

# 2020 Annual Report

## Dungog High School



8472

# Introduction

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

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## School vision

Dungog High School aspires to create a positive, innovative and connected learning community which caters for our diverse student needs, where growth, engagement and collaboration continuously improves the quality of learning, teaching and leading, as we strive for success and excellence.

We will achieve this by:

- Focusing on respect, responsibility and personal best;
- Creating a learning, teaching and leading focused school culture;
- Encouraging initiative, innovation and leadership;
- Valuing individual differences;
- Responding to our local, national and international contexts and student needs;
- Providing a range of experiences that challenge individuals to explore and interact with the ever-changing world;
- Embedding technology into the teaching and learning programs; and
- Providing a broad, responsive curriculum, focused on excellence, giving students opportunities to succeed in their chosen pathway.

## School context

Dungog High School is situated in a small regional township north of Newcastle NSW. Students who attend the school come from local towns and small communities within the Dungog Shire. Enrolment numbers in 2018 were 635 including 74 Aboriginal and Torres Strait Islander students (12%) and two Special Education classes.

The school is aligned with our primary partner schools to form genuine partnerships in education known as the Dungog District Community of Schools (DDCoS). The school also has very strong links to The University of Newcastle.

Dungog High School offers a curriculum that challenges and meets individual needs, with a strong focus on quality relationships, in a supportive learning culture that inspires learning. Academic, cultural, sporting and vocational courses are offered through core and elective options.

Dungog High School is developing a number of significant projects that will give greater depth to the learning context of the school, focusing on improving STEAM (Science, Technology, Engineering, Arts & Mathematics) learning and student's literacy and numeracy outcomes. These programs will be focused on Senior Studies, Technology and developing Innovative Pedagogy for engagement.

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

### Successful and Inspired Learners

#### Purpose

To promote a culture of inspired learning that sets high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for critical thinking and innovation beyond the 21st century.

Students will be nurtured to become resourceful, creative, empathetic and resilient lifelong learners. To develop in students the use of critical thinking to contextualise learning beyond the classroom and to have the ability to work independently and as part of a team to make sense of their world.

#### Improvement Measures

- Positive trends in value-added data
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy
- Increase the proportion of students in the top two NAPLAN bands
- Increased use of Technology in the school
- Average attendance rate above 90%

#### Progress towards achieving improvement measures

**Process 1:** Develop a deep understanding of **Quality Teaching** for engagement, ensuring the curriculum delivered is challenging and maximises learning.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Do staff have an understanding of what quality teaching is against the Quality Teaching Framework (QTF)?</p> <p>What evidence can we see of quality teaching?</p> <p>Does growth and achievement data reflect individual improvement ?</p> <p>Is differentiation in class programs?</p> <p><b>Data</b></p> <p>Staff survey (bribing)</p> <p>Staff focus group</p> <p>Classroom obs</p> <p>School wide data</p> <p><b>Analysis</b></p> <p>There is no common program proforma within the schools, however, all programs were easy to read. Overwhelmingly staff felt Quality Teaching informed teaching programs and most programs mention some of the elements of Quality Teaching, with metalanguage being the most prominent</p>	<p>Professional Learning targeting quality teaching, curriculum, programs and assessment, HSC, data literacy, Technology and High Performance and Gifted Education.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$43569.00)</li></ul>

## Progress towards achieving improvement measures

mentioned. Generally the programs did not have dedicated area for identification of when the Quality Teaching dimensions or elements were addressed.

From the staff data collected 26% of staff strongly agree and 55% agree that side spread differentiation is implemented in classroom practice. There was some evidence of planning for differentiation in programs. This evidence varied in level of detail in the programs, ranging from an excellent level to minimal. Differentiation strategies were found in different areas on the programs, some were written into the original program, some annotated and some was found within the evaluation of the program.

### Implications

The programs did not identify specifically identify the Quality Teaching elements or differentiation well. While this may have been evident in the actual teaching, the programs did not necessarily show an understanding.

### Future Directions

Program proformas which specifically include quality teaching and differentiation, development and implementation of professional learning to address the Quality Teaching Framework and Differentiation in programming.

**Process 2:** Develop and implement engaging and dynamic **programs** (including New HSC) and assessments, based on quality teaching and backward mapping.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Are teaching programs dynamic? Engaging</p> <p>Are they regularly evaluated and reflected upon?</p> <p>Are the assessments clearly mapped to the syllabus, are they related to each other?</p> <p>Are student outcomes trending up?</p> <p><b>Data</b></p> <p>Program analysis</p> <p>Assessment task analysis</p> <p>Does NAPLAN data and hsc data indicate an upward trend.</p> <p><b>Analysis</b></p> <p>Data drawn from the staff survey indicated that 74% of staff regularly evaluated and reflected on teaching programs, 10% disagreed with this. All program proformas has a set area for a written reflections on completion of the unit. These evaluations ranged from detailed, informative and meaning to minimal. From the data collected we cannot make a judgement as to if these</p>	<p>Professional Learning targeting quality teaching, curriculum, programs and assessment, HSC, data literacy, Technology and High Performance and Gifted Education.</p>

## Progress towards achieving improvement measures

evaluations and reflections impacted on the development of the similar unit of work for the next cohort.

The vast majority of staff (90%), who responded to the questionnaire, felt that they were involved in the development of faculty programs. Across all faculties, the sample programs had evidence of a variety of teaching and learning activities.

