2020 Annual Report

Crestwood High School

VISION AND PROGRESS

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Introduction

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

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

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School vision

The Crestwood High School community aims to develop safe, respectful learners who achieve their potential through a broad range of experiences. Our students become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity, who are prepared to make positive and valuable contributions to our society. Through learning, students at Crestwood High School strive for excellence, welcome challenge and revere achievement. They are resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and are capable of meeting life's challenges in their personal, professional and intellectual lives. To achieve this, staff will continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment enriched by the contributions and commitment of parents and the community.

School context

Crestwood High School is situated in the northwest of Sydney in Baulkham Hills. The school has approximately 1030 students including a Support Unit of 41 students. The staff include 73 teaching staff supported by administrative staff and student learning support officers. Crestwood High School has two local feeder primary schools - Bella Vista Public school and Crestwood Public School. The high school draws from surrounding areas such as Bella Vista, Kellyville and Baulkham Hills.

Crestwood High School is a 7-12 comprehensive high school catering to the educational needs of a broad range of students. Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. Students are highly engaged in extra-curricular programs such as sport, competitions, performing arts, debating, public speaking and the Duke of Edinburgh Award Scheme.

Positive psychology and growth mindset underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness and positive welbeing.

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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Commitment to quality educational practices and student achievement.

Purpose

To ensure staff engagement in quality educational practices that maximise the learning potential and development of all students. To embed a commitment from all staff to professional development that drives a collective commitment to academic excellence. To continue to develop teacher capacity to understand how their students learn and to meet the needs of all students through deep knowledge and understanding of best practice in differentiation, quality assessment and feedback. This will be achieved by a deliberate focus on the improvement of literacy and numeracy education embedded in stage four and stage five programs.

Improvement Measures

PL audits indicate that staff have participated in the skill development, planned events and collegial sharing that underpins improved practice.

Teachers are actively engaged in professional discussion and activities demonstrating greater involvement and commitment to strategic thinking.

Improved performance of students in formal literacy based assessment (including HSC, NAPLAN). Data indicates value added of individual performance, an increase of students in upper bands and a decrease of students in middle and lower bands.

Strong cross KLA representation of staff willing to assume leadership roles and/or commitment to a whole school team/project.

Overall summary of progress

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Progress towards achieving improvement measures

Process 1: Strengthen the understanding and use of Learning (Literacy) Progressions in stage 4. across all KLAs

Evaluation	Funds Expended (Resources)
Five staff members attended PL on PLAN 2 and literacy progressions and all deduced that implementing literacy progressions in a large secondary school was challenging. PL on literacy progressions was delivered at the Executive and Literacy team meeting in 2020 and further planning about its implementation ensued through the work of the Literacy Action Team.	PL funds casual cover $2600 Cost of Course $700 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3300.00)

Process 2: Strengthen the understanding and use of Learning (Numeracy) Progressions in stage 4 across all KLAs

Evaluation	Funds Expended (Resources)
Five key staff members attended the PL on the numeracy progressions. In 2020 the literacy and numeracy Action team were combined. PL was delivered to the Literacy/Numeracy Action Team and the Executive team. The complexities in implementing numeracy progressions in a high school environment were discussed and some planning ensued. Further planning and initiatives will continue throughout 2021.	PL funds casual cover $2600 Cost of Course $700

Process 3: Gifted and talented vertical class project stage 2 - Evaluative processes applied for improvement and adjustment.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The vertical High Potential class included identified students from Years 7-10. The class commenced at the beginning of the year, meeting once a fortnight in the library space, which is conducive to group discussion and shared learning. Year 7 students commenced in this class at the beginning of Term 2, allowing them time to settle in to Term 1. The goals of this year were achieved with all students submitting an extended piece of writing on their perspective on philosophy after much stimulus, challenge and discussion throughout the year. The vertical class, in this format was highly successful and will continue into 2021.	Guest speaker - Ruth Phillips $1000 Cost of casual cover $1560

Process 4: Strengthen Instructional Leadership through assessment renovation. Embrace evaluative thinking processes and intellectual quality in planning and PL.

