

2020 Annual Report

Macquarie Fields High School



8553

Introduction

The Annual Report for 2020 is provided to the community of Macquarie Fields 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

To develop in students a lifelong love of learning in a successful, innovative and positive culture of excellence.

School context

Macquarie Fields High School is a unique multicultural blended school that is committed to extending its selective and comprehensive students within a culture that values high achievement, strong relationships and excellence in teaching and learning. The school is committed to creating an optimal learning environment based on our vision and goals for our students through shifts in our thinking and a focus on innovative pedagogy. This is underpinned by targeted professional learning. The school's distinctive nature and outstanding achievements in academic, sporting and cultural pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership and quality learning. This demonstrated commitment to excellence is supported by a broad, differentiated curriculum and progressive welfare practices.

In 2019, the school had a total enrolment of 1132 students, 7 - 12, 81% of whom are from language backgrounds other than English. In addition to selective and comprehensive enrolment streams, the school has a three class support unit catering for students with a primary diagnosis of Autism Spectrum Disorder.

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>

Strategic Direction 1

Leadership

Purpose

To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and wellbeing.

Improvement Measures

Senior Individual Education Plans

Increased improvement of self reflection strategies by students to inform IEPs.

Holistic Development of Students

Increase in the expectations students have of themselves relating to their aspirations within and beyond their schooling.

MAC Potential

Increase in the number of staff able to mentor colleagues and students.

Overall summary of progress

Process 1: The school has made good progress in this area and on SENTRAL there are currently 469 IEP's. A number of these plans are due for review. At the end of 2020 all students in Year 7-9 had the opportunity at designated year meetings to write a draft plan and each Deputy Principal Has copies of these IEP's.

A systematic approach to the uploading and reviewing is still evolving as the school has used a small team approach to this stage. To go to scale there is the potential to use designated PBL lessons and possibly PDHPE lessons in the review of these plans.

Process 2: The school has made excellent progress in this matter with a new success coach model being used as part of the subject selection process. The capacity of staff provided guidance in the holistic development has significantly increased.

Process 3: Progress in this area in 2020 was adversely affected with potential Professional Learning not being available due to COVID restrictions.

Progress towards achieving improvement measures

Process 1: Student Individual Education Plans

Students complete an IEP with support. IEPs need to be uploaded to SENTRAL.

Evaluation	Funds Expended (Resources)
IEP Pillar Team is on track to achieve this milestone.	IEP Pillar Team Meeting

Process 2: Holistic Development of Students

Historical evidence displays student lack of knowledge in the wide world of work. Programs to be developed for junior and senior year groups.

(Years 7-9) Students to complete surveys to provide baseline data on career aspirations. Exploration for the World of Work through the structured activities which could involve industry visits, hands on mini-careers Expo's held within the school. Tracking of students career development through the compilation

Progress towards achieving improvement measures

Process 2: of a School to Work Plan to be incorporated into student IEPs.

(Years 10-11) Careers lesson to be introduced into Year 10 pattern of study. Subject selection activities (Taster Lessons) and interviews to enhance choices. Work experience developed as a continuous program. School to work plans to be incorporated into student IEPs.

Staff: Staff to be trained as "Success Coaches" in order to mentor students effectively in relation to career development.

Evaluation	Funds Expended (Resources)
TAFE courses in Hair and Beauty completed. Year 10 completion of "All My Own Work" modules. Destination Survey (2020) commenced. Work Experience opportunities to commence.	

Process 3: MAC Potential-Leading Personal Wellbeing

MAC Potential Training is to be conducted for a group of 20 staff. 20 members are trained in the three year period.

Evaluation	Funds Expended (Resources)
Excellent planning for Year 10 Coaching Coding project, with excellent support from the TAS faculty to implement the program.	Team Meetings Lesson cover Professional learning opportunities with external agencies when they open up again.

Next Steps

Process 1: A systematic approach to the uploading and reviewing is still evolving as the school has used a small team approach to this stage. To go to scale there is the potential to use designated PBL lessons and possibly PDHPE lessons in the review of these plans.

Process 2: The school is embedding the "Success Coaches" as part of subject selection process. The next steps also involve the school Career's Adviser having classes with our Year 8 cohort. The school is also looking at creating a new resource to assist with subject selection.

Process 3: The next step for this part of the plan is to potentially have staff trained in Growth Coaching. This professional learning would be provided by external sources.

