

2020 Annual Report

Cranebrook High School



8580

Introduction

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

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

School contact details

Cranebrook High School

Hosking Street

Cranebrook, 2749

www.cranebrook-h.schools.nsw.edu.au

cranebrook-h.school@det.nsw.edu.au

4729 0777

School vision

Cranebrook High School strives to meet the Future through Caring and Learning. School values are articulated as part of the school's THINK program and include Respect, Responsibility and Learning. The school is dedicated to achieving:

- School-wide improvement. Every student, every teacher and every leader will improve every year.
- High expectations. A culture of high expectations for our students and staff sets high standards, which leads to improved student learning outcomes.
- Personalised student learning. By teaching to the strengths and needs of each individual, students will be better able to reach and exceed their potential.
- Wellbeing. Every student will be known, cared for and respected.
- Community connections. Parents and carers are our partners in the education and wellbeing of each student. Partnerships with local businesses and community groups create opportunities for our students to contribute and thrive in our society.

School context

Cranebrook High School is a comprehensive co-educational high school servicing a diverse community in Western Sydney with a current enrolment of 805 students, 16% of the school population identifies as Aboriginal and Torres Strait Islander, 5% NESB, and a staff of 85 teachers and support staff. CHS has a large Support Faculty catering for 65 students with diverse disabilities, and focuses on social and learning inclusivity. The school has a dynamic student leadership group that contributes significantly to the wider school community.

CHS has very strong and engaging programs in all areas of the curriculum. The school has developed strong links with local community groups in order to support and improve student learning and engagement. The teaching and support staff at CHS is also diverse in terms of experience. CHS engages with a number of external organisations in a bid to overcome the equity gap that exists in the community and improve educational outcomes and post school options for all students. CHS also has strong links with Western Sydney University, including an accelerated agriculture program. CHS is part of the Penrith Education Alliance of schools and the Cranebrook Learning Community.

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

Learning

Purpose

A focus on Excellence in Learning will result in a range of positive outcomes for students. Having high expectations around student engagement and differentiation for all students in all lessons is important in meeting the learning and wellbeing needs of students at all levels. Wellbeing structures and supports for students will result in increased engagement across the curriculum. Using the language and practices of a positive education school will allow students and staff to work together effectively, leading to a harmonious and positive school culture.

Improvement Measures

Increase overall school attendance by 3%

Decrease daily student lateness to school by 10%.

Increase in positive referrals, merits, Deputy Principal and Principal awards by 10%.

Reduce the number of N-Award Warnings Letters issued in the senior school by 10%. Increase the number of N Award Warnings being redeemed by students by 10%.

Progress towards achieving improvement measures

Process 1: Wellbeing Structures

Every student will be known, cared for and respected. Wellbeing structures and practices that support learning are explicit, integrated and effective. These clearly understood and collaboratively developed structures and practices will support all members of the school community. Positive Education values and practices underpin the school's wellbeing structures. Processes around student attendance, merit and recognition, school uniform, behaviour and high expectations support students to be engaged in all lessons.

Evaluation	Funds Expended (Resources)
<p>Significant increases in resourcing and the development of increased student attendance follow up occurred in 2020. An evaluation of attendance measures in 2019 indicated a need for changes in the school's systemic practice and resourcing. Attendance measures put into practice in 2020 include additional staff members, a re-focus of our Head Teacher Wellbeing role and an increase in student monitoring and contact allowed increased focus. Additionally, resources external to the school have been accessed to support students requiring additional support, such as the Home School Liaison Officer and the Aboriginal Home School Liaison Officer.</p> <p>Student lateness has been addressed through the introduction of a new bell system which plays music 3 minutes before the actual bell time. This approach has encouraged students to be in class on time.</p> <p>Positive reinforcement and student recognition celebration programs, including the faculty postcard initiative and the merit award program continued to grow and improve in 2020. There was a significant increase in the number of students recognised for good class work, engagement and participation. The number of student SENTRAL entries for positive recognition also grew significantly.</p> <p>2019 - 968 Positive SENTRAL Referrals</p> <p>2020 - 1600 Positive SENTRAL Referrals</p> <p>Lunchtime activities such as Shake and Cake, Quad Jam, Quad Jam on Tour, staff and students sporting games, the Girls Breakout Program and the Clontarf Academy Lunchtime Program continue to make a significant impact</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

Progress towards achieving improvement measures

for students and staff in the areas of learning culture and student wellbeing.

A reduction in the number of N Award Warnings issued to students by a number of 76 from the previous year reflected increased student engagement across the whole year and also the impact of the COVID disruption across in 2020.

Renewed Student Expectations were distributed and taught to students at year meetings on a regular basis. This clarified to students and staff school rules and expectations.