Evaluation	**Funds Expended (Resources)**
Guest speaker, Brian Miller, delivered a session on Instructional Leadership at the Executive Conference focusing on assessment renovation which, based on the evaluation, was extremely well received. This lead to Brian delivering a whole school session on Instructional Leadership on the Staff Development Day. Underpinning assessment renovation emerged a focus on explicitly teaching aspects of literacy to allow students to produce quality writing. This resulted in all faculties on their faculty planning days and in faculty meetings implementing explicit literacy strategies to develop writing skills into their programs for all students in years 7-12. The concept of Instructional Leadership was evaluated by the Executive to be significant in a school context and planning is underway to appoint a person to the role of Instructional Leader in 2021.	External speaker Brian Miller $1000 Exec Conference Brian Miller SDD $1000 Casual cover for planning days $1040

Process 5: Consolidate wide reading program (DEAR) across the school.

Evaluation	**Funds Expended (Resources)**
DEAR continues to be a whole school priority and is implemented on Mondays, Tuesdays and Fridays throughout the entire school for all students in years 7-12. Students bring a chosen novel or book to read to school and all school staff also read during this time. Home Room teachers reported that the majority of students are engaged in DEAR and they bring their own book to read. The librarian reported that borrowing has increased since DEAR has been introduced as well as an increase in student requests for specific literature. The value of DEAR is well recognised throughout the school and this will be planned for future timetabling in 2021.	PL for Focus on Reading $1000 Casual cover for Focus on reading $2080 Casual cover for planning days $2080

Next Steps

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Strategic Direction 2

Students pursue excellence in learning in a contemporary and innovative educational environment.

Purpose

To enable students to be proactive and responsible learners in contemporary and well resourced learning conditions. To enable teachers to be innovative and creative educational leaders within their classroom maximising academic student achievement. Students will be nurtured to become resilient, self motivated learners building respectful, quality partnerships with teachers and peers in their learning. This will supported by ongoing improvement programs in learning facilities, technology and teachers' capacity to utilise these resources.

Improvement Measures

100% of students can capably connect to the school network with any approved device. All students included in the BYOD program bring a viable device. All classrooms and learning spaces can provide the technology requirements of the teacher and all students.

Increase in the number of local students from Crestwood Public School selecting Crestwood High School as their first school of preference including High Potential students. Increase in the number of local students attending non feeder primary school selecting Crestwood High School as their first preference for high school.

Improved school facilities and learning environment expressed by students, staff and the community via formal survey and anecdotal communication.

Progress towards achieving improvement measures

Process 1: Assist staff to confidently use Digital platforms to deliver professional and engaging lessons.

Evaluation	Funds Expended (Resources)
Learning using technology is effective and efficient with the use of a single platform across the school. Students and staff use technology effectively in learning, responding and assessing. Canvas and Turnitin is effectively employed by all KLAs and some non KLA programs. All staff completed professional learning and an orientation program in the use of Canvas and were supported to develop skills in pedagogy and differentiated design of course delivery. The focus of the T4L Team was to support all KLAs in the upload of at least one unit of work on to Canvas.	Digital Programs - Canvas, Turnitin, Mathspace, Education Perfect (all student funded) Head Teacher - Teaching and Learning (Technology) higher duties - $34781 3 Period Allocation for Canvas $7,280 T4L Team

Process 2: Increased use of laptops with Year 10 and 11 students as part of BYOD.