### Implications

While the majority of teachers indicated that programs are evaluated and reflected on, there was a significance difference in the quality of formal evaluations written on programs. This will result in a lack of evidence in using data to inform practice in successive programs.

### Future Directions

Processes for faculty evaluation and modifications of Teaching and Learning Programs, Professional Learning on data use will be revised and redeveloped where necessary.

**Process 3:** Implement **systems that analyse data** to deliver quality Teaching & Learning programs and assessment to meet the differentiated learning needs of individuals.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>What are the procedures or systems that track the student data?</p> <p>IS the data used?</p> <p>Is the data evident on teaching and learning programs?</p> <p>Do we have an increase of students in the top two NAPLAN bands?</p> <p>Do we have 90% of students meeting the minimum standards in NAPLAN?</p> <p><b>Data</b></p> <p>Analysis of school wide assessments data</p> <p>NAPLAN, check in assessment</p> <p>Minimum standard data</p> <p><b>Analysis</b></p> <p>It is clear from the data collected from the teacher questionnaire that staff use data to inform teaching and learning programs; 19% strongly agree and 52% agree. However, this data and informed practice is not specifically evident in programs. There is some evidence of this in the HSC and Preliminary HSC</p>	<p>Professional Learning targeting quality teaching, curriculum, programs and assessment, HSC, data literacy, Technology and High Performance and Gifted Education.</p>

## Progress towards achieving improvement measures

monitoring folders, especially with seniors but less so with Stage 4 and Stage 5 subject monitoring folders.

### Implications

There is not a unified way of conducting data analysis and for feeding back into programs, and no method that is widely used to reflect staff analysis

### Future Directions

Processes will be developed that allow the data analysis to be conducted and noted.

**Process 4:** Embed **technology** in teaching and learning programs to create innovative, engaging and connected learning experiences relevant to the 5C skills.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Has 5C been well established?</p> <p>Is effective technology evident in class programs?</p> <p>Has technology improved student outcomes?</p> <p>Is innovative, engaging and connected learning evident?</p> <p>Has there been an increase in technology use with students?</p> <p><b>Data</b></p> <p>Focus Group teachers and students</p> <p>Program analysis.</p> <p><b>Analysis</b></p> <p>It is evident the 5C's strategy has not been taken up by the staff at Dungog High School. There was no evidence of this strategy being embedded in any program offered as a sample, across all faculties. This reflects the statistics of only 6.% of staff agreed strongly that they have a "firm understanding" of the 5C's, and then 26% agree with this.</p> <p>While this specific strategy is not evident in programs, a range of other technology based resources are stated in programs. 55% of staff, who responded to the questionnaire, agree or strongly agree that the implementation of technology in their specific KLA has led to an improvement in student outcomes. This compares to 23% who did not agree.</p>	<p>Professional Learning targeting quality teaching, curriculum, programs and assessment, HSC, data literacy, Technology and High Performance and Gifted Education.</p> <p>Technology Revolution to upgrade available technology for students and integrated technology in all classroom and learning environments.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$210000.00)</li> </ul>

## Progress towards achieving improvement measures

### Implications

5Cs were not widely accepted or utilised. Staff buy-in for 5Cs was low

### Future Directions

Evaluate if the 5C model is for DHS or if there are other models that can be used as a staff to foster modern student skills? (Given that 5Cs is around 21st Century skills there would be other models that would facilitate this).

**Process 5:** Develop **positive and respectful relationships** to promote the collective responsibility for a culture that supports student learning and high performance.

### Evaluation

### Funds Expended (Resources)

#### Questions

- Do we have an increased attendance rate? ( 2018-2019)
- Is there a difference in the different stages?
- Does the Tell Them From Me survey data reflect these increases?
- Do the students understand what positive and respectful culture is?
- Does school wide data reflect this?

#### Data

- Tell Them From Me Survey (TTFM)
- Sentral Student Management database
- Focus groups

#### Analysis

TTFM Data

##### Leadership (Staff)

- Below mean for school leaders helping establish challenging and visible learning goals for students. (6.7)
- School leaders are not observing classroom teaching (6.7)
- School leaders have given guidance for monitoring student progress. (8.3)

##### Collaboration (Staff)

- Staff feel that there is a lack of cross-curricular or common learning opportunities (5.4)
- Lack of sharing of resources within the school (6.2)
- Great at talking about assessment strategies (8.3)
- Great at discussing learning problems around particular students (9.2)

##### Sense of Belonging (Students)

- Very low sense of belonging 7-10
- Yr 9 was the lowest (27%)
- Yr 7 has the greatest difference (36%) (just beating out yr 9 at 35%)

## Progress towards achieving improvement measures

- Yr 12 is greater than NSW Govt Norm (91%)
- Staff Survey
- Staff feel that they are supported in their wellbeing (55.17% Agree and 10.34 Strongly agree)
  - Positive impact of wellbeing PL is less accepted with 17.24% Disagree and 34.48% neither agree or disagree
  - Culture of the school is seen as positive (67.86% Agree)

### Implication

#### TTFM Data

#### Leadership (Staff)

- Learning goals exemplars will be developed to allow staff to develop challenging and visible goals for students
  - School leadership will be involved in classroom observations for staff in an opt-in basis for staff wishing to access extra support outside the Performance Development Framework
  - Student progress monitoring will be maintained and developed further
- Collaboration (Staff)
- Cross-curricula collaboration will inform the development of possible project-based learning units.
  - Faculties will align their Scope and Sequences to allow the facilitation of integrated units of study.
  - School-wide integrated resource repository to be developed
  - Assessment implications to integrated modules will be determined and the possibility of cross-curricula assessments examined

#### Sense of Belonging (Students)

- Investigate strategies to develop a greater student sense of belonging across all stages to be investigated.

