

2020 Annual Report

Turramurra High School



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Introduction

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

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

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School vision

Turramurra High School is a dynamic and inclusive learning community that seeks to empower individuals to reach their potential through the creation of supportive relationships and a future-focused learning environment. We seek to prioritise collaborative and creative practices to facilitate agency and the promotion of resilience.

School context

Turramurra High School (1220 students, including 38% from a non-English speaking background), is a comprehensive, coeducational high school. The school promotes a culture across the whole school community that fosters creativity, collaboration, communication and critical reflection. The school has a reputation for achievement in academic studies, sport and the creative arts, including an outstanding band program. The school is an active partner in the North Shore Secondary Schools Partnership (secondary schools) and the Turramurra Learning Community (primary schools). It has strong relationships with our local community, our university partners and has a sister school agreement with schools in Japan. The school currently offers an International Students Program in Years 10 - 12.

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	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	Delivering
LEADING: Educational leadership	Delivering
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

Assessment & Reporting

Purpose

To transform assessment and reporting practices so that they enable students to engage with their learning journey with greater self-awareness, skill and advocacy.

Improvement Measures

Report comments are:

- reflective of professional observation and student attitude rather than on student mark or rank
- focused on student improvement

Assessment criteria:

- are focused on skill rather than content
- include measures related to student co-construction and leadership of learning

Type of assessment tasks are reflective of the principles of 4C's Transformative learning priority area.

We assess what we value.

Assessment schedule is not dictated by reporting schedule.

Overall summary of progress

Professional learning time in 2019 was focused on changing the school's approach to assessment, specifically looking at deep learning, differentiation and adjustments for students with additional learning support needs. Collaboration between faculties provided different perspectives and feedback on assessment tasks. An executive project team and a Transformative Learning Professional Learning (TLPL) team developed a 4Cs assessment rubric which was implemented in 2020 by some teachers and students. The Stage 4 reports now include a student self-reflection page with a focus on the student's progress in development of learning dispositions, capturing the overall work of the My Learning program. The Learning Disposition Wheel is used to enrich the discussion between teachers, parents and students, deepening the understanding of learning. The wheel and rubric informed changes to the wording of the reported attitudes to learning, which was also a timely change considering the impact of remote learning in 2020. In 2019 Student-led conferences were held as scaffolded discussions in which Year 7 students presented artifacts to showcase their learning through the year. A similar style of enabling student voice was used by other teachers during the Student Review Evenings. Student led conferences were conducted remotely in 2020 for students in stage 4. Capturing student's additional activities on their formal reports has been a more recent focus, aligning the administrative systems to enable the acknowledgement and celebration of a more complete range of student achievements.

Progress towards achieving improvement measures

Process 1: Professional learning focused on assessment of and for 4Cs learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Executive staff team made some good progress with the assessment project. There is further work to do on this to finalise and implement some of the plans.• Staff who participated in the 4Cs professional learning program reported satisfaction with the learning. There is evidence of 4Cs practices and approaches being implemented in classrooms and in teaching and learning programs.	<ul style="list-style-type: none">• Dedicated time during executive conference and other executive meeting times.. Faculty time incorporated this aspect.• School professional learning funding..• Funding from P&C for staff professional learning in 4Cs.

Process 2: Development of frameworks and practices which support explicit assessment of learning dispositions.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• There was increasing understanding of and use of the Learning Dispositions Wheel as a framework for discussing, reflecting and planning for learning and collaboration.• While there were small steps towards implementation of the 4Cs assessment rubric, we expect to see further work with this in the coming year.• Student self-assessment was extended successfully to Years 7 - 10.	<ul style="list-style-type: none">• Staff release time to work on programming and planning for changes to assessment practices.• Provision of time incorporated into Year 8 timetable for My Learning lessons.

Process 3: To review and revise our procedures and proformas for reporting and the acknowledgement of student success. This will include introducing student-led conferences.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• There was a significant extension to the student self-reflection approach to student performance reviews. Student-led conferences were successfully introduced for Years 8 - 10, whereas these had only been for Year 7 in the previous year.	<ul style="list-style-type: none">• Staff training in facilitating student-led conferences via video conference.• Executive and other teams being released to develop processes and changes to reporting.