Evaluation	Funds Expended (Resources)
All Yr 10 and 11 students are attending school with an appropriate device and using these devices in all areas. In 2021 this has expanded to all students across 7 - 12 are attending school with a device. Devices are available for loan. Teachers are effectively providing learning experiences, assessment and feedback using digital technologies. Systems are in place for providing loan devices for students requiring them. Data indicates all students have access to a device and login daily.	Digital Programs - CANVAS, Turnitin, Mathspace, Education Perfect (all student funded) Head Teacher - Teaching and Learning (Technology) higher duties - $34781 Technician - $50000 Loan devices available T4L team

Process 3: Lessons will be conducted in a contemporary and future focused learning environment.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The school has committed to a continuing cycle pf improvement across all areas. Canvas has been effectively employed by all KLAs and non KLA programs. All staff supported with professional learning and one-on-one support to develop skills in the use of digital resources, pedagogy and differentiated design of course delivery. All KLAs were able to develop at least 1 unit of work on Canvas and all online learning systems such as Education Perfect and Mathspace are amalgamated under Canvas.	Digital Programs - CANVAS, Turnitin, Mathspace, Education Perfect (all student funded) Head Teacher - Teaching and Learning (Technology) higher duties - $34781 3 Period Allocation for Canvas $7,280 Technician - $50000 T4L Team

Next Steps

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Strategic Direction 3

A school community that fosters wellbeing and strengthens resilience through positive relationships and connectedness.

Purpose

To cultivate relationships that enhance the wellbeing of the school community by fostering positive school spirit and developing a culture that encourages and values community contributions. To improve the image and community perception of the school both internally and externally to position Crestwood High School (and Public Education) as the local school of choice.

Improvement Measures

Ongoing analysis indicates student engagement in social life through specific attendance data and involvement in specialised programs, individual subjects and extra-curricular initiatives.

Increased number of community members involved in school programs. Increased number of programs in school that facilitate community involvement at Crestwood High School.

Analysis of data regarding the percentage of students involved in community programs and events. These are recorded through Sentral by the organising teacher which will then provide specific and direct data.

Progress towards achieving improvement measures

Process 1:   Continue to improve connections with local primary schools.

Evaluation	Funds Expended (Resources)
Initial planning for primary/high school transitions were positive with connections confirmed with feeder primary schools. Events were scheduled including Year 5 and 6 Taster days. However, due to COVID 19 restrictions connections with Primary Schools have been severely restricted for much of the year. Events were suspended pending the lifting of restrictions.	Year 6 (7 - 2021) Advisor appointed.

Process 2:   Create innovative ways of communicating through digital forums.

Evaluation	Funds Expended (Resources)
Head Teacher - Teaching and Learning (Technology) and the T4L Action Team lead a survey to identify the challenges and 'what is working' for students during online learning imposed by COVID-19. Students and parents consistently expressed the need to work off one platform across the school. As a result, an investigation into Canvas as the one platform was well received and the T4L team pursued the implementation of this resource. The Technology for Learning team continued to support staff with the creation of professional learning materials, videos and zoom sessions. The HT T&L (Technology) and the T4L team worked face to face with individual staff and faculty groups to develop digital teaching resources. Feedback from staff was very positive regarding the learning support and their development of new skills. All parents connected with the Parent Portal effectively driven by the COVID induced need to maintain communication between parents and teachers. The Sentral Coordinator and SASS staff provided ongoing technical support to parents.	Head Teacher - Teaching and Learning (Technology) higher duties - $34781 Technology for learning support teacher - $7280

Process 3:   Recognition and development of any linking activities to the community.

Evaluation	Funds Expended (Resources)
Due to COVID 19 restrictions connections with the community have been	Due to COVID 19 restrictions

Progress towards achieving improvement measures	
restricted. All community activities have been cancelled.	connections with the community have been restricted. All community activities have been cancelled.