Process 2: Differentiation

Differentiation of curriculum delivery occurs in all classrooms. Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and have learning needs met.

Evaluation	Funds Expended (Resources)
<p>The school continued to grow in its capacity to support students requiring additional supports in literacy, numeracy and wellbeing in 2020. There has been solid impact on learning and engagement through differentiation with all students being able to access the curriculum as a result of adjustments made to teaching and learning programs.</p> <p>Differentiated individual learning plans for students has been a focus. Systems have been improved and further developed around ensuring student learning plans, behaviour management plans and risk assessments are current and innovative. This has allowed staff to plan more effectively for students in lesson time. Many students who have been at risk of exiting education early have been supported to stay at school for as long as possible, leading to positive outcomes as they transition from school into post school destinations. The learning support team has developed into a highly skilled team, providing expertise in differentiation to teachers and other faculty groups across the school. The increase of student support in the learning plan space has led to a significant reduction of N Award Warning Letters being produced and sent and an increase in positive recognition for students.</p> <p>Teachers use strategies to cater for a wide variety of learning needs in classrooms. 2020 was the third year where Do Now activities for all students and classes in years 7 to 10 occurred in every lesson. Teachers plan a Do Now activity for the beginning of every lesson to help focus and settle the class. The Do Now activity often focuses on subject knowledge, using literacy and numeracy strategies and short activities. Professional Development was provided to staff around developing and implementing Do Now activities and staff continuously share Do Now activities and ideas with each other. This has been a productive form of teacher and cross faculty collaboration. Notably, students achieving Band 7 or higher in Year 9 NAPLAN between 2017 and 2019 has increased from 29% to 54%.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20000.00)• Integration funding support (\$160000.00)

Process 3: Curriculum

Curriculum supports high expectations for learning and allows all students to demonstrate development of skills and knowledge.

Evaluation	Funds Expended (Resources)
<p>Students and families have felt supported by CHS programs. The 2020 Selective Class program identifies students with particular talent, ability and work ethic and provided a curriculum to support and engage learning and challenging experiences. Literacy support classes are highly effective and use the Quicksmart program to develop strong literacy work ethic and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Progress towards achieving improvement measures

knowledge.

Feedback from families and students is highly positive and both students and families participating in celebrating student achievements with the school. Subject selection processes from year 8 to Year 9 and from year 10 in to Year 11 are smooth, supportive for students and families and encourage engagement with a dynamic and exciting curriculum for students in both Stage 5 and Stage 6. A new timetabling program has allowed more enhanced curriculum development, timetable formation and subject selection processes. It is anticipated that this new program will make these processes more efficient, saving time and resources into the future.

Next Steps

Wellbeing structures, differentiation and curriculum will continue to be focus areas for the 2021 School Improvement Plan. A professional learning program will focus on collaborative learning and collaborative practice to ensure staff are learning together, sharing ideas and resources and making quality changes to procedures and school practice. Trauma informed practice professional learning will be part of the new School Improvement Plan.

Strategic Direction 2

Teaching

Purpose

A high performing teaching staff with a focus on continuous improvement and sharing of practice in the areas of student assessment and feedback, explicit teaching of literacy and numeracy and classroom management will lead to improved student learning outcomes and opportunities for students.

Improvement Measures

Increase in the proportion of students in the top two NAPLAN bands by 8%.

Increase in the number of HSC students attaining an ATAR and gaining acceptance in tertiary study by 5% per year.

Increase in the number of students attaining a band 5 or 6 in HSC courses by 3% each year.

Progress towards achieving improvement measures

Process 1: Student Feedback

Systematic feedback in all teaching areas supports a whole school assessment strategy, ensuring all students have a clear understanding of how to improve. Systems and professional development support teachers' consistent, evidence-based judgement of assessments.

Evaluation	Funds Expended (Resources)
In 2020, Professional development at staff meetings involved teachers bringing selected work samples from across all stages to discuss with other teachers. This was somewhat disrupted with COVID interruptions. Collaborative structured discussion included task description, engagement level of students, how the task was marked and how feedback was provided. This has worked to support continued student growth through consistent feedback on assessment processes. NAPLAN data is continuously analysed and has shown an increase in the number of student attaining a Band 7 or above for 2017 to 2019. Teachers folders at CHS include the requirement for teachers to store and share student work samples and update these regularly. This has ensured compliance with NESA requirements and has assisted teachers in using work samples to develop and grow teaching programs and teaching strategies.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)• Support for beginning teachers (\$12000.00)

Process 2: Explicit Teaching

Explicit teaching - all teachers have literacy and/or numeracy expertise and are able to deliver literacy and numeracy strategies to all levels of achievement.