Strategic Direction 2

4Cs Transformative Learning

Purpose

To embed a culture enabling the development of creativity, critical reflection, collaboration and communication through focus on learning dispositions. To change the learning culture of the school where students, staff and parents are empowered through transformative learning.

Improvement Measures

Improvement in Student attendance data and a reduction in truancy.

Assessment and reporting processes are reflective of 4C's Learning

A reduction in the number of faculty warning letters issued for senior courses.

Staff and student survey on 4C's transformative learning indicates improved understanding over time.

4Cs pedagogies being used in classes. Students engaged in communication, collaboration and reflection activities.

Improvement in student engagement will be reflected in a reduction in negative entries on Sentral.

Overall summary of progress

The implementation of the Reimagined Year 7 program saw Year 7 (2019) students participate in an Immersion Week program as an intensive introduction to high school and feedback provided from students and staff led to slightly shorter programs for both Year 7 and 8 in 2020. The specific 4Cs activities and focus on the learning dispositions wheel remains a focus for improving student outcomes, although the impact of remote learning and ongoing restrictions due to covid-19 limited the ability to build on these themes as successfully through 2020. Throughout 2019-2020, Stage 4 students have had timetabled lessons on 4Cs learning skills, which have also included opportunities for students to follow areas of interest in their own Passion Project.

Learning journey - survey response post student led conferences - moving towards showcases and differing conversations between stakeholders

4Cs Transformative Learning is becoming further embedded in teaching and learning, team processes and leadership practices. Professional Learning time has focused on staff sharing their teaching activities and collaborating to transform them to incorporate 4Cs activities. Formal and informal opportunities were provided for staff to learn from each other including team teaching and observations. 4Cs practices were increasingly used by staff and student teams in facilitating planning and decision making processes. Additionally, the majority of teachers have now completed the ten session introduction to 4Cs Transformative Learning, with leadership learning for executive staff and regular meetings of the Transformative Action Group working to deepen this change in ways of working. In 2019 regular meetings of TLPL teams enabled staff to choose their own development and transformation, and groups were able to showcase an aspect of transformed pedagogical practices, or the transformation of processes at the end of the year. While this was planned for 2020, the changing circumstances meant that the collaborative structure of TLPL was adapted to suit staff wellbeing needs, as well as sharing the learning emerging from remote learning and the ongoing impact on teaching and learning.

Progress towards achieving improvement measures

Process 1: Through engagement in the 'Schools of the Future 2.0' program, embedding of 4C's learning is strategically planned and implemented.

Evaluation	Funds Expended (Resources)
• 4Cs Transformative Learning lessons, My Learning, embedded in Years 7 and 8 timetable. .	• P&C funding for 4Cs implementation • Meeting and planning opportunities through release time for staff.

Process 2: Leadership learning supported by academic partners. (Strategic leadership group and whole executive)

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Leadership skills were further developed in individuals and teams.
- Increased clarity of communication and ways of collaborating across a number of teams in the school.
- Some limitations due to the need to work through video-conferencing, however progress was made.

- Funding for 4Cs Transformative Learning academic partners to work with leadership team. Joint funding by P&C and school professional learning.

Process 3: Professional learning is differentiated for various levels of ability and confidence. It includes self-directed as well as collaborative processes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Increasing evidence of 4Cs approaches being implemented in classes and embedded in teaching programs.• Staff self-directed professional learning evidence in PDP goals and evaluations demonstrates progress for individuals.• Staff working together in teams are increasingly using 4Cs collaboration processes.	<ul style="list-style-type: none">• Use of school professional learning funds for release time for teams and individuals to develop skills and programs.• Includes part of \$50,000 P&C funding to support professional learning.