Next Steps

Development of 2021 - 2024 School Plan in consultation with key stakeholders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading, Aboriginal support teacher period allocation $7280, SLSO salary $13,600. **Funding Sources:** • Aboriginal background loading ($8 702.00)	Aboriginal Students supported through development of PLPs, working with students and parents. All teachers engaged in awareness session and use of PLPs. The funds that were to be spent on events for our Aboriginal students were cancelled due to COVID-19 restrictions and these will be used for future events in 2021. Additional SLSOs were employed for one on one tuition.
English language proficiency	English Language Proficiency ($50, 630) In order to best support the students targeted through the equity loadings, additional staff were employed in various roles: Additional LaST 0.8 (withdraw instruction) = $83,200 Additional teacher smaller support class in years 8 and 9 = $104,000 Head Teacher Teaching & Learning higher duties = $33,936, Additional SLSO support = $50,000 **Funding Sources:** • English language proficiency ($50 630.00)	Stage 4 and 5 students were supported through English Language Proficiency programs throughout the year with individual tuition via a withdrawal program and with the Literacy Team's focus on sentence structure and improving writing at a senior level. Professional Learning was provided to executive staff and then all teachers on writing skills. Stage 6 ESL English class was established and timetabled accordingly.
Low level adjustment for disability	Low Level Adjustment for Disability ($61,080). In order to best support the students targeted through the equity loadings, additional staff were employed in various roles: Additional LaST 0.8 (withdraw instruction) = $83,200 Additional teacher smaller support class in years 8 and 9 = $104,000 Head Teacher Teaching & Learning higher duties = $33,936, Additional SLSO support = $50,000 **Funding Sources:** • Low level adjustment for disability ($61 080.00)	The HT Teaching and Learning (higher duties) was employed to lead learning support programs. Additional L&ST employed to assist in learning support, e.g. development and review of IEPs. IEPs were completed for all students deemed to require low level adjustment. This was supported by SLSO staff. Students requiring extra help were supported with withdrawal instruction in small groups and individually. Professional Learning and support was provided to teachers in class with SLSO support and differentiation of lessons. Staff engaged in PL regarding assessment design and differentiation.
Socio-economic background	Socio-economic Background ($59,925), In order to best support the students targeted through the equity loadings, additional staff were employed in various roles: Head Teacher Teaching & Learning higher duties = $33,936 6 Additional SLSO support = $50,000. Students were also supported with funding for	All students were provided with equity of opportunity through the Socio-economic background key initiative. All students have access to a device for online/digital learning and technical support. The Non-ATAR pathway has been very successful in supporting students with an alternative pathway, including Work Studies and the opportunity to successfully transition to the workplace. Funds have supported the resources and work placement experiences. SLSO support was timetabled throughout the

Socio-economic background	elective fees, uniform expenses and excursion costs. Non-ATAR pathway developed, staffed and timetabled accordingly. Extra BYOD devices made available. **Funding Sources:** • Socio-economic background ($57 925.00)	year in response to identified student need.
Support for beginning teachers	All beginning teachers are on a reduced load. The cost for this needs to be taken out of Beginning Teachers and journaled back to the casual budget to cover the appropriate portion of casual employment to cover this cost. This is a total of $55,466 for 2020. **Funding Sources:** • Support for beginning teachers ($11 307.00)	All beginning teachers were supported with a reduced load, laptop computers and professional learning. The school experiences stability in staffing with a 4% turnover in 2020. This attributed to the collegial culture of the school, desirable school environment and the general compliance and positive attitude of students. The development of quality beginning teachers and a positive learning culture is a school priority.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	491	487	507	535
Girls	467	431	459	485

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
7	95.5	95.1	94.6	95.6
8	94.5	93.9	92.3	94.1
9	93.3	92.3	93.4	93.5
10	93	94.4	91.8	94.5
11	93.6	91.4	93.2	92.5
12	93.8	93	91.1	94.6
All Years	94	93.3	92.9	94.3
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	0.2	2	0.5
Employment	0	0	19
TAFE entry	0.2	2	25
University Entry	0	0	52
Other	0	0	1.5
Unknown	2	0	2

