

2020 Annual Report

Merewether High School



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Introduction

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

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

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Message from the principal

It is my pleasure to present the Annual Report for 2020 to our school community. 2020 was an unprecedented and challenging year, with teaching and learning significantly impacted as a result of the COVID-19 global pandemic. This year required an unparalleled level of tenacity and energy from students, staff and the Merewether High School community. Despite obstacles and the many restrictions placed upon the learning experiences and sporting and cultural pursuits, another stellar year was had at Merewether High School. The profound and deep capacity for resilience, coping and empathy demonstrated by all, led to the continued success of our students and school.

During 2020, the school commenced the final year of the three year Strategic Plan 2018 - 2020 and continued to work towards achieving identified goals in learning, teaching and leading. Regardless of this unique year, the school has much to be proud of; an enthusiastic and engaged student body, a dedicated and passionate staff, as well as incredibly supportive parents and wider community. Students were still offered many opportunities across a diverse curriculum to continue to pursue academic, cultural, sporting and leadership activities.

We were delighted to congratulate the 2020 HSC student cohort on their exceptional results including nine students achieving an ATAR of 99 or above; Mackenzie Gilligan, Liam Prince, Harrison Lack, James Punch, Martyn Cox, Jeremy Burns, Kimberley Huang, William McCombe and Christopher Beck. A total of 290 Band 6 results and 464 Band 5 results were attained with fifteen students making the high achievers list, receiving Band 6 results in at least ten units of study. Genevieve Ball and Zeraphina Freeman both received First in Course awards in Ancient History and French Beginners respectively. Additionally, eleven students obtained State rankings; Mackenzie Gilligan - 2nd Physics & 16th Chemistry, Cas Masia - 3rd Engineering Studies, Martyn Cox - 8th Software Design & Development, Kimberley Huang - 8th Food Technology, Charlie Beddall - 9th Mathematics Advanced, Chris Beck - 10th Physics & 13th Chemistry and Liam Prince - 20th Chemistry.

Creative and Performing Arts continued to thrive throughout the year with Tui Hammick, Farin Siddique and Amy Smart all receiving HSC Encore Nominations. ARTEXPRESS nominations included Pepita Barton, Teia Bradbury, Maya Cox and Josef Milan with Abbie Barr being successfully accepted into ARTEXPRESS 2021. Nominations for exemplary HSC major works were awarded to Textiles and Design students Kaitlyn McMahon, Indiana Vitnell and Anna Muddle in Textstyle, and Design and Technology student Athila Athauda in Shape.

Notable achievements throughout 2020 include Kate Burgess, Asha Krevs and Elizabeth Patterson being awarded the Young Historian Silver Certificates in the National History Challenge, our school Chess team being judged Hunter Region Champions and the Year 9 Debating team making the state semi-finals in the Inter-school Debating Competition. In the Australian Mathematics Competition, Merewether High School students achieved 12 High Distinctions, 107 Distinctions and 292 credits, with Julian Thomas winning the Best in School Award. Cooper Ivory, Curtis Jubb and Jayson Mills were National finalist in the Videos for Change competition with their entry, 'Men-tal Health.' Japan's Consul-General presented Merewether High School with the School of the Year award in the *2020 Australia-Japan Relations Essay Contest* for NSW and NT secondary school students. The school values of integrity, diversity and excellence continued to be upheld with commitment by all students. Throughout 2020, each student navigated a very different style of education and our entire student body is therefore to be congratulated on the successes and personal

achievements attained.

The global pandemic shifted the notions of traditional teaching and learning to online learning and digital platforms. Hardware, software and systems were rapidly required to manage with the increased demand, with forethought and planning into equity and access. All students, staff and families persevered under difficult conditions to take up and adapt to online learning and remote instruction. Significant works were undertaken across the school site to ensure consistent and reliable technology in all learning spaces. Specific components included the installation of updated audio visual equipment to 27 learning spaces, 3 mobile panels, pilot implementation of an advanced learning lab tailored specifically to the demands of senior STEM study and the upgrade of all computer labs, site servers and related communication infrastructure to enable more efficient and reliable technology for teaching and learning.

