

2020 Annual Report

Murray High School



8505

Introduction

The Annual Report for 2020 is provided to the community of Murray 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

Murray High School
Kaitlers Rd
Lavington, 2641
www.murray-h.schools.nsw.edu.au
murray-h.school@det.nsw.edu.au
6025 4711

School vision

To focus learning in our school community on innovation, creativity, imagination, collaboration and excellence, preparing staff and students for the challenges of the future.

School context

Murray High School is in the Albury suburb of Lavington, which sits proudly within Wiradjuri country. It is a medium sized comprehensive high school that has a caring and nurturing learning environment. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe, happy school in a caring environment.

The school draws from a diverse community, with 10% of the student population being Aboriginal and a further 10% of students from refugee backgrounds. Our welfare and student conduct practices are build on the Positive Behaviour for Learning (PB4L) framework and the school adopts Curiosity and Powerful Learning (CPL) as the basis for our learning strategies. Murray High School enjoys strong connections with the local community, including Charles Sturt and La Trobe Universities, and schools in our network are highly and mutually supportive. The school is well known for its staff collegiality across all sectors of teaching, non-teaching and support personnel.

Our school has a strong commitment to providing support for students with a range of learning abilities. Murray High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

Parents and the wider community are encouraged to participate in the life of our school through the P&C. The school has strong links with the local Aboriginal and Torres Strait Islander community and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

To implement quality learning experiences that build positive, respectful and caring relationships, that fosters resilience and adaptability, and will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our school community.

Improvement Measures

The school's value add trend is positive by 5%

Increased use of evidence informed literacy and numeracy strategies to identify and address needs of diverse learners

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Overall summary of progress

There is evidence to suggest that our efforts have made a positive difference in both HSC and NAPLAN data, both of which are the future focus for our school targets.

HSC results have shown an increase in achievement in the top 2 bands, with 5.5% in 2020 and 2% in 2019. This occurrence has more than doubled. Achievement in the top 3 bands also demonstrates improvement, with the occurrences being 30% in 2020 and 19% in 2019. This increase represents 58% of the prior year's occurrences.

With the absence of NAPLAN in 2020 the school participated in the Check In Assessment. The overall school performance demonstrated that achievements in numeracy fell behind the SSSG by 3.7% and the State by 9.8%. Achievement in reading kept the school commensurate with the SSSG, which was 6.4% behind the State.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>The focus on clear learning intentions and the setting of challenging learning tasks has continued this year, with reference being made to the improvement pathway evaluation that is connected to <i>Curiosity and Powerful Learning</i>. There has also been a direction towards frequent referencing and practice guidance through <i>What Works Best</i>.</p> <p>Analysis of student information through <i>Tell Them From Me</i> suggests that there is growth in the students' appreciation of expectations for success. Students have also been selected as a sample focus for cross-faculty observations of the strategies that have impact on high expectations.</p>	<ul style="list-style-type: none">• Higher duties DP .5• Higher duties HT• Replacement teaching staff <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$167400.00)

Process 2: Personalised Learning and Assessment for Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice. Ongoing student access to tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The nature of assessment in 2020 was governed greatly by the changes in learning due to the Covid-19 pandemic. Assessment processes, in some ways, were assisted by this with the introduction to online learning and the frequent teacher observation and feedback that came as a result of this. Formal assessment tended to remain in its summative form.</p> <p>Changes were made to the semester report comments so as to connect directly with DoE policy requirements. This came in the form of a comment that was divided into three statements: 1. student strengths; 2. student areas of challenge; and 3. teacher suggestions for ongoing learning.</p> <p>As predicted in the previous ASR, OoHC and IEPs have been updated.</p>	<ul style="list-style-type: none"> • In-school Professional Learning and consultation at no extra cost <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 3: Wellbeing

Continue to build whole school capacity implementing an integrated approach to wellbeing in which the school community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Wellbeing services and initiatives became a primary focus due to the Covid-19 pandemic and there has been considerable success. The executive restructure to include a Head Teacher Wellbeing has provided consistent and central leadership to a high-performing area of the school. The operations of the Albury Project have continued, as has the employment of a FT Student Support Officer. The design and implementation of the Engagement and Transition Centre has provided students and teachers with a significantly effective alternative learning space that caters to the individual learning and wellbeing needs of a range of students.</p> <p>Reported behaviour incidents are down by 46% from Term 1 last year and 87% from Term 1 2019.</p>	<ul style="list-style-type: none"> • HT Teaching and Learning (above establishment) • Classroom teaching staff for Engagement and Transition Centre (ETC) • Set up and implementation resources for ETC <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$258000.00)

Next Steps

Situational analysis as the end of 2020 has led to specific planned strategies for 2021 and beyond, centering on the development of a Literacy and Numeracy Skills Hub. The Skills Hub incorporates the employment of a Literacy and Numeracy specialist teacher, as well as a team of tutors, who operate as instructional leaders in the teaching of reading, writing and numeracy.