Process 4: Re-imagining Year 7 for 2019. Structures and classroom practices allow for every student to be known and enable transformative learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• After success of Re-Imagining Year 7 program in 2019, the program was extended into Year 8.• Timetable change to incorporate My Learning lessons into the timetable for Year 8, in addition to Year 7.	<ul style="list-style-type: none">• Timetable change process for Year 8 supported with planning meeting time..• Planning time and staff training to support implementation.

Process 5: Re-designing and modification of school structures to enable implementation of transformative learning across the whole school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The implementation of the Year 8 My Learning program was successful. The Year 7 program was adjusted after reflection on 2019 implementation.• Planning for Project Based Learning change for Year 9 was completed successfully. Planning and design of the program was completed by end of 2020 ready for implementation in 2021.	<ul style="list-style-type: none">• Professional learning funds and P&C funds support release time for staff to plan and learn 4Cs Transformative Learning skills.

Strategic Direction 3

Wellbeing

Purpose

Optimum wellbeing is multidimensional. It includes, but is not limited to, physical, social, emotional, cognitive and spiritual wellbeing. By proactively supporting our school community to develop wellbeing, we create an environment which enhances the potential for individual, school and community growth.

Improvement Measures

DoE Wellbeing self-assessment tool used to establish baseline data and assess improvement at annual intervals.

Improvement in student and staff attendance data.

Reduction in student suspensions and negative entries on Sentral database.

'Tell Them from Me' data indicates improved sense of student engagement and wellbeing

Overall summary of progress

An executive project team developed and implemented plans for raising school and house spirit, including the provision of house badges, carnival competitions, sporting challenges and house name signage. The 2020 Swimming Carnival had a notable increase in house spirit, and new signage has been placed around the school during 2020 to support house identity.

Professional learning was designed so that staff wellbeing was supported. Staff set their goals through the PDP process and subsequently, formed teams to work on shared goals in a project format. The outcomes of staff learning were showcased in a 2019 Twilight Bazaar during Term 4. During 2020, shared support and collegiality has been evident in the creative ways staff worked to support each other, including the participation rates in activities as restrictions have eased.

A number of parent information sessions were held during the year which addressed a variety of current issues including positive parenting, and addressing concerns with drug and alcohol use.

Our Student Wellbeing Support Officer increased the scope of her work to include a wide range of wellbeing needs with identified groups of students. She worked with the welfare team to ensure that issues arising among the student body could be responded to holistically. A change in personnel during 2020 coincided with an increase in days available to the role (from 2 to 4), now referred to as a Student Support Officer. This has enabled the school to strengthen our links to external organisations to further support individual students, including students at risk. Special programs for disengaged learners, transition support and in-school programs were accessed, including support from Beyond Blue, the Butterfly Foundation, Mission Australia, Taldumande Youth Services and others.

These initiatives were highly successful, with very positive feedback from stakeholders and a measurable drop in general negative wellbeing referrals. 2020 however saw a significant increase in the number of wellbeing referrals relating to mental health concerns, and an increase in the number of wellbeing reports made.

Progress towards achieving improvement measures

Process 1: Complete evaluation and revision of PBEL and student management processes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">During COVID the completion of online work was aligned to our PBEL values creating a sense of achievement and purpose for students during this time.Executive staff created a team to realign student behaviour management. Processes were examined and changes were made to the system, delineating roles for staff and students. Procedures were introduced to enable student agency and responsibility.	<p>Dedicated time during executive and staff meetings.</p> <p>Team meetings occurred on a weekly basis.</p>

Progress towards achieving improvement measures

Process 2: Redesigning and modification of school structures to enable implementation of social and emotional wellbeing programs.