Merewether High School's staff continued to maintain high standards of expertise and commitment to undertaking professional learning, engaging with evidence based research and quality practices to enhance teaching and learning. This enabled staff to continue to deliver high standards of education for all, doing their absolute best to support student learning and progress. I would like to express my sincere gratitude to all Merewether High School staff for their extraordinary dedication and professionalism.

I would also like to take this opportunity to acknowledge the educational leadership and significant contribution of Mrs Christine Rippon, the outgoing principal of Merewether High School. Mrs Rippon worked tirelessly to establish a culture of continual improvement and placed both public education and our students at the forefront. On behalf of all the students, staff and wider community at Merewether High School, I extend a heartfelt thank you for this legacy.

Our school community is multi-faceted, and I thank all members for their effort and contribution. I would like to recognise our hard-working P and C Association, ably led by Dr Michael Jonker. Our P and C are a dedicated group who have worked closely with the school throughout the year and have provided ongoing management of the school's canteen operations under very difficult circumstances. The Canteen Committee, supervisors and team of volunteers ensured that this vital service was able to be maintained for our school. I look forward to working with the school community who continue to support the school through a strong and effective P and C Association. This crucial partnership ensures our students are provided with excellent resources, learning opportunities and guidance, whilst preparing for their future.

I am honoured to be charged with the responsibility of taking the school forward into 2021 and working with our community in a school that is intensely focused on providing the best possible learning environment for every student.

Rochelle Dooley

Principal

School vision

Merewether High School is an inspirational model of public education. We challenge our students to engage in vigorous, collaborative learning and support them to achieve excellence. Staff nurture and enhance the individual talents of students, leading them to their potential. Merewether High School emphasises a culture of academic excellence, and a rich cultural and extra-curricular experience.

School context

Merewether High School is an academically selective high school located in Newcastle. Our core values of integrity, diversity and excellence underpin a broad, balanced and relevant curriculum focusing on high expectations of student academic achievement.

The school caters for 1072 students from a wide geographical area including sixteen Aboriginal and Torres Strait Islander students. The school has high expectations of all students, consistent with each student's ability and the belief that all students can achieve their personal best. Our students are encouraged to participate in leadership, creative and performing arts programs and sporting pursuits along with a range of extra-curricular activities.

Our eighty-eight experienced staff support the learning and well-being needs of our academically gifted and talented students.

Significant features of the school are our active and supportive parent body and a community committed to excellence, diversity and fostering individual talents.

Merewether High School has established a number of important links with the community to strengthen student outcomes by supporting student academic and welfare development.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Student growth and success as learners and leaders

Purpose

To grow self-motivated learners who are confident, resilient and creative individuals developing learning skills, deep knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

By 2020, 95% of students in Year 9 achieve within the proficient bands for numeracy (2017 94%), 90% for reading (2017 86%)

By 2020, greater than 90% of Year 9 NAPLAN writing results achieving or exceeding expected growth in writing (2017 87%)

By 2020, 75% of HSC students, results at band 5 and 6 level (2017 74%)

Progress towards achieving improvement measures

Process 1: Creative Critical Learners

Develop explicit strategies to effectively teach and assess creative and critical thinking skills, which are refined through learning.

Provide ongoing consultation and partnerships with parents and students to support learning growth.

Evaluation	Funds Expended (Resources)
<p>In 2020 there was no NAPLAN assessment due to COVID-19. As an alternative Check-In assessments were completed for all students in Year 9. Students who required support in literacy and numeracy were identified through the Check-In Assessments and a range of internal assessment methods so that they could be provided with concentrated support by our Learning and Support Team. Despite COVID interruptions the school continued to implement a study skills program for all students in Years 10 - 12 to support them in their senior studies. Staff engaged with CESE's <i>What Works Best</i> and <i>Revisiting Gifted Education</i> documents to enhance their understanding of best pedagogical practice and evidence based feedback strategies for high potential and gifted learners.</p> <p>By 2020, 95% of students in Year 9 achieve within the proficient bands for numeracy (2017 94%), 90% for reading (2017 86%)</p>	<p>\$71,0000 expended to support programs and staff release (6100 funds)</p>