#### Staff Survey

- Wellbeing support for staff is having a positive impact and the PL has assisted in this
- The school is seen as positive and collaborative

### Future Directions

Continuation of wellbeing professional learning and activities for staff to connect with each other to support wellbeing, ensure that collaboration is further supported.

## Strategic Direction 2

### Collaborative and Shared Leadership

#### Purpose

To provide the school community with a highly innovative, enthusiastic and collegial staff that aims to inspire our students to become life long learners. This will create a positive and productive learning environment with shared and distributed leadership.

To provide staff with relevant, current and high quality professional learning opportunities that will lead to the design and implementation of innovative practices that allow every student opportunities to learn and achieve their personal best.

#### Improvement Measures

- All staff actively involved in professional learning to meet goals in their PDPs
- High quality Professional Learning created and delivered at the school to meet PL needs of staff linked to the APTS and SMP
- Increase in instructional and distributed leadership within the school, for staff and students
- Management and administrative systems are effective and responsive

#### Progress towards achieving improvement measures

**Process 1: Performance & Development Plans (PDPs)** aligned to Australian Standards for Teachers and/or Role Statements (non-teaching staff), the SMP and staff goals through reflective and evidence based processes, with high quality professional learning to support excellence.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Are teacher goals achieved?</p> <p>Is there evidence of impact?</p> <p>Are the goals aligned to teaching standards?</p> <p>Do school wide systems support the PDP process?</p> <p>Do teachers feel supported?</p> <p>How are the goals created? (coaching etc)</p> <p>Is there an alignment of PL and Goals?</p> <p><b>Data</b></p> <p>PDP data spreadsheet</p> <p>Staff focus group</p> <p>Sample of PDP's</p> <p><b>Analysis</b></p> <ul style="list-style-type: none"><li>• 84% of staff who responded to the questionnaire agreed that their Performance Development Plan (PDP) goals are regularly achieved, the rest of the respondents "neither agree or disagree". From this just over a quarter</li></ul>	

## Progress towards achieving improvement measures

(26%) and 55% strongly agree and agree that they felt these goals had an impact on their teaching.

- 71% of staff feel supported in setting and achieving their goals with 22% neither agreeing or disagreeing and 6% disagreeing.

### Implications

- All staff have PDP goals in place, which are aligned to the teaching standards, and are consistently on track to completing them, however, there is little evidence of impact of these goals within the classroom.
- Professional learning is clearly aligned to goals using a Professional Learning Matrix and staff report feeling supported in setting and achieving their goals.

### Future Directions

- Professional Learning for Executive on Growth Coaching to support staff with the development of SMART goals.
- Systems put in place to measure the impact of the goals and associated Professional Learning.

**Process 2: Student Voice and Leadership** actively contributes to the directions of the school, with collaborative and consultative processes to encourage student leadership in the directions of the school.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>How has student voice been encouraged in the school?</p> <p>How many students have been involved in this role?</p> <p>Do the leaders feel they have a say?</p> <p>Do other students know and value the leaders?</p> <p>What avenues allow student voice to be heard</p> <p>Are student led initiatives evaluated?</p> <p><b>Data</b></p> <p>Student focus group</p> <p>Meeting summaries</p> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Completion of the TTFM survey (previously made all students complete it - in 2020 students were selected in class groups to complete the survey if they wished while the rest of the school were given the option at participating during breaks.</li> <li>• Leadership group meet with the Senior Executive every Tuesday to discuss current issues within the school .</li> <li>• Junior AECG meet regularly.</li> </ul>	

## Progress towards achieving improvement measures

- SRC body are active within the school and regularly meet and discuss current issues.
- Chat with the Principal - students had direct access to the Principal every Wednesday at lunchtime.
- Some students are invited to participate in some teams - not open to all students - has been by invitation only.
- Not all students are aware who the leaders are in 2020 - possibly due to COVID and them not being very visible. Previously students ran regular assemblies and were visible more often.
- SRC representatives not well known amongst the school community.

### Implications

- Student Voice informs some initiatives and directions but is not consistent.
- While the Leaders have direct access and impact, many other year groups and groups of students, including minorities, are not represented.
- Junior AECG - no direct access to the Senior Executive - goes through AEO and Team Leader.
- TTFM Data not as broad as previous years. Some data missing due to not enough numbers of students completing the survey.
- Student Leadership is not recognised on an ongoing basis throughout the year.

### Future Directions

- A wider sample of students to be selected for the TTFM survey in 2021.
- Evaluation of student led initiatives required
- Support leaders to be more visible during the year - running assemblies, on Facebook and in Newsletters. Look at the use of videos and other marketing used during COVID as possibilities.
- Include the President of the Junior AECG in the Leaders Meeting on Tuesdays
- Leaders to encourage student participation on teams within the school.

**Process 3: Instructional and distributed leadership** opportunities are developed and supported across the school, linked to the SMP and PDP's.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Are staff willing to be involved in leadership opportunities?</p> <p>Do staff have Leadership in their PDP?</p> <p>What support/PL is available?</p> <p><b>Data</b></p> <p>PDP and PL spreadsheets</p> <p>Staff survey</p> <p>Staff focus group</p> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• 42% of staff have leadership aspirations with 61% having no aspirations to develop their leadership capabilities.</li> </ul>	

## Progress towards achieving improvement measures

- Of this 42% there were 35% who had taken steps to achieve these aspirations while 6% had done nothing.