Evaluation	Funds Expended (Resources)
<p>COVID affected the implementation of social and emotional programs, with Year 7 being particularly affected by the cancellation of the school camp and the move to online learning. Staff functions, both professional and social were limited and working from home affecting staff cohesiveness and professional interaction. The gradual return to school continued to preclude large gatherings and interaction of staff.</p> <p>School spirit was a main focus pre and post COVID. Student leaders and executive staff developed processes and activities, instilling a sense of belonging to a house group and the school community.</p> <p>Post COVID our wellbeing programs continued, with each group participating in wellbeing days to foster resilience and self worth. Our SSO continued to support the wellbeing of students by working with individuals and groups of students</p>	<p>School professional learning funding for online PL</p> <p>School signage updated and house lanyards/badges purchased</p> <p>0.8 SSO funded from school and P&C sources</p> <p>Funding for wellbeing organisations to present at wellbeing days</p> <p>Staff release for the organisation and running of wellbeing programs</p>

Process 3: Transforming school processes so that staff and students are empowered as agents of their own development and have opportunities as partners in achieving school goals.

Evaluation	Funds Expended (Resources)
<p>During COVID staff shared knowledge of online platforms, activities and processes via zoom, emails and youtube clips. Executive staff maintained effective communication with their staff, and all staff continued to deliver lessons in a highly professional manner allowing the continuation of learning outcomes to be achieved.</p> <p>Post COVID, regular meetings and professional development occurred between senior executive, executive and teaching and non teaching staff. Staff voice was enabled during faculty, small group meetings and information was regularly presented to staff, enabling the development of various processes and procedural changes including the development of THS digital devices policy.</p> <p>Student led focus groups were initiated during 2020. The student leadership team was finessed, allowing for greater participation of students from all years and changes to meetings were initiated to reflect transformative practices.</p>	<p>Dedicated time during executive conference and other executive meeting times.. Faculty time incorporated this aspect.</p> <p>Staff release for the organisation and running of student leadership programs</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,081 on staffing	<ul style="list-style-type: none"> Indigenous Student Mentor worked successfully with students and families to develop and support Personal Learning and Support Plans. Students well supported with goal setting process and monitoring. Empowered to access resources available at the school such as homework centre.
English language proficiency	\$195,000 for staffing.	<ul style="list-style-type: none"> All EAL/D students are regularly assessed to check progress with English language proficiency. Teachers aware of EAL/D students and their needs. Teachers are supported to implement EAL/D teaching approaches in teaching all classes.
Low level adjustment for disability	\$145,317 on staffing including additional LaST allocation and SLSO positions.	<ul style="list-style-type: none"> Students with additional learning needs successfully supported through a holistic, integrated approach to learning and wellbeing support. Personal Learning and Support Plans developed and maintained. Communication between all stakeholders was transparent and focused on student needs. Disability Provisions process ensured that applications were successful for all eligible students.
Quality Teaching, Successful Students (QTSS)	N/A	N/A
Socio-economic background	\$22,956 for specific programs to support individuals and groups.	<ul style="list-style-type: none"> Students from low socio-economic backgrounds able to participate fully in school programs. Wellbeing programs in place to specifically address particular needs of students.
Support for beginning teachers	\$96,553	<ul style="list-style-type: none"> Funded beginning teachers have opportunities to work closely with mentor teachers, attend professional learning events, release time to compile body of evidence for accreditation. Period allocation built into beginning teachers' timetables as well as for their mentors. Professional learning through external providers including KLA specific associations.
Assessment and reporting	<ul style="list-style-type: none"> Dedicated time during executive conference and other executive meeting times.. Faculty time incorporated this aspect. School professional learning funding.. Funding from P&C for staff professional learning in 4Cs. Staff release time to work on programming and planning for changes to assessment practices. Provision of time incorporated into Year 8 	<ul style="list-style-type: none"> Executive staff team made some good progress with the assessment project. There is further work to do on this to finalise and implement some of the plans. Staff who participated in the 4Cs professional learning program reported satisfaction with the learning. There is evidence of 4Cs practices and approaches being implemented in classrooms and in teaching and learning programs. There was increasing understanding of and use of the Learning Dispositions Wheel as a framework for discussing, reflecting and planning for learning and collaboration. While there were small steps towards implementation of the 4Cs assessment rubric,