Evaluation	Funds Expended (Resources)
Explicit teaching where all teachers display literacy and numeracy expertise as part of their practice continues to be an area for development. A school literacy team worked development a professional development for staff around writing across the school. Literacy team members were trained and in the use of writing strategies to develop literacy across all aspects of the curriculum. All staff were expected to have some expertise in developing writing skills in students across years 7 to 12. The proportion of students in the top two bands of NAPLAN have remained steady at 10% from 2016 to 2019. For Year 12 students, ATAR Bands across 2018 and 2020 have increased significantly from the previous three years. Professional Practice Placements from the University of Western Sydney has grown significantly in 2018 and 2019. Although practicum placements were disrupted through COVID in 2020, all faculty areas are committed to	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)• Integration funding support (\$5000.00)• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

accommodating student teachers for blocks of professional practice.

Process 3: Classroom Learning Culture

Classroom learning culture: all classrooms and learning spaces are well managed within a consistent, school-wide approach. All students are engaged in a productive learning environment based on the Growth Mindset.

Evaluation	Funds Expended (Resources)
<p>The journey to improvements around further developing a more positive classroom learning culture is continuing. CHS believes that providing quality professional learning around leadership and excellent classroom practise will result in improvements in classroom learning culture. Providing teachers and staff with the opportunity to learn more about growth mindset and how to apply relevant concepts regularly in classrooms continued in 2020. The Performance and Development Process and teacher lesson observations encouraged a growth in positive classroom learning culture and lifted teacher capacity in this space.</p> <p>CHS ensures that students who require extra assistance in classrooms are provided with a learning plan and, where appropriate, an student learning support officer to assist them, helping to create a supportive and engaging environment.</p> <p>The installation of 10 class sets of Chromebook Computers around the school has allowed teachers to vary learning activities and utilise new technology. This has helped to encourage a positive learning culture where students feel supported and challenged as they engage in interesting tasks.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Next Steps

Explicit teaching, student feedback and classroom learning culture will be focus areas in the 2021 School Improvement Plan. The following will be integrated into school improvement processes as next steps: review of whole school assessment policy and procedures; strengthening training for staff in NCCD and disability, mental health; further development of a school learning centre with additional staffing to support high needs students, including supporting students with remedial literacy and numeracy programs.

Strategic Direction 3

Leading

Purpose

The executive team model instructional leadership and support a culture of high expectations, continuous improvement and evidence based teaching and learning. The needs of all students are met as a result of an intense focus on these practices.

Improvement Measures

Recruit, develop and retain high quality teachers in our classrooms.

Effective evidence based teaching and learning practices are modelled across the school with 5% of teaching staff completing the higher stages of NESA Accreditation.

Two comprehensive reviews of education and management practice and curriculum conducted each year.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Set and maintain a culture of high expectations. A professional learning community within the school is focussed on continuous improvement of teaching and learning. Develop and maintain a culture of strong instructional leadership. Effective reflection and evidence based teaching and learning that aims to enrich learning experiences and enhance student outcomes

Evaluation	Funds Expended (Resources)
<p>The position of Head Teacher Stage 6 continues to have a significant impact on the school's ability to support stage 6 students with assessment requirements. The work of the Head Teacher Stage 6 has ensured that student university transitions are achieved by students who require additional targeted school support to gain entry. The head teacher stage 6 position provides immediate support to faculties and students in order to ensure that assessment, strategic support and other stage 6 related activities are planned and delivered efficiently. The position continues to ensure that excellent transition pathways are provided to support students and that National Minimum Standard requirements are met for all students.</p> <p>HSC analysis occurred and head teachers were encouraged to ask class teachers to assist in the presentation of data to the executive team. This data analysis used results as a springboard for reflection and innovation in teaching and learning practices within faculties and across the school and building teacher capacity.</p> <p>Senior executive led professional development relating to the changing focus and levels of personal responsibility within the Code of Conduct, and identification of students that each staff member feels that they know, value, and have cared for.</p> <p>Senior executive led professional development staff to learn about each other, with a focus on the difference this makes, and can make with the students we teach if we make the effort to get to know them. There was a positive response from staff to this activity, and transferable knowledge and skills were taken away. Staff understanding of their impact - both positive and negative - on individual students was enhanced by the professional development opportunity to think about students they really feel they have helped to improve.</p> <p>Analysis of HSC and NAPLAN data demonstrated a need for professional learning for staff around explicit teaching practices and effective use of data. Specific professional learning around literacy and numeracy development,</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$120000.00)

Progress towards achieving improvement measures

writing and HSC specific teaching practices will be strengthened as part of the School Improvement Plan for 2021. Mentoring, coaching and a shift in culture to embrace authentic collaboration with in faculty teams and across whole school teams would benefit the school.