### Implications

- The majority of staff have no leadership aspirations making it difficult to fill roles when there are staff absences.
- Only a small number of staff are looking at promotion and many of these have not taken steps to achieve these aspirations.

### Future Directions

- Investigate professional learning opportunities for leadership
- Establish a mentoring/coaching process for staff wanting to develop leadership skills
- Develop roles and opportunities for staff to experience leadership.

**Process 4: Management and administrative systems** are responsive to the needs of the school and Department of Education to ensure effective leadership and management of the school.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Which policies have been reviewed?</p> <p>Is the budgeting process fair and equitable?</p> <p>Is the budgeting process understood and successful?</p> <p><b>Data</b></p> <p>Policies reviewed</p> <p>Finance committee minutes</p> <p>Interview with SAM</p> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• School process is in place to review policies and procedures on a regular basis and communicate updates to the community.</li> <li>• Due to changes within the NSW DoE - updates of the Wellbeing Policy have been postponed to ensure procedures are current</li> <li>• Policies and procedures have the oversight of a Deputy Principal to ensure version control and currency.</li> <li>• Budgeting is completed by each faculty and aligns with their faculty plan and school plan.</li> <li>• To date all faculties have been provided with the full budget requested.</li> <li>• There is currently no finance committee. Decisions are made by Principal in consultation with the SAM.</li> <li>• Head Teachers take carriage of the budgeting process for their faculty and all faculties complete the year under budget.</li> </ul> <p><b>Implications</b></p> <ul style="list-style-type: none"> <li>• Oversight of policy and procedures by Deputy Principal - possible issue if the Deputy Principal left the school.</li> <li>• Limited capacity of other staff to write procedures.</li> <li>• Budgeting process is clearly understood and Head Teacher's are feeling more comfortable each year with the process.</li> <li>• No finance committee limits the understanding of the staff on how the school is funded.</li> </ul>	

## Progress towards achieving improvement measures

### Future Directions

- Consider establishing a team to oversee policies and procedures. Possible leadership opportunity.
- Consider establishing a finance committee to broaden the understanding of staff on finance and school funding.
- Continue with the current budgeting process.

### Strategic Direction 3

#### High Performance & Excellence in Teaching

#### Purpose

To be a high performing school that is an integral part of local, national and international communities.

By providing a strong performance focus on our teaching, learning and leading culture, all school members will be encouraged to strive towards excellence.

Effective and efficient systems will ensure the school is operating at a high level to achieve student, staff and parent aspirations.

#### Improvement Measures

- School staff improve in professional and collaborative practices, with a focus on excellence in teaching.
- Strong collaboration to deliver programs between the school and the LMG Group, the Dungog District Community of Schools (DDCoS).
- Increased positive feedback from staff about the performance, leadership and operations of the school.

#### Progress towards achieving improvement measures

**Process 1:** Assessment and Programming focus Year 7-12, to ensure teachers are collegially working in faculty teams to prioritise curriculum development for increased student engagement and improved outcomes through backward mapping.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Are the faculty programs developed as a team?</p> <p>Are assessments and programming linked?</p> <p>Are students engaged with teaching and learning through the use of these programs?</p> <p>Have student outcomes improved?</p> <p>Has backward mapping informed the development of programs and assessment?</p> <p><b>Data</b></p> <p>Program samples</p> <p>Sample assessment tasks</p> <p>Mark books</p> <p>Student focus group</p> <p><b>Analysis</b></p> <p>55% of staff agree while 34% strongly agree that the faculty works as a team on programming. Faculties supplied sample programs and assessments on</p>	

## Progress towards achieving improvement measures

analysis, while linked in content, skills and outcomes most programs did not specifically state this link.

83% of staff agree or strongly agree that they use backward mapping in their planning. This is reflected in the fact that the programs reflect the assessment tasks.

### Implications

Team planning is identified as a strength which increases ownership of the programs and enhances understanding and can better support its implementation. The backward mapping process allows for clearly defined goals, specifically aligned content and more purposeful assessment, all leading to improved student engagement and outcomes.

### Future Directions

Faculty groups at Dungog High School need to maintain faculty development of programs, ensuring that assessments are specifically linked in the program. A specific section in the program template may assist with this.

**Process 2:** The Quality Teaching Framework to support collegial lesson observations through the 3 Minute Walk-through and Quality Teaching Rounds (QTRs) and a cross faculty focus on pedagogy.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Were you involved with Quality Teaching Rounds?</p> <p>Did you see a positive impact on your pedagogy?</p> <p><b>Data</b></p> <p>Professional Learning forms</p> <p>Quality Teaching Rounds (QTR) data</p> <p><b>Analysis</b></p> <p>82% did not complete their full round of QTR with only 17% reporting they were able to complete their round.</p> <p>53% of staff reported that the QTR process positively impacted their pedagogy.</p> <p><b>Implications</b></p> <ul style="list-style-type: none"> <li>• QTR became very time consuming and difficult to organise staff to be covered.</li> <li>• While there was funding, there was not always enough casual staff available.</li> <li>• Staff not wanting to miss out on certain classes eg seniors</li> <li>• COVID put a stop to teams meeting and doing observations</li> <li>• While staff found it positive and very beneficial, they also reported it was very time consuming and often added to their workload.</li> </ul> <p><b>Future Directions</b></p>	

## Progress towards achieving improvement measures

Revisit the QTR process - evaluate program and look into options to support staff to participate in the process without adding additional stress and workload.