The cross-referencing between *Curiosity and Powerful Learning* and *What Works Best* suggests that there may be discrepancy between the two resources about the optimal volume of inquiry based learning. Further consideration will be needed to develop an agreed optimal balance between directed learning experiences and inquiry based learning activities.

Ongoing development of student reports will be necessary so that teachers have a greater sense of confidence and prowess with a targeted comment format. With expected developments in connection to the Rural Access Gap and Digital Strategy, we will need to investigate options for collecting student data as well as options for communicating teacher observations. This, in turn, is the most likely platform upon which to dissect the development of summative assessment practices.

The value of our Wellbeing executive structure, higher duties Deputy Principal and the Engagement and Transition Centre is well supported. These initiatives are expected to be of the highest priority in the next planning cycle.

Strategic Direction 2

Quality Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers.

Improvement Measures

Improved scores for collaboration and learning culture to above average for similar schools.

Increased use of evidence-informed pedagogy by all teachers .

All teachers maintaining current or accreditation standards with at least five working towards higher accreditation (HA or Lead).

Progress towards achieving improvement measures

Process 1: Research informed pedagogy: Draw on research to implement high quality professional learning in teaching practices

Evaluation	Funds Expended (Resources)
As per the 2019 ASR, <i>Curiosity and Powerful Learning</i> has continued as the primary teaching strategy. This year the focus has been on facilitating professional dialogue, collaboration, classroom observation and practice modelling. Student surveys have been less frequent than hoped for due to the Covid-19 pandemic, but student feedback has been used directly in connection with school operational matters such as mobile phone use.	<ul style="list-style-type: none">• Teacher RFF for triad observation. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$90000.00)• Socio-economic background (\$150000.00)

Process 2: Collaborative practice: Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
Collaborative practice has continued as predicted in the 2019 ASR. None could have predicted, however, the impacts of the Covid-19 pandemic, which gave us all the opportunity to build collaborative practice as a necessity to basic education delivery. One simple example of this is in the immediate development of remote learning resources for over 700 students and the ongoing practice of delivery online. RFF was necessary to continue with program development and teacher observation.	<ul style="list-style-type: none">• Student laptops for remote learning Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$114000.00)

Process 3: Evaluative practice: Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning in the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
Syllabus gaps and NAPLAN item analysis remained at the forefront in planning for ongoing literacy and numeracy strategies. The tailored support that was offered through School Services was not successful in that there was an absence of an undertaking to provide what the school was actually asking for. By discontinuing with support from School Services the school looked to its own resources and continued with data analysis based on NAPLAN, Best Start and HSC results. The final strategy was to instigate the employment of a classroom teacher with expertise in the direct teaching of literacy and numeracy skills.	<ul style="list-style-type: none">• Teaching staff RFF• In school Professional Learning at no extra cost Funding Sources: <ul style="list-style-type: none">• Professional learning (\$68000.00)

Next Steps

The ongoing development of CPL will be determined by evaluation through the improvement pathway. It is anticipated that these measures will form significant aspects of the next school plan, particularly as success criteria for specific initiatives.

Literacy and numeracy skills will be the subject of direct teaching strategies. This will begin from a centralised teaching hub with the expected impact leading to teacher observation, team teaching and collaborative practice. The development of a 'Skills Hub' will form a high priority within the 2021 - 2024 planning cycle.

Strategic Direction 3

School Leadership

Purpose

To provide Murray High School with an integrated approach to developing and nurturing leadership at all level within the school including both staff and student leadership.

Improvement Measures

All students make measurable learning progress in relation to literacy and numeracy and gaps in student achievement decrease.

Increase in the percentage of students in high skills and high challenge areas.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Streamline school administration by evaluating and monitoring the effectiveness of systems and collaboratively analysing data from a range of sources including Sentral, Tell Them from Me, Professional Learning feedback and staff feedback.

Evaluation	Funds Expended (Resources)
Deployment of staff members into areas of individual expertise has contributed to the successful establishment of planned resources articulated in the previous ASR. Specifically this has allowed for the implementation of the school's unique Engagement and Transition Centre (ETC) and the beginnings of a literacy and numeracy skills program, the latter now being know as 'The Skills Hub.' The direct support from establishing higher duties administrative and DP staff has been a major enabling factor in this for all staff involved and has assisted the Principal in maintaining direction and vision.	<ul style="list-style-type: none">• Higher Duties SAM• Additional SAM• Additional SAO support• Higher duties DP .5 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$103000.00)

Process 2: The principal and the executive will foster and support a culture of instructional leadership through staff driven teams with an unrelenting focus on the quality of teaching and learning.