Process 2: Quality Practice Underlines Success

Quality feedback on assessment **as**, **of** and **for** learning drives student growth in understanding. This includes:

- Peer and self-assessment practices
- Faculty specific focuses on writing skills to build depth, complexity and writing for purpose

Evaluation	Funds Expended (Resources)
<p>Staff continued to develop their skills in implementing quality HSC teaching and learning programs for high potential and gifted students. Due to COVID there was a focus on supporting staff to develop their skills in remote learning. Professional learning for staff focused on; extending students writing skills, delivering a challenging curriculum and developing formative assessment strategies to support learning. Staff regularly engaged with assessment data to identify students who required further interventions throughout the year. Students were supported to complete the minimum standards test for the HSC Standards with all Year 10 students meeting the</p>	<p>\$60,000 (6100 Funds) Employment of LaST and professional learning</p>

Progress towards achieving improvement measures

minimum standard.

Process 3: Strong Well-Being Support and Growth

Proactive whole school wellbeing programs support student leadership development, focus on growth mindset, mental health engagement and wellbeing programs embedded which promote student leadership, resilience, academic buoyancy and positive respectful relationships.

Service learning groups and external providers, guide and mentor students to improved outcomes.

Evaluation	Funds Expended (Resources)
A strong guidance program continued to be implemented across years 7 & 8 in 2020. Despite COVID, the school continued to implement a comprehensive recognition and leadership program for all students. A continued priority was placed on ensuring students were supported through a range of wellbeing initiatives that contributed to building a strong school culture where student voice was highly valued.	\$49,500 (6300 and 6100 funds) Recognition, leadership and study skills programs

Strategic Direction 2

Staff leading innovative practice, connecting and collaborating

Purpose

To ensure teachers share responsibility for student improvement and contribute to a dynamic learning culture, demonstrating commitment to improving practice and plan for the ongoing learning of each student in their care.

Improvement Measures

All programs reflect data analysis of internal and external data.

Improve/sustain high levels of growth for Year 9 Aboriginal and Torres Strait Islander students in NAPLAN

- Reading Domain 70% (2017 60%),
- Writing Domain 85% (2017 80%)
- Numeracy Domain Sustained (2017 100%)

Progress towards achieving improvement measures

Process 1: Data Skills and Use:

Staff trained and highly skilled in data analysis using packages including RAP, VALID, Smart, ICAS.

All staff collaboratively use data to inform planning, programming, teaching, assessment and resourcing.

Evaluation	Funds Expended (Resources)
Several 2020 activities were focused on confidently incorporating data analysis to inform effective practice, this implementation was delayed due to NAPLAN and COVID implications. Executive staff completed analysis of HSC data to inform future planning and changes required to teaching practice as a result of analysis. Data was shared across KLAS to identify and discuss similarities and areas for action. Data driven practices will be a continuing focus in our 2021-2024 strategic improvement plan, insuring we are identifying student achievement and growth and informing our teaching and learning.	\$600 (6300) RAP and SCOUT data \$4 500 staff professional learning (6100) \$10 000 SENTRAL data and markbook (6100)

Process 2: Professional Learning:

Targeted professional learning supports quality teaching and is based on evidence and research.

Model of collaborative practice investigated and implemented to support practice.

ETAMS used to track and monitor PL for staff accreditation and learning.

Evaluation	Funds Expended (Resources)
School wide and external professional learning opportunities successfully contributed to staff accreditation and maintenance in a COVID compliant capacity. Teachers engaged in the PDP process to measure, plan and monitor their development and engaged in observations in term 1 and 4 that mapped directly to the Australian Professional Standards and using the observation model established for consistent collaborative practice. Succession planning and professional opportunities were provided for staff, aligned with the PDP process to build capacity within the school. These opportunities will continue beyond 2020.	\$72,000 TPL funds

Process 3: Aboriginal Education:

Staff and students access ongoing cultural immersion experiences.

Progress towards achieving improvement measures

Process 3: Professional learning in effective strategies for Aboriginal and Torres Strait Islander Education feature across the school.