**Process 3:** The Principal will support the on-going development of a professional and collaborative learning community (LMG) in the **Dungog District (DDCoS)** implementing the strategic plan focused on Aboriginal Education, Literacy & Numeracy, Technology and Transition P-12.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>Are there Strategic Plans?</p> <p>What was the outcome of the plans?</p> <p>Was there an impact on the focus areas?</p> <p><b>Data</b></p> <p>Minutes of meetings</p> <p>DDCos strategic plans</p> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Strategic plans were developed by the Local Management Group.</li> <li>• Rural and Remote initiative - \$20,000 for 2020</li> <li>• High Performance and Gifted Education program</li> <li>• Mathematics program</li> </ul> <p><b>Implications</b></p> <p>Covid</p> <p><b>Future Directions</b></p> <p>Revisit in 2021</p>	

**Process 4:** Professional learning and development is focused on team work, coaching, mentoring, collaborative practices and continual improvement in relational approaches to support wellbeing and a positive school culture.

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p>What steps have been taken to support wellbeing of staff and students?</p> <p>What is the impact of these initiatives?</p> <p>What PL has been done to improve relational approaches?</p> <p>How would you describe the current culture at DHS?</p>	<p>Coaching, mentoring and networking for all staff.</p> <p>Release time for Year Advisers to connect with students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$14093.00)</li> </ul>

**Data**

Survey

Staff forum

**Analysis**

- PL focus on wellbeing during 2020 - Daniella Falecki Staff Development Day 3
- Restorative Practices - introduction
- Coaching across the Valley
- 65% of staff report they feel supported with their wellbeing with 27% feeling neither supported or not supported.
- 52% staff reported that the PL provided has had a positive impact on their wellbeing while 34% neither agreed or disagreed and 17% felt it had no positive impact.
- 50% of staff feel the PL around wellbeing has had a positive impact on student/teacher relationships. 39% neither agree nor disagree while 14% disagree that the professional learning has had a positive impact.
- 75% of staff feel that the culture of the school is positive and collaborative while 21% neither agreed nor disagreed and 7% disagreed.

**Implications**

- Due to COVID there was limited PL, however, Daniella Falecki presented holistically to close some of the gaps in staff knowledge on wellbeing.
- The majority of staff felt this PL had a positive impact and contributed to a positive and collaborative school culture.
- Coaching across the Valley did not eventuate nor any coaching programs commenced.

**Future Directions**

- Investigate further professional learning in the future with Daniella Falecki and also Restorative Practices.
- Investigate other Coaching professional learning such as Growth Coaching.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer \$61,022  Relief and Special Programs (Culture Strong, Youth Express, NAIDOC) \$8,459  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$71 615.00)</li> </ul>	In 2020, although COVID19 hit, we were able to still run programs and initiatives successfully. The number of students identifying is increasing, with 76 students identifying in 2020. In-class support and case management of all Aboriginal students was supported by our Aboriginal Education Officer, Kara Clements and all students had a Personalised Learning Plan (PLP). One Year 12 student graduated, one Year 11 student received early entry to Macquarie University and a Year 10 student received a school based nursing traineeship for 2021. The Junior Aboriginal Education Consultative Group (JAECG) have regularly met all year to consult and plan for the programs run in the school. The Aboriginal Education Team regularly reviewed plans and milestones to achieve annual goals. Our relationship with Murrook continued, with them regularly running cultural programs with our students. Although Covid restrictions made it impossible to run our LMG NAIDOC activities, we still celebrated the week with our own students.
<b>English language proficiency</b>	Nil	In 2020, students were case managed and supported through the LAST teachers, Careers Advisor and Librarian.
<b>Low level adjustment for disability</b>	School Learning Support Officers - 1.9 FTE  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$107 065.00)</li> </ul>	Programs and initiatives implemented in 2020, including the Behavioural Reading Program, in-class support by SLSO's and intensive case management support of high needs students, assisting students within mainstream classes access teaching and learning programs and outcomes.
<b>Socio-economic background</b>	eLearning Coordinator \$72,572  Additional School Funded Deputy Principal \$24,015  Three Additional Head Teachers \$102,000  Technology Revolution \$210,000  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$409 041.00)</li> </ul>	The school-funded eLearning Coordinator and Head Teacher Teaching, Learning & Leading support all aspects of our 'Technology Revolution' and programs. All staff in the school are supported in their experimentation and use of technology to build ICT skills and capacity across the whole learning community, and all staff have personalised support for the development of future-focused teaching, learning and pedagogy. The school-funded Deputy Principal is a pivotal role in the line management support of all aspect of the school, and necessary also in consideration of the school only having a 1.0 FTE deputy principal allocation. The school-funded Deputy Principal role is critical to the effective support, leadership and management of all areas of the school, including student discipline, behaviour support, wellbeing, curriculum support and monitoring, supervision of staff, mentoring, policy and procedure development and resource allocation. Consultation in 2020 will occur to substantively fill the second Deputy Principal position. The Secondary Studies/CAPA Head Teacher is critical to the senior school