Evaluation	Funds Expended (Resources)
The value of the extra Deputy Principal has continued to be proven and remains a priority for ongoing school initiatives and projects. One of the key roles of the DP Instructional Leadership is to plan for and engage all professional learning across the school.	Higher Duties Deputy Principal NB: Funding resources are articulated at the top of this section Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 3: The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in both staff and student progress and achievement relevant to our unique school context.

Evaluation	Funds Expended (Resources)
As above, the role of the Deputy Principal Instructional Leadership, as well as the employment of extra administrative staff, has been integral to the success of the new school improvement plan (SIP). The Principal has continued to be informed by appreciative inquiry processes that have allowed for decisions that are directly connected to student, staff and community feedback.	Higher Duties DP Higher Duties and extra administration staff NB: Funding resources are articulated at the top of this section

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal Education Officer from Term 4 • SLSO support for full year Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$65 000.00) 	The employment of the AEO and extra SLSO has seen an immense increase in student engagement. Students have accessed programs such as <i>Budding Builders</i> , which saw the construction of a yarnning circle on the school site. The AEO has been an effective support for students and parents by attending individual review meetings for Aboriginal students. Artistic and creative programs have also seen increases in student engagement and have provided the means for case studying individual students in gauging the success of these.
English language proficiency	<ul style="list-style-type: none"> • Classroom Teacher x 2.8 • SLSO part funding Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$359 000.00) 	The success of previous years has continued in consistency with the last ASR. The impacts of Covid-19 have precluded many of the previous extra-curricular activities, but continued additional language support has contributed positive to outcomes in English, language development and academic and social pursuits.
Low level adjustment for disability	<ul style="list-style-type: none"> • Classroom Teacher x 2.0 (Learning and Support) • SLSO support x 2.0 FTE Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$334 000.00) 	Extra staffing has continued to support ongoing individual student need. This has made provision for target class groups as break outs from the mainstream timetable. Students with disabilities were provided for with intensive support through additional dedicated staffing.
Socio-economic background	<ul style="list-style-type: none"> • Classroom Teacher additional x 6.0 • SLSO x 0.3 • Student laptop computers for online learning Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$945 000.00) 	Increased staffing has allowed for the development of the aforementioned ETC, which is a resource that is unique to Murray High School. This centre caters to the individual engagement and educational planning needs of a vast number of students and has been developed over the course of 18 months consultation. In addition to this there has been the development of a Literacy and Numeracy program that has specialised expert staff at the centre of its planning and education delivery. At the same time, the <i>Hands on Learning</i> project and Elite Sports Program have continued as vital resources that connect to the school's character.
Support for beginning teachers	<ul style="list-style-type: none"> • 3rd party consultation and P/L (BNG) • Beginning teacher additional RFF Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$56 000.00) 	The proven success of the school's third party induction program, provided by BNG Learning, has seen the continuation of this program. This was tailored specifically to the school's context, strategic goals and to the individual needs of each teacher. Beginning teachers and their supervising staff found this program to be particularly productive. Beginning teachers have expressed appreciation for the individually tailored nature of the program.
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Extra SLSO support • Additional CT support • Teaching resources • Student uniforms Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals 	Students have continued to be supported in their transition through the Intensive Language Centre into mainstream classes and were provided with a broad range of wellbeing, academic and extra curricular supports. External providers, such as STARTTS, supported the school in these

Targeted student support for refugees and new arrivals	(\$186 000.00)	initiatives. Students continued to be strongly supported through the school's wellbeing and EAL/D programs.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	320	320	347	336
Girls	292	336	361	354

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	90.7	87	89.4
8	86.7	84.5	83.3	85.2
9	85.7	83.2	79.2	81.9
10	81.7	83.6	76.9	77.9
11	82.4	76.5	83.8	80.9
12	87.9	85.1	85.1	86.5
All Years	86	84.3	82.3	83.4
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	7
Employment	0	0	48
TAFE entry	29	67	15
University Entry	0	0	15
Other	71	33	0
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

24.74% of Year 12 students at Murray High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Murray 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)	9
Classroom Teacher(s)	39.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	13.28
Other Positions	1.54

*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	561,086
Revenue	11,147,466
Appropriation	10,983,793
Sale of Goods and Services	12,020
Grants and contributions	150,767
Investment income	687
Other revenue	200
Expenses	-11,147,800
Employee related	-10,069,101
Operating expenses	-1,078,699
Surplus / deficit for the year	-334
Closing Balance	560,752

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	252,951
Equity Total	1,701,991
Equity - Aboriginal	65,002
Equity - Socio-economic	943,807
Equity - Language	359,127
Equity - Disability	334,056
Base Total	8,009,021
Base - Per Capita	174,620
Base - Location	3,587
Base - Other	7,830,814
Other Total	427,720
Grand Total	10,391,683