Curriculum mapping of Aboriginal and Torres Strait Islander content and processes are embedded into teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>COVID impacted many Aboriginal Education activities planned throughout 2020. Students and staff collaborated in February to discuss activities for 2020 and Dan Collins from Wollotuka visited to discuss opportunities, application processes and scholarships at the University of Newcastle. We also organised "In my Blood it Runs" documentary to be purchased, we had two viewings throughout the year.</p> <p>Consultation occurred with the AECG throughout the situational analysis process which was productive, supporting and informative.</p> <p>Consultation with parents through meetings and the PLP process did not occur face to face due to COVID restrictions, yet teachers and students met later than would normally occur, once students returned to face to face learning. The NAIDOC assembly occurred in November and the Pro-Vice Chancellor from the UoN visited with students. Unfortunately students were unable to participate in Walk a Mile Koori Style.</p> <p>As a future focus MHS will continually work to identify strategies and initiatives to improve outcomes for our Aboriginal Students as well as build Aboriginal Education across the school community.</p>	<p>\$15,200 (6100 funds - Aboriginal Loading)</p>

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

To build distributed leadership and a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

All staff demonstrate understanding, ownership and application of all policies and procedures.

Increase the number of staff undertaking leadership roles within faculty and school wide programs.

Increase the engagement of stakeholders through enhanced communication platforms.

Progress towards achieving improvement measures

Process 1: Management Practices and Processes

Evaluate and embed exemplary management practices and processes to meet community and Department of Education expectations.

Evaluation	Funds Expended (Resources)
Policies and processes reflect Department guidelines and priorities. Business manager role embedded with role clearly defined and communicated across the school community. All policies and school based procedures are current and up to date. The school's procedures document continued to be refined and communicated to all stakeholders throughout 2020. The website was continually updated to ensure currency of information and to reflect Department policies. This will continue to improve throughout 2021 in the accessibility for parents and visually for our wider anticipated audience. The School Excellence Framework was used to evaluate current practice and future directions.	\$122,000 (6100 Funds - Principal Support)

Process 2: Leadership Density

Provide leadership opportunities and pathways for development through structured systems of support and mentoring.

Evaluation	Funds Expended (Resources)
Staff engaged in maintenance and accreditation cycle to support their professional growth. All staff have a clear understanding of roles and responsibilities within the School, as published in the MHS Roles and Responsibilities document. All staff are confident in maintaining accreditation at the required level and all beginning teachers were supported through high quality mentoring to work towards achieving accreditation. The school's Induction Program was developed and implemented with all new staff to allow for participation in a sustained and formalised induction process. All staff have access to new leadership opportunities within the school and higher levels of accreditation if required. All staff completed their PDPs and common goals used to ascertain the need for school based professional learning. Leadership opportunities were enhanced through the aspiring leaders afternoon sessions throughout the year. Staff were supported through increased knowledge of the requirements of maintenance of accreditation. Executive professional learning meetings looked at instructional leadership. Student outcomes were enhanced through comprehensive understanding of individual roles within the school and improves leadership density.	\$20,900 (6100 funds) Performance and Development Framework Australian Professional Teaching Standards NESA Accreditation Procedures

Process 3: Communication Strategies Enhanced

Increase effectiveness of communication to stakeholders on policy, procedures and opportunity.

Enhance technology impact on effective communication.