Assessment and reporting	<p>timetable for My Learning lessons.</p> <ul style="list-style-type: none"> • Staff training in facilitating student-led conferences via video conference. • Executive and other teams being released to develop processes and changes to reporting. 	<p>we expect to see further work with this in the coming year.</p> <ul style="list-style-type: none"> • Student self-assessment was extended successfully to Years 7 - 10. • There was a significant extension to the student self-reflection approach to student performance reviews. Student-led conferences were successfully introduced for Years 8 - 10, whereas these had only been for Year 7 in the previous year.
4C's Transformative Learning	<ul style="list-style-type: none"> • Funding for 4Cs Transformative Learning academic partners for staff to plan and learn 4Cs Transformative Learning skills and to work with leadership team. Joint funding by P&C and school professional learning. • Meeting and planning opportunities through release time for staff. • Timetable change process for Year 8 supported with planning meeting time. • Planning time and staff training to support implementation. 	<ul style="list-style-type: none"> • 4Cs Transformative Learning lessons, My Learning, embedded in Years 7 and 8 timetable. . • Leadership skills were further developed in individuals and teams. • Increased clarity of communication and ways of collaborating across a number of teams in the school. • Some limitations due to the need to work through video-conferencing, however progress was made. • Increasing evidence of 4Cs approaches being implemented in classes and embedded in teaching programs. • Staff self-directed professional learning evidence in PDP goals and evaluations demonstrates progress for individuals. • Staff working together in teams are increasingly using 4Cs collaboration processes. • After success of Re-Imagining Year 7 program in 2019, the program was extended into Year 8. • The implementation of the Year 8 My Learning program was successful. The Year 7 program was adjusted after reflection on 2019 implementation. • Timetable change to incorporate My Learning lessons into the timetable for Year 8, in addition to Year 7. • Planning for re-design of Project Based Learning course in Stage 5. • Planning for Project Based Learning change for Year 9 was completed successfully. Planning and design of the program was completed by end of 2020 ready for implementation in 2021.
Wellbeing	<ul style="list-style-type: none"> • Dedicated time during executive and staff meetings. • Team meetings occurred on a weekly basis. • School professional learning funding for online PL • School signage updated and house lanyards/badges purchased • 0.8 SSO funded from school and P&C sources • Funding for wellbeing organisations to present at wellbeing days • Staff release for the organisation and running of wellbeing programs 	<ul style="list-style-type: none"> • During COVID the completion of online work was aligned to our PBEL values creating a sense of achievement and purpose for students during this time. • Executive staff created a team to realign student behaviour management. Processes were examined and changes were made to the system, delineating roles for staff and students. Procedures were introduced to enable student agency and responsibility. • COVID affected the implementation of social and emotional programs, with Year 7 being particularly affected by the cancellation of the school camp and the move to online learning. Staff functions, both professional and social were limited and working from home affecting staff cohesiveness and professional interaction. The gradual return to school continued to preclude large gatherings

<p>Wellbeing</p>	<ul style="list-style-type: none"> • Dedicated time during executive conference and other executive meeting times.. Faculty time incorporated this aspect. • Staff release for the organisation and running of student leadership programs. 	<p>and interaction of staff.</p> <ul style="list-style-type: none"> • School spirit was a main focus pre and post COVID. Student leaders and executive staff developed processes and activities, instilling a sense of belonging to a house group and the school community. • Post COVID our wellbeing programs continued, with each group participating in wellbeing days to foster resilience and self worth. Our SSO continued to support the wellbeing of students by working with individuals and groups of students. • During COVID staff shared knowledge of online platforms, activities and processes via zoom, emails and youtube clips. Executive staff maintained effective communication with their staff, and all staff continued to deliver lessons in a highly professional manner allowing the continuation of learning outcomes to be achieved. • Post COVID, regular meetings and professional development occurred between senior executive, executive and teaching and non teaching staff. Staff voice was enabled during faculty, small group meetings and information was regularly presented to staff, enabling the development of various processes and procedural changes including the development of THS digital devices policy. • Student led focus groups were initiated during 2020. The student leadership team was finessed, allowing for greater participation of students from all years and changes to meetings were initiated to reflect transformative practices.
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	692	697	676	705
Girls	551	551	531	515