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

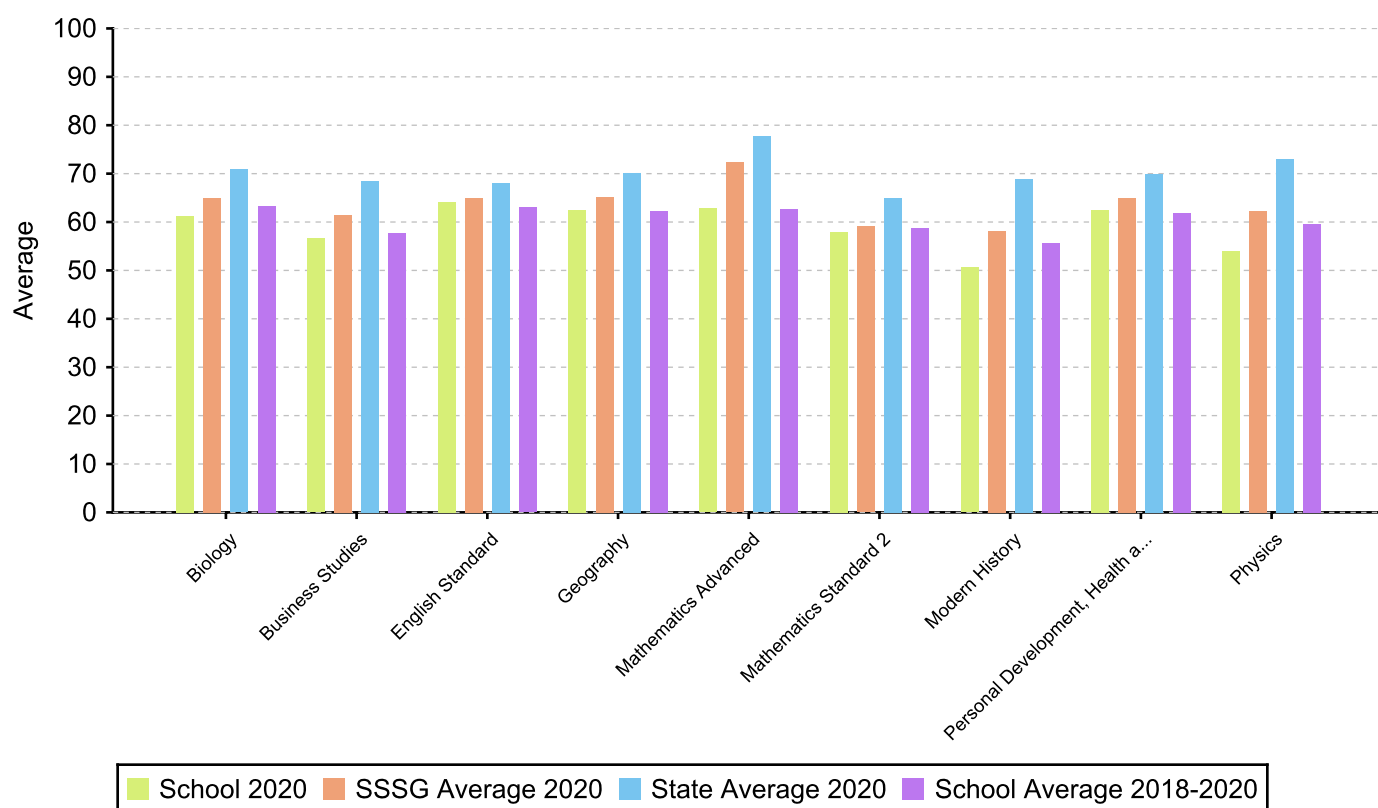
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Biology	61.2	65.0	70.8	63.4
Business Studies	56.6	61.4	68.6	57.8
English Standard	64.1	65.0	68.1	63.0
Geography	62.5	65.2	70.1	62.2
Mathematics Advanced	62.8	72.3	77.7	62.8
Mathematics Standard 2	57.9	59.1	64.9	58.7
Modern History	50.6	58.1	68.9	55.6
Personal Development, Health and Physical Education	62.5	64.9	69.9	61.8
Physics	54.0	62.3	73.0	59.6

Parent/caregiver, student, teacher satisfaction

The major consultative process of appreciative inquiry, instigated through the course of 2018, has continued to be a defining process in the school's planning and vision setting. The previously monitored indicators in the *Tell Them From Me* survey indicate steady increases in Advocacy/Expectations for Success/Sense of Belonging. Cursory indicators in the People Matter survey are continuing with ongoing investigation into areas of least agreement in order to determine precisely what the staff feedback is in terms of the organisation (DoE) -v- the school itself.

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.