Evaluation	Funds Expended (Resources)
<p>Significant works were undertaken across the school site to ensure consistent and reliable technology in all learning spaces. This allowed for improved technology structures and communication strategies to enhance the success of learning and school planning and administration. Notably, 2020 brought the global pandemic which shifted the notions of traditional teaching and learning to online learning and digital platforms. Hardware, software and systems were rapidly required to cope with the increased demand with forethought and planning into equity and access. All students, staff and families persevered under difficult conditions to take up and adapt to online learning and remote instruction. Consolidation of communication mediums and processes were relayed at the conclusion of the year to the school community to enhance communication with stakeholders.</p>	<p>\$192,500 (6300 funds)</p> <p>\$32,000 (6100 funds)</p> <p>TSO Wage, software, hardware</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$27,788 (\$13,00 6100 Aboriginal Loading & \$14,788 6300)	All identified students had an active PLP which was completed in consultation with the students and their parents. Winter School at the UNSW was offered to eligible students and our ATSI students took responsibility for the planning and running of NAIDOC week. Our students again engaged in the many programs offered through Wollatuka preparing them for university life after their HSC. All students from Years 7 and 8 participated in cultural activities led by our ATSI students during NAIDOC Week. Walk a Mile Koori style was once again supported by our students through their participation. Senior students were supported through the school's tutoring program.
Low level adjustment for disability	Total = \$30 600 - Integration Funding Support (IFS) \$92 187 - RAM - Low Level Adjustment for Disability (LLAFD)	Low level adjustment for disability funding supported the employment of two part time SLSOs who provided support for students to access their education through extra support in classrooms and during activities and excursions outside of the classroom. IEPs for each student were established and these were followed to ensure all students had the same level of access as all students.
Socio-economic background	\$36 000.00 - \$16 799 (RAM), \$19 201 (6300) Funding Sources: • Socio-economic background (\$18 531.00)	Students were supported through funding to access all mandatory excursions, to provide uniforms, access to the school's study skills program, course fees, provision of the school diary and leadership and recognition programs.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted student support for refugees and new arrivals (\$856.00)	Support was provided to students through the assistance of the school LAST.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	593	591	583	573
Girls	472	482	485	493

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.2	96.4	95.8	97.4
8	95.7	95.3	94.8	96.3
9	95.4	94	94.1	96.3
10	95.1	94.5	93.7	96.2
11	95.3	93	94.5	94.8
12	95.5	92.3	93.9	94.7
All Years	95.7	94.2	94.5	96
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0.5	0
University Entry	0	0	99
Other	0	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0.28% of Year 12 students at Merewether High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Merewether 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)	11
Classroom Teacher(s)	52.8
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

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

	2020 Actual (\$)
Opening Balance	1,968,113
Revenue	10,880,951
Appropriation	10,622,326
Sale of Goods and Services	30,178
Grants and contributions	224,639
Investment income	3,807
Expenses	-11,413,835
Employee related	-9,903,909
Operating expenses	-1,509,925
Surplus / deficit for the year	-532,884
Closing Balance	1,435,229

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	61,768
Equity Total	129,918
Equity - Aboriginal	13,894
Equity - Socio-economic	18,531
Equity - Language	0
Equity - Disability	97,493
Base Total	9,859,285
Base - Per Capita	256,955
Base - Location	0
Base - Other	9,602,330
Other Total	383,695
Grand Total	10,434,666