Strategic Direction 2

Learning

Purpose

To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

Improvement Measures

Super Six Reading Strategies

All faculties embed Super Six Reading strategies in teaching and learning programs across Stage 4 subjects.

2020 Year 9 NAPLAN results Band 9 and 10 results above SSSG.

Student Growth

Increase in strategies identified through school based action research embedded into classroom practice and supported by quality professional learning.

Quality Assessment Design and Tracking

Improved consistency of assessment design and processes for teacher judgement using Course Performance Descriptors to allocate RoSA grades.

School designed assessment reflection tool represents growth from 2018 data.

Numeracy Action Plan

Creation of a Numeracy team with faculty representatives.

Mapping of Numeracy skills across the curriculum.

By 2020 an increase in the average score in Year 9 Numeracy. Current baseline data 2017 - 635.

Progress towards achieving improvement measures

Process 1: Super Six Reading Strategies

Faculty members use course outcomes to determine required reading skills- Year 7 or 8.

ONE skill to target in faculty teaching & learning programs.

Evaluation	Funds Expended (Resources)
Reading strategy not as relevant with a focus on Stage 5 IEP incorporation of the Literacy progression to support individualised development of students skills a focus for next school plan.	Pillar team meetings- staff meeting time
Embedding strategies and professional learning in this area was impeded by large meeting and PL constraints. Identified that current strategies can be complemented by individual student Literacy plans following the similar process and structure of the Numeracy Team and their plans.	Release time for the collaborative development of resources to support embedding Super Six in Stage 4 programs- \$2000 release time- casual cover

Process 2: Student Growth

Consultation on what works best.

Strategies to be developed and implemented through professional learning and student program.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Parent interviews could not be conducted during 2020 and therefore their voice and perspective has not been included as part of the research. This was hindered by the COVID situation. Some of the information provided by a limited number of responders in TTFM could support findings but there has been no capacity to drill down on contextual factors at home that impact on under performance.	Team members to complete readings and draw together research and survey data. Release time casual cover \$2500 across two days.

Process 3: Quality Assessment Design and Tracking

Audit of sample assessment tasks to design a common proforma.

Student and staff training in new assessment tool and use of CPDs.

Evaluation	Funds Expended (Resources)
A process of auditing and professional learning is important to ensure that there is raised awareness and to also create consistency to safeguard the process of providing quality feedback.	<p>Members of the team to be given time to develop a session for assessment changes regarding our senior students.</p> <p>Assessment Booklets that are made available to students, parents and teachers have been modified through a consultative process with pillar team members, NESA support and the advice of Senior Executive.</p> <p>Changes to these processes were initiated and provisional professional learning was provided by the NESALO before COVID restrictions. However further explanation and training is required.</p>

Next Steps

Literacy aspects of this pillar will continue into Strategic Direction 1 on Students Growth and Attainment. Consistency and transparency of quality assessment continues to be significant to student attainment.

HPGE and the scope for continued work in Student Growth aligns with Strategic Direction 2 of the new plan.

Strategic Direction 3

Wellbeing

Purpose

To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.

Improvement Measures

Learning Environments

Increase in the number of new/redesigned learning spaces.

Operation Connect

Increase in the number of parents accessing information from communication media such as Sentral, Facebook, website.

Increased community attendance at school events.

School Spirit and Engagement

Increase in student pride in the school.

Launch Wellbeing Policy - Staff Development Day Term 2, 2018

Overall summary of progress

Macquarie Fields High School continued to work to achieve the milestones set out for the Wellbeing strategic direction in 2020. Whilst working towards these goals there was the added situation of the COVID-19 to consider as we finalised the plan in 2020. The wellbeing structure continued to be refined as the Head Teacher's Teaching and Wellbeing worked together with their Deputy Principals. This was particularly important due to the nature of the pandemic and the need for support structures for students like never before.

The strategic direction of Wellbeing is also seen through the action of the Wellbeing pillar teams:

The **'School Spirit and Engagement'** pillar team have continued to develop, finalise and launch the house point system. This included the launch of new house names - **Firetail, Rosella, Honeyeater and Bellbird**. The adoption of the new houses has been very well received. The display board for the house points system is installed and during 2021 there will be weekly updates.

The **'Operation Connect'** pillar team continued to work on strategies for communication and connection with the wider school community through social media.

The **'Learning Environments, Learning Dispositions'** pillar team have developed and shared an evaluation tool for use within faculties. This will assist faculties to look at the best way to improve learning environments across the school. This team also redirected a portion of their focus to how we managed the online learning forum and how staff and students adapted to this model.