Year 12 students undertaking vocational or trade training

25.90% of Year 12 students at Crestwood High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of all Year 12 students at Crestwood 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)	54.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	18.65
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	1,492,582
Revenue	12,136,898
Appropriation	11,544,156
Sale of Goods and Services	5,556
Grants and contributions	541,110
Investment income	5,427
Other revenue	40,650
Expenses	-11,696,600
Employee related	-10,624,836
Operating expenses	-1,071,764
Surplus / deficit for the year	440,298
Closing Balance	1,932,881

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	199,748
Equity Total	336,934
Equity - Aboriginal	12,424
Equity - Socio-economic	59,925
Equity - Language	115,998
Equity - Disability	148,588
Base Total	10,419,786
Base - Per Capita	239,869
Base - Location	0
Base - Other	10,179,917
Other Total	445,708
Grand Total	11,402,177

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.
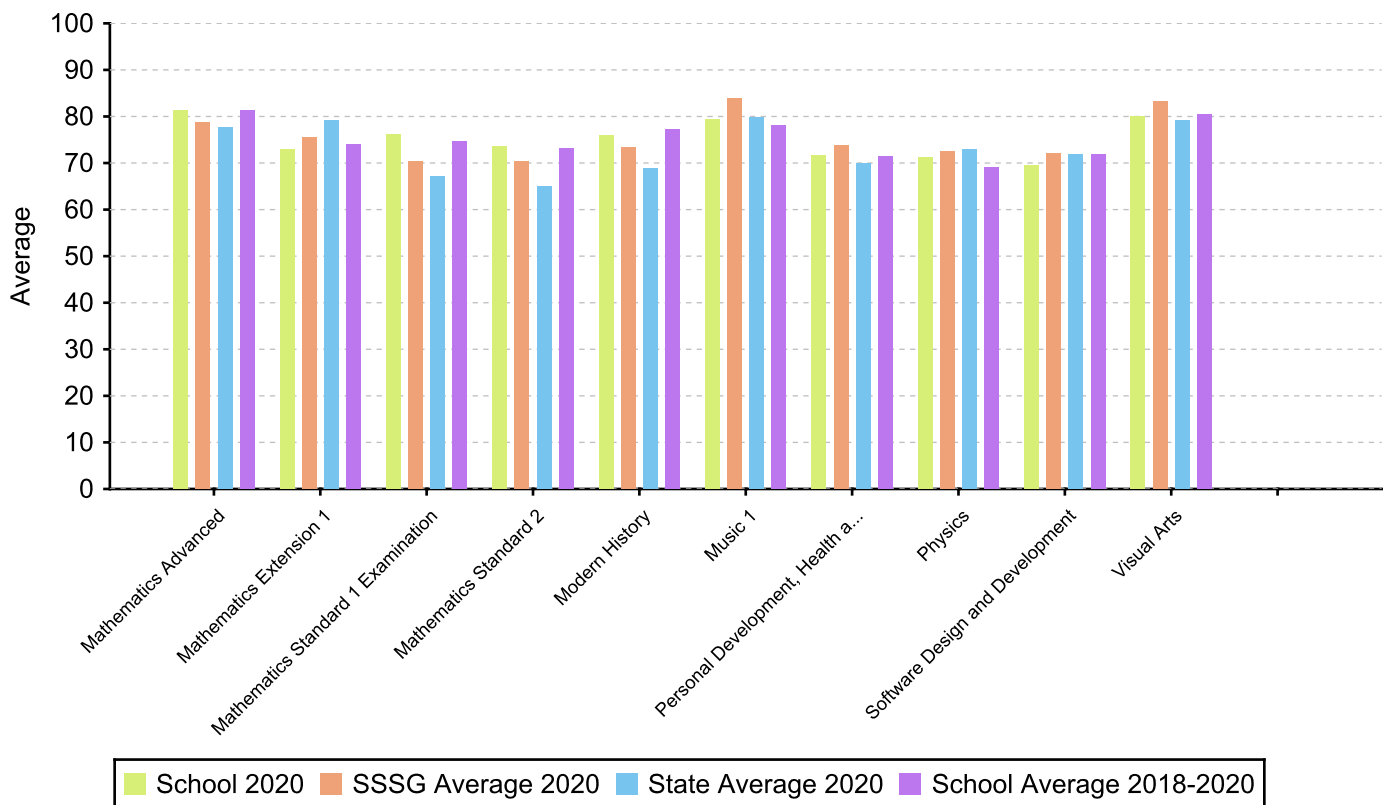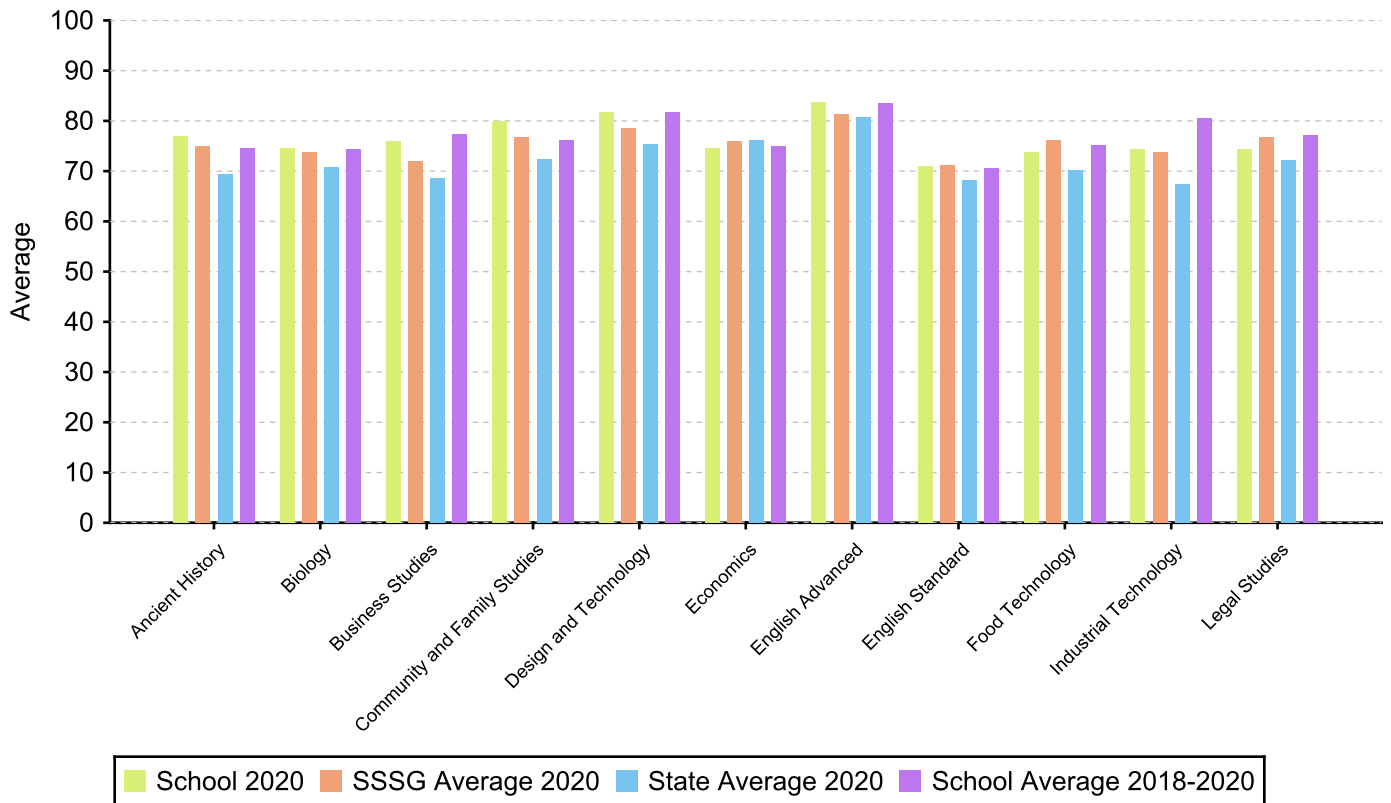
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	77.0	74.9	69.4	74.5
Biology	74.6	73.7	70.8	74.4
Business Studies	75.9	71.9	68.6	77.3
Community and Family Studies	79.9	76.8	72.4	76.1
Design and Technology	81.7	78.5	75.4	81.7
Economics	74.5	75.9	76.1	75.0
English Advanced	83.7	81.2	80.8	83.5
English Standard	71.0	71.2	68.1	70.5
Food Technology	73.8	76.2	70.2	75.1
Industrial Technology	74.4	73.8	67.5	80.5
Legal Studies	74.4	76.7	72.1	77.2
Mathematics Advanced	81.3	78.7	77.7	81.3
Mathematics Extension 1	73.0	75.5	79.1	74.0
Mathematics Standard 1 Examination	76.2	70.3	67.2	74.6
Mathematics Standard 2	73.6	70.3	64.9	73.1
Modern History	76.0	73.2	68.9	77.1
Music 1	79.3	84.0	79.8	78.1
Personal Development, Health and Physical Education	71.6	73.9	69.9	71.5
Physics	71.2	72.5	73.0	69.1
Software Design and Development	69.5	72.1	71.8	71.9
Visual Arts	79.9	83.1	79.2	80.5