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

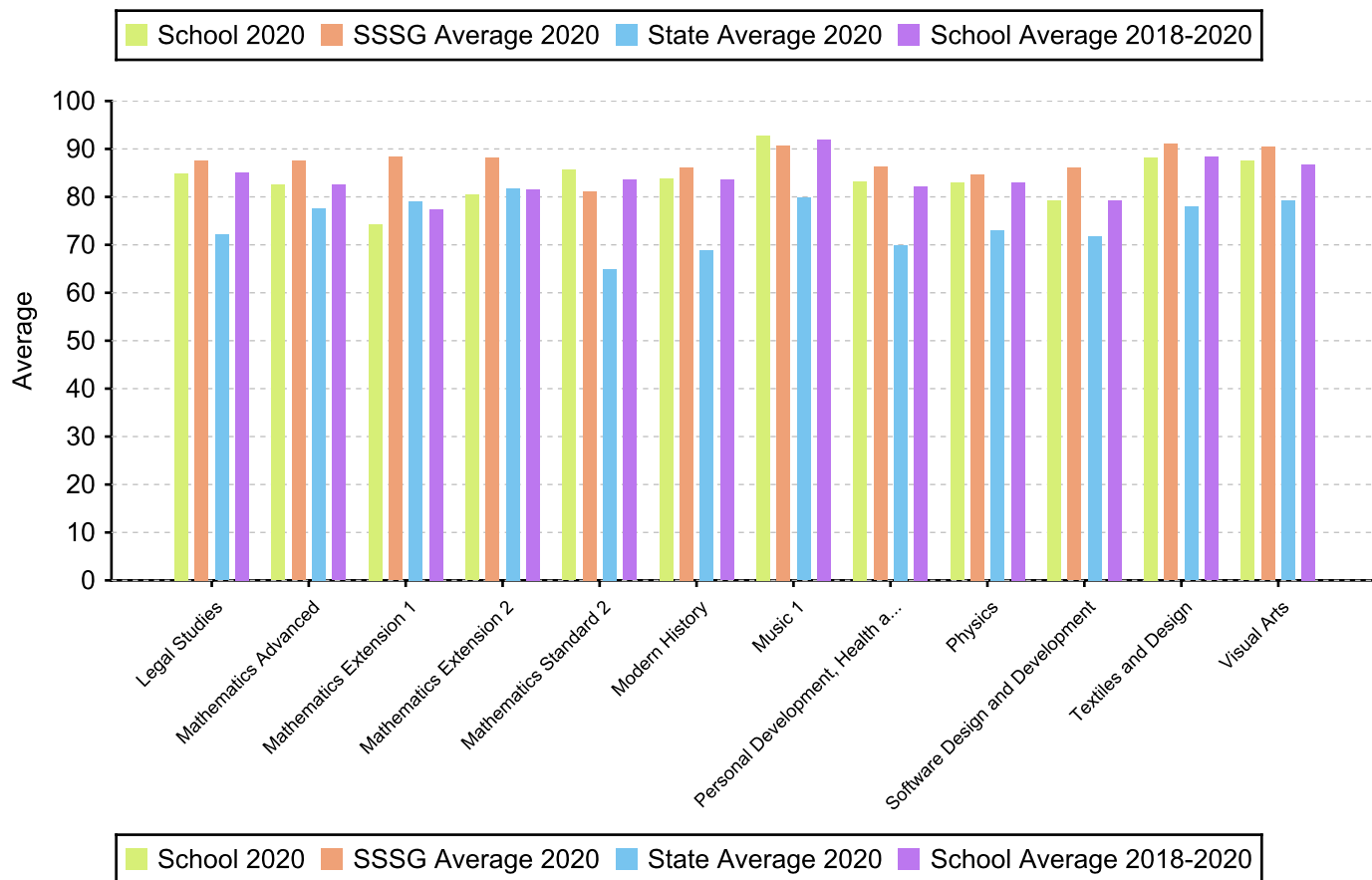
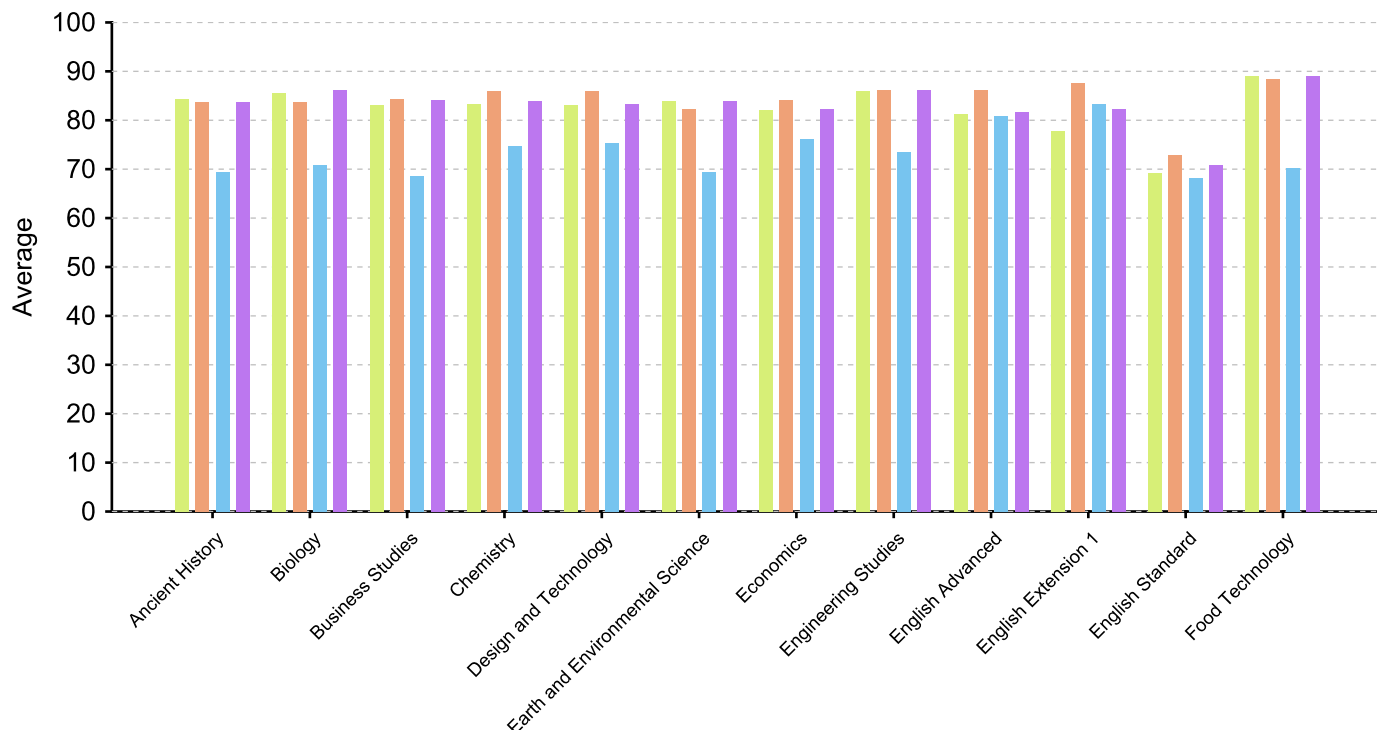
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	84.4	83.8	69.4	83.8
Biology	85.6	83.6	70.8	86.2
Business Studies	83.2	84.4	68.6	84.2
Chemistry	83.4	86.0	74.8	83.8
Design and Technology	83.2	85.9	75.4	83.3
Earth and Environmental Science	83.9	82.4	69.5	84.0
Economics	82.0	84.2	76.1	82.2
Engineering Studies	86.0	86.3	73.6	86.2
English Advanced	81.2	86.1	80.8	81.7
English Extension 1	77.8	87.5	83.4	82.2
English Standard	69.2	72.9	68.1	70.9
Food Technology	89.1	88.5	70.2	89.1
Legal Studies	84.9	87.6	72.1	85.2
Mathematics Advanced	82.5	87.5	77.7	82.5
Mathematics Extension 1	74.3	88.3	79.1	77.4
Mathematics Extension 2	80.4	88.2	81.8	81.6
Mathematics Standard 2	85.6	81.2	64.9	83.6
Modern History	83.9	86.1	68.9	83.5
Music 1	92.8	90.8	79.8	92.0
Personal Development, Health and Physical Education	83.2	86.2	69.9	82.2
Physics	82.9	84.6	73.0	83.0
Software Design and Development	79.3	86.0	71.8	79.4
Textiles and Design	88.3	91.0	77.9	88.3
Visual Arts	87.5	90.4	79.2	86.8