Progress towards achieving improvement measures

Process 1: Learning Environments

Teachers/students will research how learning spaces can become more flexible and adaptable; staff will be involved in action research to understand the inter relationship between space, pedagogy and student/teacher dispositions functions.

Evaluation	Funds Expended (Resources)
Continue to provide opportunities for staff to explore alternative and innovative classroom design.	NIL

Progress towards achieving improvement measures

Process 2: Operation Connect

Development of sustainable communication systems and processes that enable effective communication.

Evaluation Plan

Implement and monitor SENTRAL parent portal through targeted workshops and members of the community.

Evaluation of *Tell Them from Me* Survey data, evaluating effectiveness of current modes of school communication.

Evaluation	Funds Expended (Resources)
With the interruptions from COVID- 19 some of the plans for more community connection were unfortunately put on hold. We look forward to deepening relationships with our community in the coming plan.	

Process 3: School Spirit and Engagement

Sub - pillar team to develop strategy over three years. Development, implementation, evaluation of the new system

2018 - Spent drafting the best method and development of sustainable model for implementation. The aim is to incorporate current systems (Sentral) and processes as planning occurs. Launching in Term 4, 2018.

2019 - House Points system implemented throughout the year with ongoing monitoring. Building in additional awards into the existing award structure.

Evaluation Plan

2020 - Continue with the system and monitor for effectiveness. Conduct evaluation and plan possible adjustments.

Evaluation	Funds Expended (Resources)
Its been three years but we've taken time, researched, compared options and made a good decision for our school, one that will last many years to come.	We have acquired a the scoreboard and its been put up in front of the Hall. We used our PL allocation for a working day where a lot was accomplished.

Next Steps

As we enter into our new School Improvement Plan (SIP) the Wellbeing strategic direction will be moved under a new area for improvement. Wellbeing will always be a strong area of focus and is an underlying foundation of all that we do at Macquarie Fields High School.

- Whole school leadership and management of Wellbeing will continue to be streamlined with roles and responsibilities constantly being evaluated and adjusted. This is mainly due to the strengths and experiences of the staff in these roles.
- Evaluation of the Wellbeing Policy for Macquarie Fields High School.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Although there were many restrictions placed on face to face meetings digital platforms were utilised superbly in successful attempts to keep our students connected and engaged.</p> <p>The strong relationships that exist with our external support networks meant that students and staff felt well supported. Onsite reengagement occurred as soon as deemed acceptable and programs and initiatives further supported our Aboriginal students to transition back to school.</p>
English language proficiency		<p>The importance of supporting students during the Learning from Home period was recognised by the EALD Team. However the checking for meaning classroom strategies could not be employed in the typical way. Calls and contact home to check for engagement with learning was one strategy along with the development of carefully scaffolded work and resources support our EALD learners in 2020.</p>
Low level adjustment for disability	<p>Flexible funding accessed for casual salaries - \$119596</p> <p>\$66,442 from school and community funds.</p> <p>Learning and Support Teacher -\$109,383</p>	<p>A portfolio of work samples have been created and utilised on online learning platforms including Google Classroom. The LaST supported forty four students via this online platform.</p> <p>Completion of assessments and resolution of N-Award Warning</p> <p>Improvement in Attendance Rates</p> <p>Decrease in suspension Rates</p> <p>Individual Education Plans are tailored to specific needs</p> <p>Transitional pathways that are appropriate for the individual student</p>
Socio-economic background		<p>Selected students with low socio economic status participated in the Fast Forward program offered by the University of Western Sydney. The Fast Forward Program encourages students to strive for their personal best and to see tertiary study as a realistic and viable post-school option. They participate in experimental learning which develops their skills and fosters familiarity with the University environment. There are currently 70 students enrolled in this program. Eleven year 12 students participated in the Fast Forward conference held at the Parramatta University Campus and obtained valuable information and advice about life beyond year 12. Students from year 9 to year 11 attended the virtual events and connected with students across different schools.</p>
Support for beginning teachers		<p>Beginning teachers are supported through an extensive induction program and collegial support program. During the COVID restrictions period many professional learning</p>