<p><b>Socio-economic background</b></p>	<p>eLearning Coordinator \$72,572</p> <p>Additional School Funded Deputy Principal \$24,015</p> <p>Three Additional Head Teachers \$102,000</p> <p>Technology Revolution \$210,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$409 041.00)</li> </ul>	<p>programs and the on-going development and embedding of these into the learning culture of the school. The additional school-funded teacher professional learning investment in 2019 has supported all aspects of PL to support high quality teaching, learning and leading.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$36 948.00)</li> </ul>	<p>All Beginning Teachers nominated to take their support as days relief from face to face teaching and having mentoring support by an expert teacher.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	317	301	309	285
Girls	340	321	322	319

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.7	90.3	90.6	92
8	91.6	87.6	87.3	90
9	90.2	89.2	85.1	86.3
10	90.6	86.6	86.7	86.5
11	87.6	88.7	83.6	81.4
12	93.1	90.9	90	89.6
All Years	90.8	88.6	87.3	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	6.25	55.00	15.28
Employment	31.25	30.00	26.39
TAFE entry	0	5.00	6.94
University Entry	0	0	40.28
Other	62.50	10.00	11.11
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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41.67% of Year 12 students at Dungog High School undertook vocational education and training in 2020.

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

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98% of all Year 12 students at Dungog High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

- 35/51 (68.63%) were offered places in tertiary education. This includes apprentices at TAFE.
- 29/51 (56.86%) were offered a place at University. 25/29 (86.21%) accepted an offer from Newcastle University.
- 4/29 (16%) students have deferred university offers. Other universities chosen for study were Charles Sturt University (Port Macquarie and Orange).
- 5/51 are studying at TAFE.
- 14/51 are in full-time or part-time employment; this includes apprenticeships/traineeships.

Again, this year, students at Dungog High have placed great importance on the value of their education as evidenced by the number of students who have pursued further education, training, and employment.

Of the 51 HSC candidature students at Dungog High school in 2020, 35 students have pursued university, TAFE studies or have secured apprenticeships which involve vocational training (68.63%). Of the remaining 16 students, 11 are employed in either full-time or part-time capacity in industries including agriculture, retail and hospitality.

In 2020, 31.25% of Year 10 school leavers gained employment. This figure is considerably less than 2019's figure, however it must be noted that 2020 was a year of recession due to the COVID-19 pandemic. Employment was pursued in areas such as building and construction, hairdressing and electrical. In addition, 62.5% of Year 10 leavers transferred to other schools including Trade College.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.3
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.48
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.

In 2020, Professional Learning focused on assessment, curriculum, HSC, ICT, leadership, literacy, teacher networks and wellbeing.

# Financial information

## Financial summary

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

	2020 Actual (\$)
<b>Opening Balance</b>	1,011,033
<b>Revenue</b>	8,900,085
Appropriation	8,713,978
Sale of Goods and Services	71,959
Grants and contributions	113,124
Investment income	730
Other revenue	295
<b>Expenses</b>	-9,000,406
Employee related	-7,585,078
Operating expenses	-1,415,329
<b>Surplus / deficit for the year</b>	-100,321
<b>Closing Balance</b>	910,711

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>	199,608
<b>Equity Total</b>	806,488
Equity - Aboriginal	71,615
Equity - Socio-economic	409,041
Equity - Language	0
Equity - Disability	325,833
<b>Base Total</b>	7,092,792
Base - Per Capita	154,240
Base - Location	42,319
Base - Other	6,896,233
<b>Other Total</b>	361,500
<b>Grand Total</b>	8,460,388