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions, both formally and informally of parents, students and teachers about the school and school programs. In 2020, the following feedback was received:

Parents indicated they feel welcome when they visit the school, but activities are not always scheduled at times when they can attend. Parents commented that student reports are informative and written in terms they understand, but they were not confident that they would be informed in a timely manner if their child was making inadequate progress. A significant proportion of parents indicated that they attend parent events at school and the school has high expectations for their child/children. 80.2% of parents indicated the subjects their children want to study are available at the school and 85.3% of parents stipulated they would recommend the school to others. 100% of parents indicated the school has a good reputation in the local community and 81.6% of parents confirmed they were satisfied with the general communication from the school.

Students indicated through the Wellbeing survey that marks/grades (75.7%), social aspects (82.1%), extracurricular activities (66.4%) and awards/recognition (34.5%) are the main areas they value about the school. 67.7% of students feel their workload is manageable and 65.3% of students indicated they feel up to date with their workload. 74.7% of students confirmed that they feel supported at school to achieve their potential, however, they identified a better spread in assessments (over time) would further support their learning, along with making mental health a priority would help them to achieve their personal best.

Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions made through these forums. The mental health and wellbeing of our students and staff is always paramount and will continue to be a focus area as we move forward with the Strategic Improvement Plan 2021-2024.

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.