Support for beginning teachers		<p>opportunities were cancelled or postponed. However Beginning Teachers were able to utilise the expertise and collegiality within their faculties and work on program, assessments and marking with colleagues. Opportunities for online learning were also utilised by Beginning Teachers to develop their capacity in areas of Stage 6 programs and assessment development.</p>
Professional Experience Hub		<p>Professional learning and teacher accreditation</p> <p>Professional Learning continued to target teacher support in the development of new programs in alignment with new syllabus implementation. Many of these initiatives were school based utilising the expertise and network knowledge of our Executive team and experienced teachers. Teachers apply professional learning by working in faculty teams engendering collegiality and genuinely adapting the learning to our specialised context.</p> <p>During 2020, 8 teachers were accredited at Proficient level. These teachers were supported by their supervising Head Teacher, the Head Teacher Teaching and Learning, and their respective teacher-mentors. _____ teachers reached their five year Maintenance of Accreditation period and completed their professional learning hours to be successfully re-accredited at Proficient level.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	563	587	595	584
Girls	540	537	537	530

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.4	95.7	93.4	94.7
8	94.2	94.1	92.4	94.5
9	93.4	94.1	91.6	93.9
10	90.6	91.6	92.4	93.2
11	92.9	93.3	92.2	94.4
12	90.8	94.3	91.9	94.8
All Years	92.9	93.8	92.3	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	1	5
Employment	3	0	3
TAFE entry	2	1	3
University Entry	0	0	77
Other	2	3	4
Unknown	0	0	8

In 2020 as part of the *School to Work: Creating Future Pathways Program* the Careers Adviser and Transition Adviser commenced holding individual interviews with Year 12 students to discuss their post-school options. This process, designed to assist in the informed decision making processes that are required at this critical stage in the student's career pathway, was interrupted by the COVID-19 lockdown and the move to online learning. These interviews continued via emails and telephone conversations with students and parents. Guest speakers from a range of universities and private colleges were unable to visit the school in order to speak to students regarding entry procedures, scholarships, courses and successful post-school education. These institutions also developed online platforms and students were able to access virtual information sessions. Students in Years 10, 11 and 12 were unable to attend the Macarthur Careers Expo in 2020 as it was cancelled due to COVID-19. However, students were directed to a number of virtual expos where they could gain first hand knowledge from various industry and education providers. The Careers Adviser and Transition Adviser observed that students became very proactive in preparing for their futures and the number of Year 12 students applying to university via Early Entry and School Recommendation Schemes increased rapidly over preceding years.

During 2020, 4 of the 181 students who commenced Year 11 left the school to move into employment or other education. At the conclusion of Year 11, a further 4 students left the school to move into employment or post school education. Of the 186 students who commenced Year 10 in 2020, 3 students left the school in order to transfer to other schools, move into employment or post-secondary education. At the conclusion of Year 10, a further 7 students left the school in order to transfer to other schools, move into employment or post-secondary education. The table 1 summarises the post-school destinations of all school leavers Years 10 - 12.

Year 12 students undertaking vocational or trade training

11.17% of Year 12 students at Macquarie Fields High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2020, 167 students (mainstream) qualified for a Higher School Certificate and 5 students achieved a Record of Achievement. Of these 5 students, one is continuing with a pathways pattern of study at Macquarie Fields High School while another 2 are participating in a School Leaver Employment Support program with NOVA's Disability Employment service.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	16.57
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	1,871,211
Revenue	12,434,421
Appropriation	12,130,655
Sale of Goods and Services	86,285
Grants and contributions	196,126
Investment income	2,506
Other revenue	18,849
Expenses	-12,561,878
Employee related	-11,386,070
Operating expenses	-1,175,808
Surplus / deficit for the year	-127,457
Closing Balance	1,743,754

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	43,016
Equity Total	497,542
Equity - Aboriginal	17,830
Equity - Socio-economic	99,806
Equity - Language	199,529
Equity - Disability	180,377
Base Total	10,786,086
Base - Per Capita	276,484
Base - Location	0
Base - Other	10,509,602
Other Total	559,737
Grand Total	11,886,381