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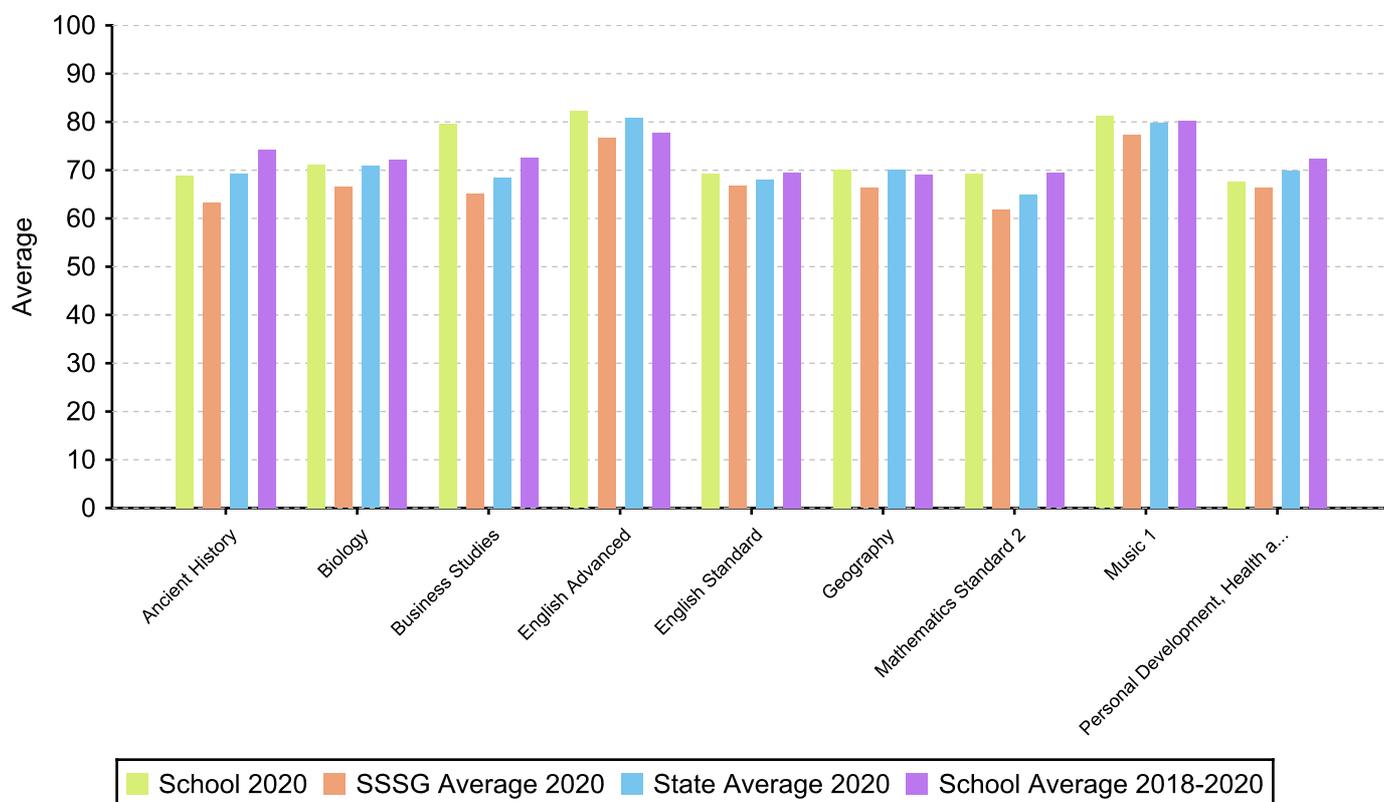
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	68.9	63.3	69.4	74.3
Biology	71.2	66.5	70.8	72.2
Business Studies	79.7	65.1	68.6	72.5
English Advanced	82.2	76.8	80.8	77.8
English Standard	69.3	66.8	68.1	69.5
Geography	70.1	66.3	70.1	69.2
Mathematics Standard 2	69.3	61.8	64.9	69.4
Music 1	81.2	77.4	79.8	80.3
Personal Development, Health and Physical Education	67.6	66.4	69.9	72.4

## Parent/caregiver, student, teacher satisfaction

The Tell them From Me **Student Survey** was conducted in 2020. This survey is designed to provide an insight into student perspectives about schooling and school life, giving their opinion to support school planning and to help identify possible school improvement initiatives. The following results show the School Mean and NSW government school 'norm' for each dimension of the survey:

### Academic Outcomes:

- **Grades in English** - Students' overall mark in their current or most recent English class was reported as a letter grade and converted to a percentage. School Mean = 77% NSW Govt. Norm = 68%
- **Grades in Maths** - Students' overall mark in their current or most recent Maths class was reported as a letter grade and converted to a percentage. School Mean = 74% NSW Govt. Norm = 66%
- **Grades in Science** - Students' overall mark in their current or most recent Science class (e.g., general science, biology, chemistry, or physics) was reported as a letter grade and converted to a percentage. School Mean = 77% NSW Govt. Norm = 64%

### Drivers of Student Outcomes:

- **Effective learning time** - Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. School Mean = 6.6 NSW Govt. Norm = 6.3
- **Relevance** - Students find classroom instruction relevant to their everyday lives. School Mean = 5.1 NSW Govt. Norm = 5.8
- **Rigour** - Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. School Mean = 5.5 NSW Govt. Norm = 6.4
- **Advocacy at school** - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. School Mean = 5.9 NSW Govt. Norm = 6.0
- **Positive teacher-student relations** - Students feel teachers are responsive to their needs and encourage independence with a democratic approach. School Mean = 5.3 NSW Govt. Norm = 5.7
- **Positive learning climate** - Students understand there are clear rules and expectations for classroom behaviour. School Mean = 5.2 NSW Govt. Norm = 5.6
- **Expectations for success** - School staff emphasise academic skills and hold high expectations for all students to succeed. School Mean = 7.0 NSW Govt. Norm = 7.0
- **Advocacy Outside of School** - Students have someone at home or community who consistently provides encouragement and can be turned to for advice. School Mean = 4.9 NSW Govt. Norm = 4.5
- **Students planning to finish Year 12** - Students plan to finish high school. School Mean = 76% NSW Govt. Norm = 85%
- **Students planning to do an apprenticeship or VET/TAFE course** - Students plan to pursue a trade or apprenticeship program. School Mean = 25% NSW Govt. Norm = 35%
- **Students planning to go to university** - Students plan to attend university. School Mean = 64% NSW Govt. Norm = 67%

### Social-emotional Outcomes:

- **Student participation in school sports** - Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class. School Mean = 44% NSW Govt. Norm = 48%
- **Students with a positive sense of belonging** - Students feel accepted and valued by their peers and by others at their school. School Mean = 53% NSW Govt. Norm = 66%
- **Students with positive behaviour at school** - Students that do not get in trouble at school for disruptive or inappropriate behaviour. School Mean = 93% NSW Govt. Norm = 87%
- **Intellectual engagement composite** - Students are intellectually engaged and find learning interesting, enjoyable, and relevant. School Mean = 36% NSW Govt. Norm = 46%
- **Students who are interested and motivated** - Students are interested and motivated in their learning. School Mean = 19% NSW Govt. Norm = 28%
- **Students with a positive growth orientation** - Students set challenging goals for themselves in their school work and aim to do their best. School Mean = 63% NSW Govt. Norm = 62%

The Tell them From Me 'Focus on Learning' **Teacher Survey** was conducted in 2020. The survey provided teachers with the opportunity to give their perspectives and opinions about their practice and the school. This survey is based on two research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance.