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97	95.6	94.4	93.6
8	94.7	94	93.1	93.7
9	94.2	92.5	92.3	92.3
10	93.5	93.4	91.5	93
11	94.6	91.6	92.5	92.4
12	95.6	91.2	94	94
All Years	94.9	93	92.9	93.2
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	1	0	6
TAFE entry	2	3	7
University Entry	N/A	N/A	86
Other	0	1	0
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

16.15% of Year 12 students at Turramurra High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.6% of all Year 12 students at Turramurra 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)	13
Classroom Teacher(s)	61
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	1.2
School Administration and Support Staff	14.77
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	1,477,925
Revenue	13,386,782
Appropriation	12,605,015
Sale of Goods and Services	59,447
Grants and contributions	543,489
Investment income	2,498
Other revenue	176,334
Expenses	-13,555,590
Employee related	-12,269,612
Operating expenses	-1,285,978
Surplus / deficit for the year	-168,807
Closing Balance	1,309,118

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	194,592
Equity Total	369,443
Equity - Aboriginal	5,552
Equity - Socio-economic	22,956
Equity - Language	195,618
Equity - Disability	145,317
Base Total	11,300,039
Base - Per Capita	290,264
Base - Location	0
Base - Other	11,009,775
Other Total	435,577
Grand Total	12,299,652