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

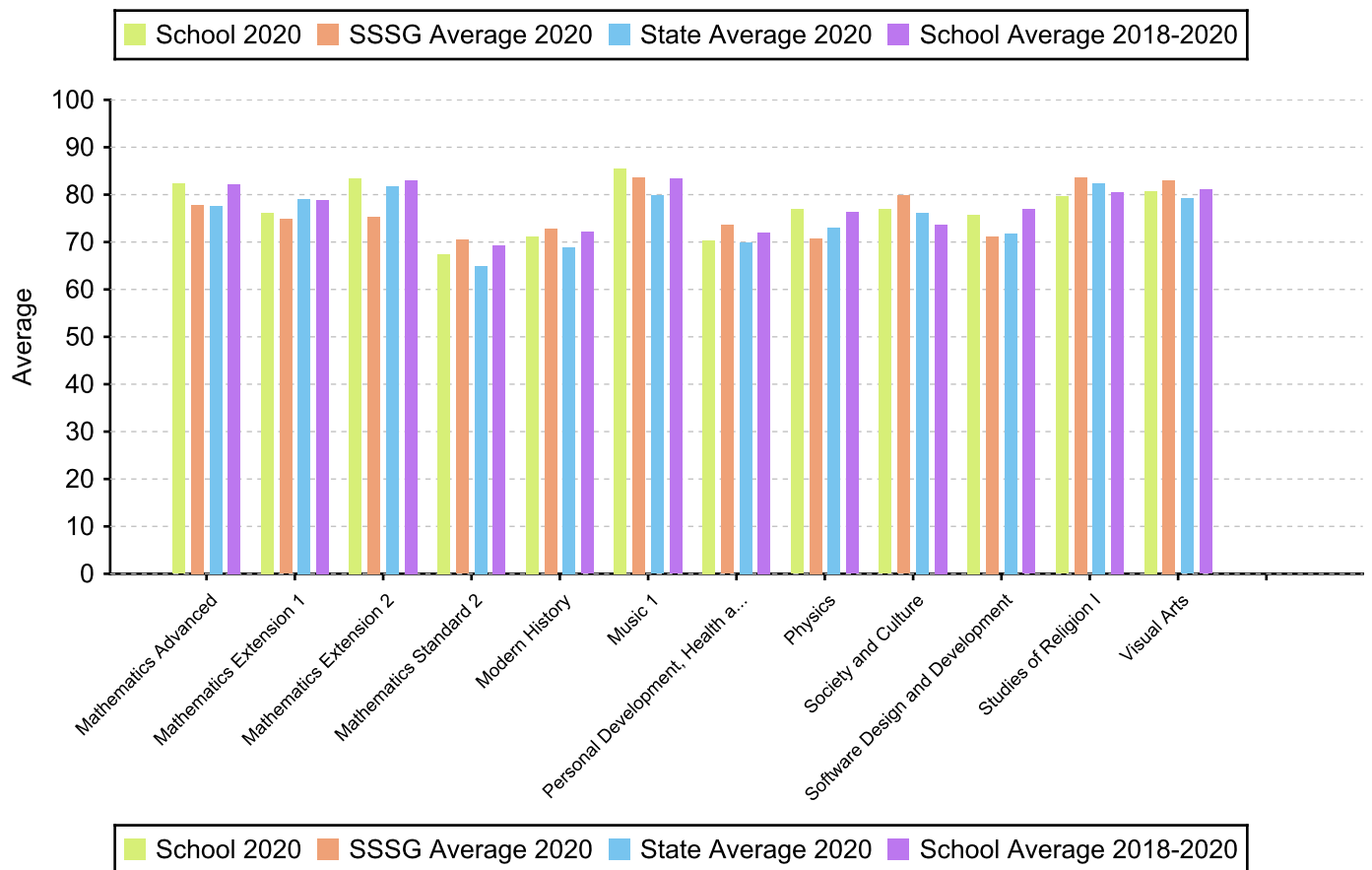
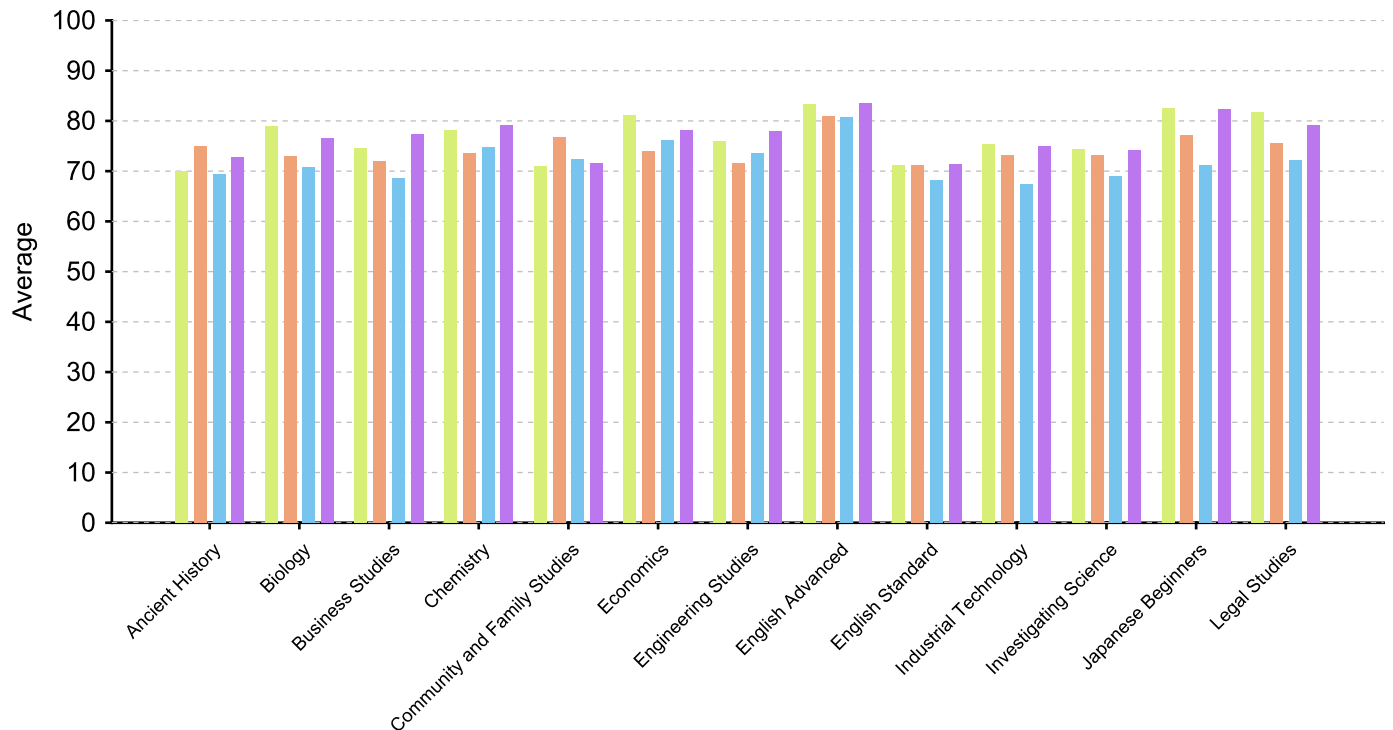
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	70.0	75.0	69.4	72.7
Biology	79.0	73.0	70.8	76.6
Business Studies	74.6	72.0	68.6	77.3
Chemistry	78.1	73.5	74.8	79.2
Community and Family Studies	70.9	76.8	72.4	71.5
Economics	81.2	74.0	76.1	78.2
Engineering Studies	76.0	71.6	73.6	77.9
English Advanced	83.4	80.9	80.8	83.5
English Standard	71.2	71.1	68.1	71.3
Industrial Technology	75.3	73.2	67.5	74.9
Investigating Science	74.4	73.1	69.0	74.2
Japanese Beginners	82.5	77.1	71.2	82.4
Legal Studies	81.8	75.6	72.1	79.1
Mathematics Advanced	82.3	77.8	77.7	82.3
Mathematics Extension 1	76.1	74.8	79.1	78.9
Mathematics Extension 2	83.4	75.3	81.8	83.1
Mathematics Standard 2	67.4	70.4	64.9	69.2
Modern History	71.2	72.8	68.9	72.1
Music 1	85.5	83.7	79.8	83.3
Personal Development, Health and Physical Education	70.4	73.6	69.9	72.1
Physics	76.9	70.8	73.0	76.3
Society and Culture	76.9	79.8	76.2	73.7
Software Design and Development	75.8	71.1	71.8	76.9
Studies of Religion I	79.6	83.7	82.5	80.6
Visual Arts	80.8	83.0	79.2	81.1

Parent/caregiver, student, teacher satisfaction

Our school continues to seek ongoing feedback relating to school programs from parents, students and staff as a means of evaluating current practices within the school and as a means to inform future directions. For parents, regular opportunities for participation include the Parents and Citizens Association, panel representation, including panels for merit selection of executive, teaching and support staff, Out of Area applications and for the Selective Schools placement in Year 7. Parents are elected through the P&C and report back to that organisation, whilst respecting confidentiality. All P&C suggestions are valued and discussed openly at regular meetings. Students are able to provide feedback through the Student Representative Council and the Student Leadership Team both of which meet regularly with the Principal. Staff, Parents and Students are surveyed throughout the school year with school developed tools as well as the Tell Them From Me survey program. Furthermore the school has used Year 12 Exit Surveys to get input from the student body. This data informs ongoing evaluation of current programs and initiatives.

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.