The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates

strong agreement; 5 is a neutral position (neither agree nor disagree).

The following results indicate **positive agreement**:

1. School leaders have helped me establish challenging and visible learning goals for students
2. School leaders have taken time to observe my teaching
3. School leaders have supported me during stressful times
4. Teachers have given me helpful feedback about my teaching
5. Other teachers have shared their learning goals for students with me
6. Teachers in our school share their lesson plans and other materials with me
7. I talk with students about the barriers to learning
8. I monitor the progress of individual students
9. I am effective in working with students who have behavioural problems
10. Students find class lessons relevant to their own experiences
11. When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve
12. I help students set challenging learning goals
13. I help students to overcome personal barriers to using interactive technology
14. I work with students to identify a challenging learning goal relevant to the use of interactive technology
15. I am regularly available to help students with special learning needs
16. I strive to understand the learning needs of students with special learning needs
17. I help low-performing students plan their assignments
18. I make sure that students with special learning needs receive meaningful feedback on their work
19. I use individual education plans to set goals for students with special learning needs
20. I create opportunities for success for students who are learning at a slower pace
21. I share students' learning goals with their parents
22. Parents understand the expectations for students in my class
23. Parents are regularly informed about their child's progress

The following responses are **above the NSW state mean for positive agreement**:

1. School leaders have helped me create new learning opportunities for students
2. School leaders have provided me with useful feedback about my teaching
3. School leaders have helped me improve my teaching
4. School leaders have provided guidance for monitoring student progress
5. I work with school leaders to create a safe and orderly school environment
6. I talk with other teachers about strategies that increase student engagement
7. I discuss my assessment strategies with other teachers
8. I discuss learning problems of particular students with other teachers
9. I discuss my learning goals with other teachers
10. I give students written feedback on their work
11. In most of my classes I discuss the learning goals for the lesson
12. I set high expectations for student learning
13. My assessments help me understand where students are having difficulty
14. I use formal assessment tasks to help students set challenging goals
15. I regularly use data from formal assessment tasks to decide whether a concept should be taught another way
16. I use formal assessment tasks to discuss with students where common mistakes are made
17. When I present a new concept I try to link it to previously mastered skills and knowledge
18. I can easily identify unproductive learning strategies
19. My students are very clear about what they are expected to learn
20. I use two or more teaching strategies in most class periods
21. Students receive feedback on their work that brings them closer to achieving their goals
22. discuss with students ways of seeking help that will increase learning
23. Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts
24. Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter
25. help students use computers or other interactive technology to undertake research
26. I establish clear expectations for classroom behaviour
27. I make an effort to include students with special learning needs in class activities
28. I work with parents to help solve problems interfering with their child's progress

The following responses show possible **areas for improvement**:

1. I work with other teachers in developing cross-curricular or common learning opportunities
2. Students become fully engaged in class activities
3. I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent)
4. Students receive written feedback on their work at least once every week
5. I use computers or other interactive technology to give students immediate feedback on their learning
6. Students use computers or other interactive technology to track progress towards their goals
7. I help students set goals for learning new technological skills
8. I use strategies to engage parents in their child's learning

9. I ask parents to review and comment on students' work
10. I am in regular contact with the parents of students with special learning needs
11. I make an effort to involve parents and other community members in creating learning opportunities

The Tell them From Me 'Partners in Learning' **Parent Survey** was conducted in 2020. This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions and opinion of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The following results indicate **positive agreement**:

1. I feel welcome when I visit the school
2. I can easily speak with my child's teachers
3. I am well informed about school activities
4. Teachers listen to concerns I have
5. I can easily speak with the school principal
6. Written information from the school is in clear, plain language
7. Parent activities are scheduled at times when I can attend
8. If there were concerns with my child's behaviour at school, the teachers would inform me immediately
9. I am well informed about my child's progress in school subjects
10. Teachers have high expectations for my child to succeed
11. Teachers take account of my child's needs, abilities and interests
12. Teachers expect homework to be done on time
13. Teachers expect my child to work hard
14. Teachers maintain control of their classes
15. Teachers devote their time to extra-curricular activities
16. Behaviour issues are dealt with in a timely manner
17. The school helps prevent bullying
18. School staff create opportunities for students who are learning at a slower pace
19. Teachers try to understand the learning needs of students with special needs
20. School staff take an active role in making sure all students are included in school activities
21. Teachers help student develop positive friendships

The following responses are **above the NSW state mean for positive agreement**:

1. The school's administration staff are helpful when I have a question or problem.
2. Reports on my child's progress are written in terms I understand
3. I am informed about my child's behaviour at school, whether positive or negative
4. Teachers show an interest in my child's learning
5. My child is encouraged to do his or her best work
6. Teachers expect my child to pay attention in class
7. My child is clear about the rules for school behaviour
8. My child feels safe at school
9. My child feels safe going to and from school
10. Teachers help students who need extra support

The following responses show possible **areas for improvement**:

1. The teachers would inform me if my child were not making adequate progress in school subjects.
2. I am informed about opportunities concerning my child's future
3. I am informed about my child's social and emotional development

# 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.