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

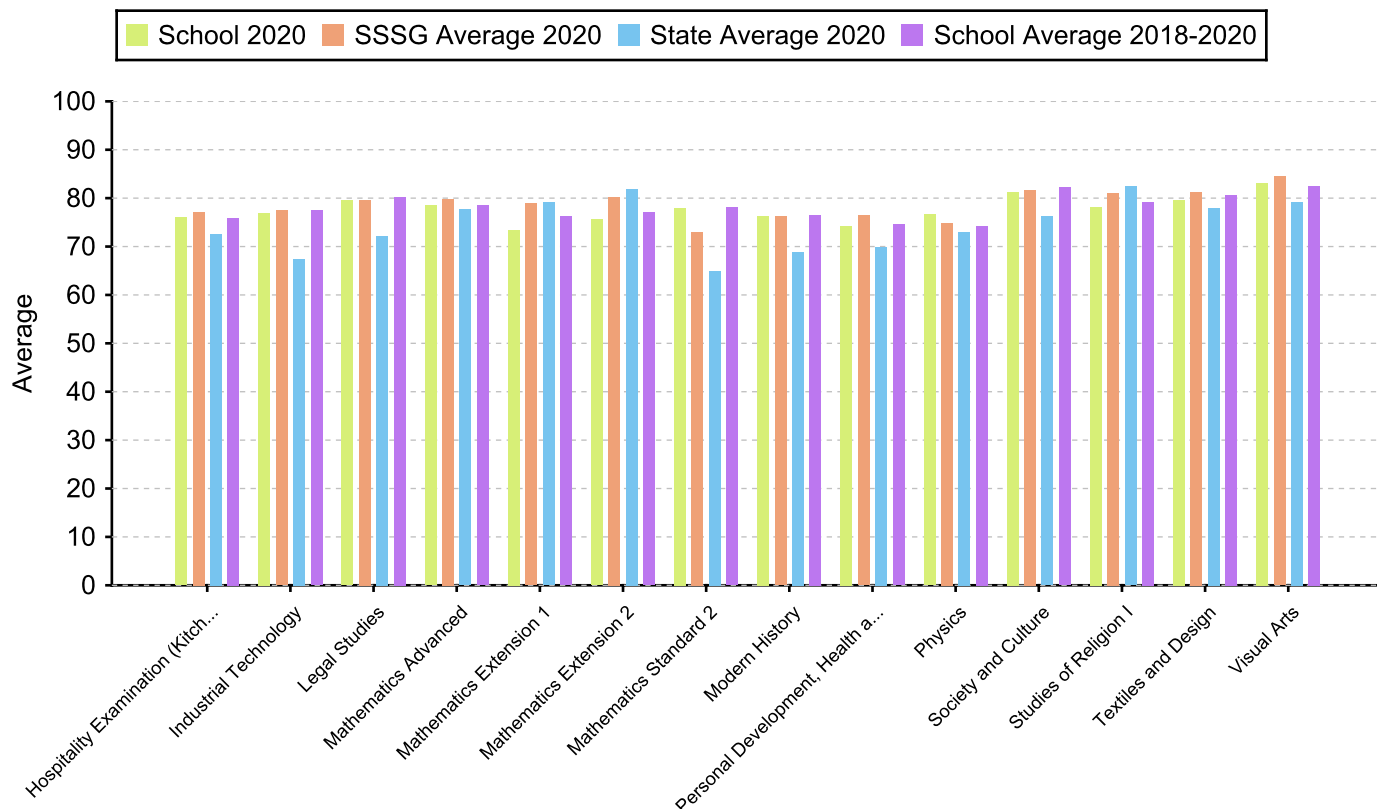
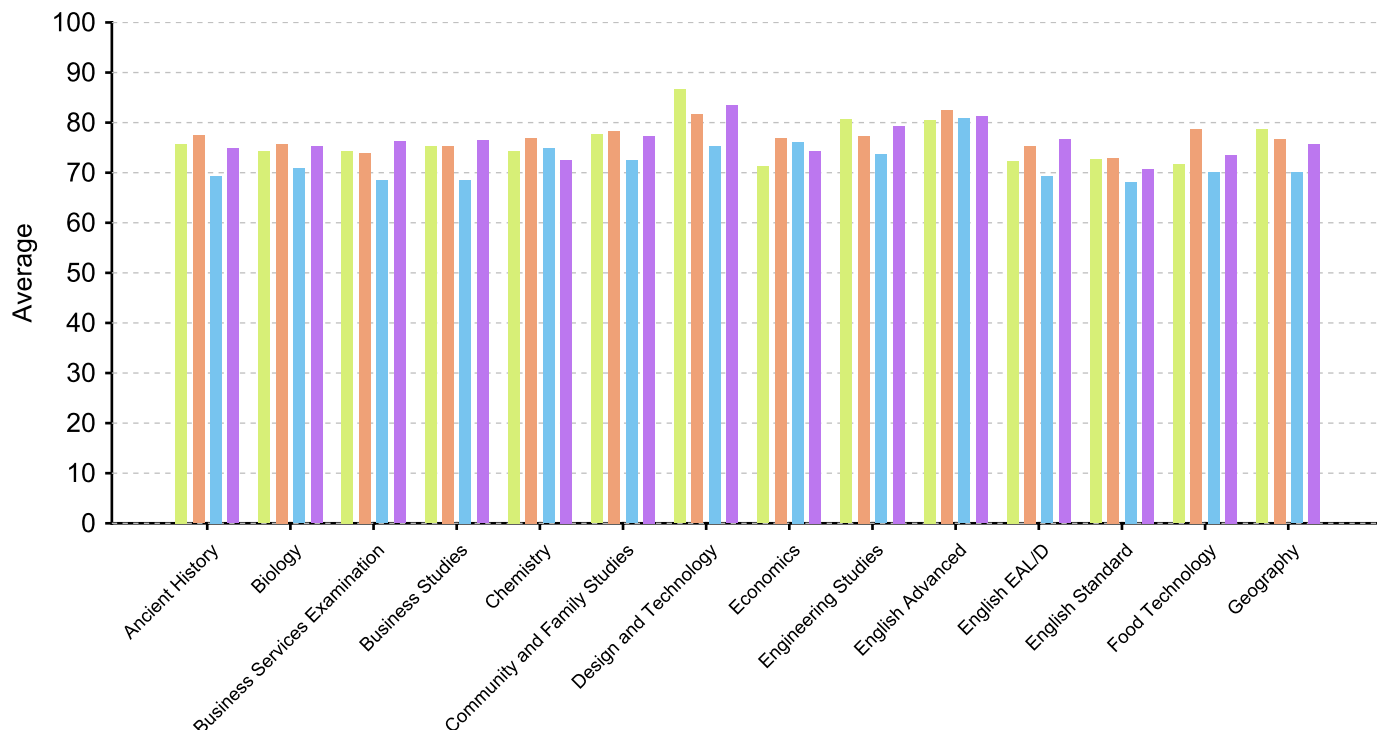
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	75.7	77.5	69.4	74.8
Biology	74.2	75.8	70.8	75.2
Business Services Examination	74.3	73.9	68.5	76.2
Business Studies	75.2	75.3	68.6	76.4
Chemistry	74.3	76.9	74.8	72.5
Community and Family Studies	77.6	78.3	72.4	77.4
Design and Technology	86.6	81.6	75.4	83.4
Economics	71.2	76.9	76.1	74.3
Engineering Studies	80.6	77.3	73.6	79.3
English Advanced	80.5	82.5	80.8	81.2
English EAL/D	72.3	75.4	69.3	76.7
English Standard	72.6	72.9	68.1	70.7
Food Technology	71.6	78.7	70.2	73.5
Geography	78.6	76.8	70.1	75.7
Hospitality Examination (Kitchen Operations and Cookery)	76.0	77.2	72.5	75.9
Industrial Technology	76.9	77.4	67.5	77.4
Legal Studies	79.5	79.6	72.1	80.3
Mathematics Advanced	78.5	79.9	77.7	78.5
Mathematics Extension 1	73.4	78.9	79.1	76.2
Mathematics Extension 2	75.6	80.2	81.8	77.1
Mathematics Standard 2	78.0	73.1	64.9	78.0
Modern History	76.3	76.2	68.9	76.5
Personal Development, Health and Physical Education	74.2	76.4	69.9	74.5
Physics	76.6	74.8	73.0	74.2
Society and Culture	81.3	81.7	76.2	82.2
Studies of Religion I	78.2	81.1	82.5	79.2
Textiles and Design	79.6	81.2	77.9	80.6
Visual Arts	83.1	84.5	79.2	82.5

