2 | 80.9 | 80.3 |
| 11        | 80.2 | 77.4 | 75.5 | 81.2 |
| 12        | 80.5 | 78.2 | 82.5 | 82.3 |
| All Years | 85.4 | 83.6 | 84.3 | 84.6 |
| 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   | 0         | 0         | 3.07      |
| Employment   | 3         | 6.81      | 13.51     |
| TAFE entry   | 0         | 1.51      | 16.5      |
| University Entry   | 0         | 0         | 59.8      |
| Other  | 0         | 13.63     | 1.04      |
| Unknown  | 2         | 9.84      | 6.08      |

### Year 12 students undertaking vocational or trade training

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36.67% of Year 12 students at The Hills Sports High School undertook vocational education and training in 2020.

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

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91.8% of all Year 12 students at The Hills Sports 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)                         | 10    |
| Classroom Teacher(s)                    | 45.1  |
| Learning and Support Teacher(s)         | 2     |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 14.88 |
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,802,551               |
| <b>Revenue</b>                        | 11,275,015              |
| Appropriation                         | 10,687,409              |
| Sale of Goods and Services            | 90,097                  |
| Grants and contributions              | 487,933                 |
| Investment income                     | 3,231                   |
| Other revenue                         | 6,345                   |
| <b>Expenses</b>                       | -11,304,241             |
| Employee related                      | -9,902,437              |
| Operating expenses                    | -1,401,804              |
| <b>Surplus / deficit for the year</b> | -29,226                 |
| <b>Closing Balance</b>                | 1,773,324               |

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>   | 90,588                        |
| <b>Equity Total</b>     | 1,070,262                     |
| Equity - Aboriginal     | 55,148                        |
| Equity - Socio-economic | 623,575                       |
| Equity - Language       | 48,830                        |
| Equity - Disability     | 342,710                       |
| <b>Base Total</b>       | 8,923,620                     |
| Base - Per Capita       | 222,341                       |
| Base - Location         | 0                             |
| Base - Other            | 8,701,278                     |
| <b>Other Total</b>      | 380,838                       |
| <b>Grand Total</b>      | 10,465,307                    |

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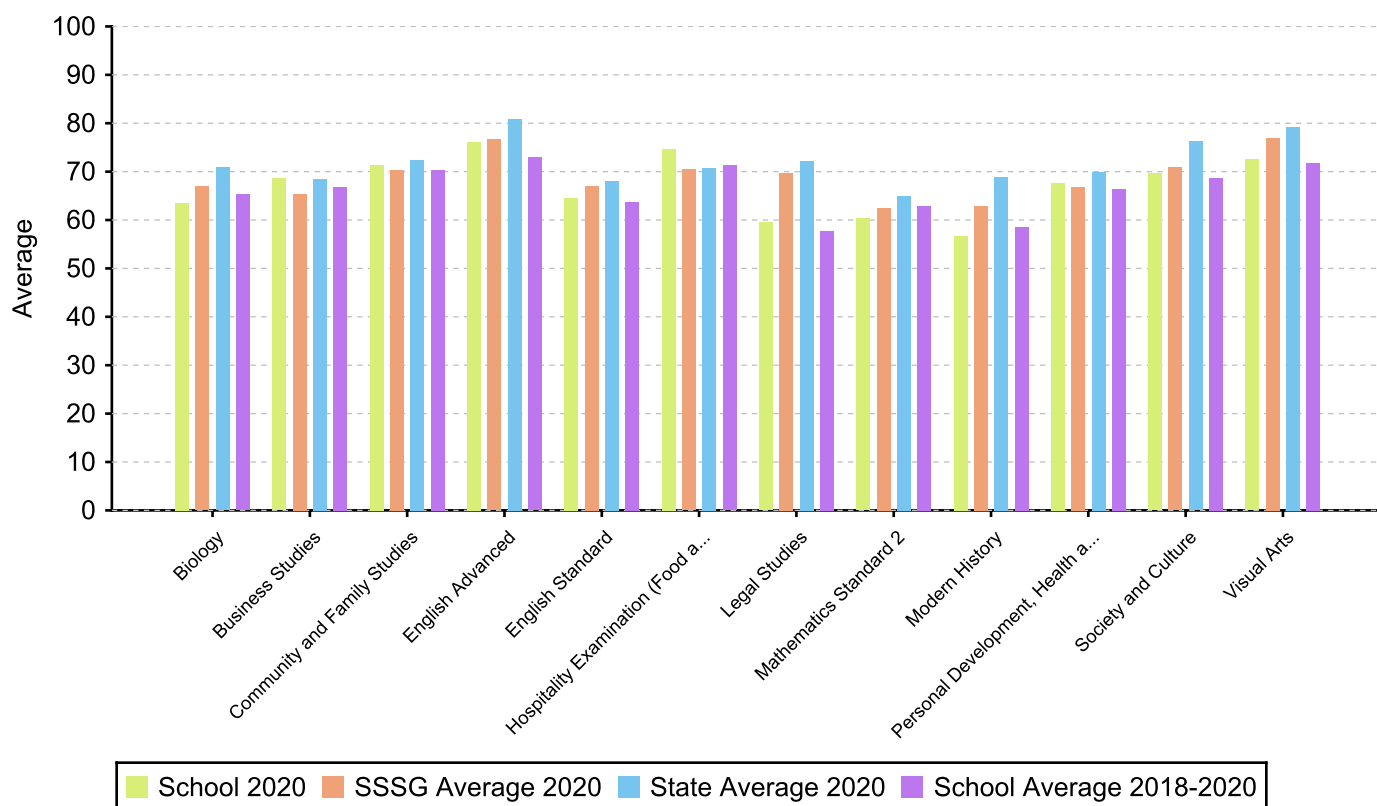
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



| Subject   | School 2020 | SSSG | State | School Average 2018-2020 |
|---|-------------|------|-------|--------------------------|
| Biology   | 63.5        | 67.0 | 70.8  | 65.3                     |
| Business Studies                                    | 68.6        | 65.4 | 68.6  | 66.8                     |
| Community and Family Studies                        | 71.3        | 70.3 | 72.4  | 70.4                     |
| English Advanced                                    | 76.2        | 76.7 | 80.8  | 72.9                     |
| English Standard                                    | 64.6        | 67.0 | 68.1  | 63.7                     |
| Hospitality Examination (Food and Beverage)         | 74.7        | 70.5 | 70.8  | 71.3                     |
| Legal Studies                                       | 59.5        | 69.7 | 72.1  | 57.8                     |
| Mathematics Standard 2                              | 60.3        | 62.5 | 64.9  | 62.9                     |
| Modern History                                      | 56.7        | 62.9 | 68.9  | 58.6                     |
| Personal Development, Health and Physical Education | 67.7        | 66.8 | 69.9  | 66.4                     |
| Society and Culture                                 | 69.6        | 70.9 | 76.2  | 68.7                     |
| Visual Arts   | 72.5        | 76.9 | 79.2  | 71.8                     |

## Parent/caregiver, student, teacher satisfaction

The school communicated regularly with parents throughout the year, providing information on updates to school processes and procedures impacted by COVID. The school built structures to ensure that all students were able to access the internet and a device during remote learning. Tell Them From Me survey scores showed that students in the school felt a sense of belonging equivalent to the NSW Government norm. These scores also showed that students felt that they have someone at school who consistently provides encouragement and can be turned to for advice above the NSW Government norm.



Our school welcomes parents and community members to work with us to support student learning.

# 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.