Parent/caregiver, student, teacher satisfaction

In 2020 the Tell Them From Me surveys were conducted across the school community. Overall there was a very positive response to most areas of the survey, especially in the areas of Technology use and learning involving technology, using data to inform teaching practice and collaboration across teaching staff to improve practice. The school performed better than state average in most areas. Students did indicate that, during the online learning period due to COVID-19 closures, that they were given clear instruction, provided with resources and generally received feedback, however, many missed the personal connections of attending the school onsite.

Teachers responded that high expectations from teachers and parents was a significant driver of success. Significantly, the provision of quality feedback and setting challenging goals did not score as well as expected, although still above state average.

The Tell Them From Me surveys will be conducted early in 2021.
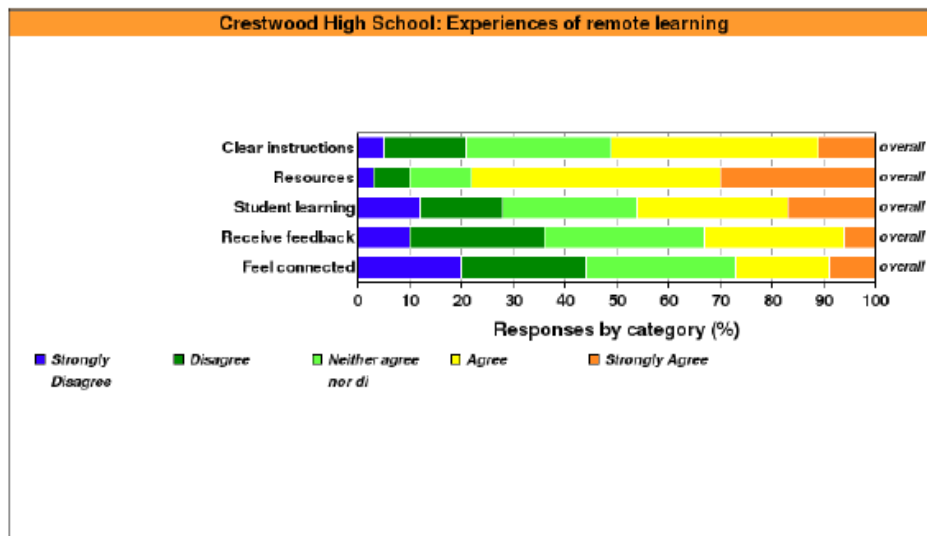
Policy requirements

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.