Parent/caregiver, student, teacher satisfaction

The opinions of students, staff and parents are sought in various ways through the year. All members of the school community have the opportunity to complete the Tell Them From Me survey each year. This provides valuable data on satisfaction with school programs, organisational structures, communication and sense of belonging along with other wellbeing indicators. Parents are provided with opportunities to connect with school through a contact list which informs them of the appropriate staff to contact about a wide range of issues. This has led to an improved communication flow between families and school staff and allowed the school to be more responsive to emerging issues. The principal and other key staff work closely with the P&C to ensure that parents are kept informed and contribute to school plan strategic directions. In response to parent feedback, the school hosts information sessions and workshops on a variety of topics related to education and wellbeing, promoting closer partnership with the broader school community. The school is seen as a positive and supportive educational environment for students. Parents see the school as holistically catering for the needs of all students.

In 2020 the opinions of the school community were canvassed at various times on a variety of topics. Parent feedback on the school's management and support of students during the COVID-19 pandemic, including the Learning at Home period, was extremely positive. Parents were also asked to complete surveys seeking their opinions on particular school initiatives. The input of staff into school planning and improvement took a variety of forms. These included surveys, discussion and feedback opportunities in a variety of forums including faculty meetings, school development days and twilight meetings. Staff engaged with the School Excellence Framework through group discussions and reflection on the school's current performance in relation to each element.

Student voice was supported in a variety of ways during the year. Students had a number of opportunities to have their voices heard in relation to specific aspects of school operations and opportunities through surveys and focus groups. School assemblies are student led and are a forum which allow student achievements in academic, sporting, performing arts and other pursuits to be showcased. School captains meet with the senior executive team weekly to discuss student initiatives and address any concerns. In response to feedback from the captains and the wider Year 12 cohort, a number of highly successful wellbeing and school spirit initiatives were supported by the senior executive.

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.