A review of data around HSC and Preliminary HSC performance at school assessment level indicated a need for professional learning to support delivery of high quality assessment practices in the senior school in some subjects. Effective assessment practices around formative and summative assessment, effective feedback, supporting students with learning and wellbeing needs to achieve in HSC courses as well as quality collaborative planning and use of data will support an increase in student performance at individual course level.

Process 2: Community Engagement

The school community recognises the school as excellent and responsive. The community is engaged in meaningful two-way communication and authentic collaboration resulting in a meaningful and sustained partnership that caters for the range of equity and learning needs in the school.

Evaluation	Funds Expended (Resources)
<p>The Clontarf Academy continues to provide a variety of community outreach practices, such as picking up students to get them to school, engaging students in before-school fitness activities and liaising with students, parents and Aboriginal community carers and members in a culturally-sensitive way.</p> <p>P&C membership promoted by parents at year 6 into 7 information evening continued to increase parent involvement in 2020. P&C numbers are low but engaging, positive and encouraging members are taking initiatives to promote the school.</p> <p>Conversations between parents/carers and teachers at Parent-Teacher Evenings represent a shift in the school's culture and demographic. More conversations about specific assessment requirements, educational and career pathways and learning support were evident.</p> <p>The wider school community has positively supported the distribution of school information and the celebration of successes through our Facebook and Instagram pages. Parental survey results show that parents and carers appreciate knowing what's happening at school and like to be kept informed on a regular basis.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$100000.00) • Socio-economic background (\$80000.00)

Process 3: Culture of best practice

All staff proactively seek to improve, monitor and share their performance. Collaborative performance development and efforts to monitor performance occur regularly. All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement. The accreditation status of all staff is monitored and staff are encouraged to pursue the higher levels of accreditation.

Evaluation	Funds Expended (Resources)
<p>2020 teacher PDP requirements included an explicit link between each teacher-identified goal and The Australian Teaching Standards, the School Improvement Plan or the teacher's own professional goals. 2021 processes will look to strengthen these links.</p> <p>The school will have a focus on building the capacity and expertise of the school's executive team with an emphasis on head teacher level. This will include managing staff quality, including providing effective and regular feedback.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4000.00) • Socio-economic background (\$5000.00)

Next Steps

The promotion of consistent and comparable judgment of learning as formative assessment will be a next step. Consistently using data effectively to evaluate student understanding of lesson content and taking appropriate measures to address students who need additional assistance as remedial learning or extension work. Through effective formative assessment teachers can adjust their practices to meet the needs of individual students. Professional learning around using data and on effective feedback will strengthen staff capacity in this area.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$300 000.00) • Socio-economic background (\$100 000.00) 	<p>The introduction of the Aboriginal Girl's Program supported students in wellbeing, attendance and curriculum engagement and culture.</p> <p>The Clontarf Academy Program continues to support Aboriginal students in wellbeing, attendance and curriculum engagement and culture.</p> <p>Student learning and support officers support Aboriginal students in classrooms to access curriculum and maintain high expectations.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$459 000.00) 	<p>Purchase of student and staff use devices, including related infrastructure to support device use across the school.</p> <p>Students were supported in learning, wellbeing, engagement and mental health to ensure that every student is known, valued and cared for. Additional student learning support officers facilitated this support.</p> <p>A third deputy principal provided additional oversight of curriculum, teaching and learning, wellbeing and leadership initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	341	352	388	396
Girls	384	387	393	404

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.8	86.9	84.9	88.1
8	86.2	85.6	83.5	84.9
9	81.1	80.5	80	81.4
10	80.2	75	73	79.6
11	76.4	70	73.4	75.5
12	80.2	80.8	81.1	87
All Years	82.4	80.2	79.7	82.7
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	10
Employment	15	9	9
TAFE entry	2	0	4
University Entry	0	0	19
Other	10	15	9
Unknown	6	17	1

Year 12 students undertaking vocational or trade training

37.04% of Year 12 students at Cranebrook High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

89.4% of all Year 12 students at Cranebrook High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.96
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	2,077,453
Revenue	11,528,836
Appropriation	11,476,384
Sale of Goods and Services	37,737
Grants and contributions	13,610
Investment income	1,105
Expenses	-11,601,859
Employee related	-10,345,526
Operating expenses	-1,256,333
Surplus / deficit for the year	-73,022
Closing Balance	2,004,431

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	163,438
Equity Total	1,675,683
Equity - Aboriginal	195,386
Equity - Socio-economic	1,071,542
Equity - Language	11,577
Equity - Disability	397,177
Base Total	8,869,083
Base - Per Capita	199,623
Base - Location	0
Base - Other	8,669,460
Other Total	591,641
Grand Total	11,299,846

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

School performance - NAPLAN

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

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

2020 NAPLAN

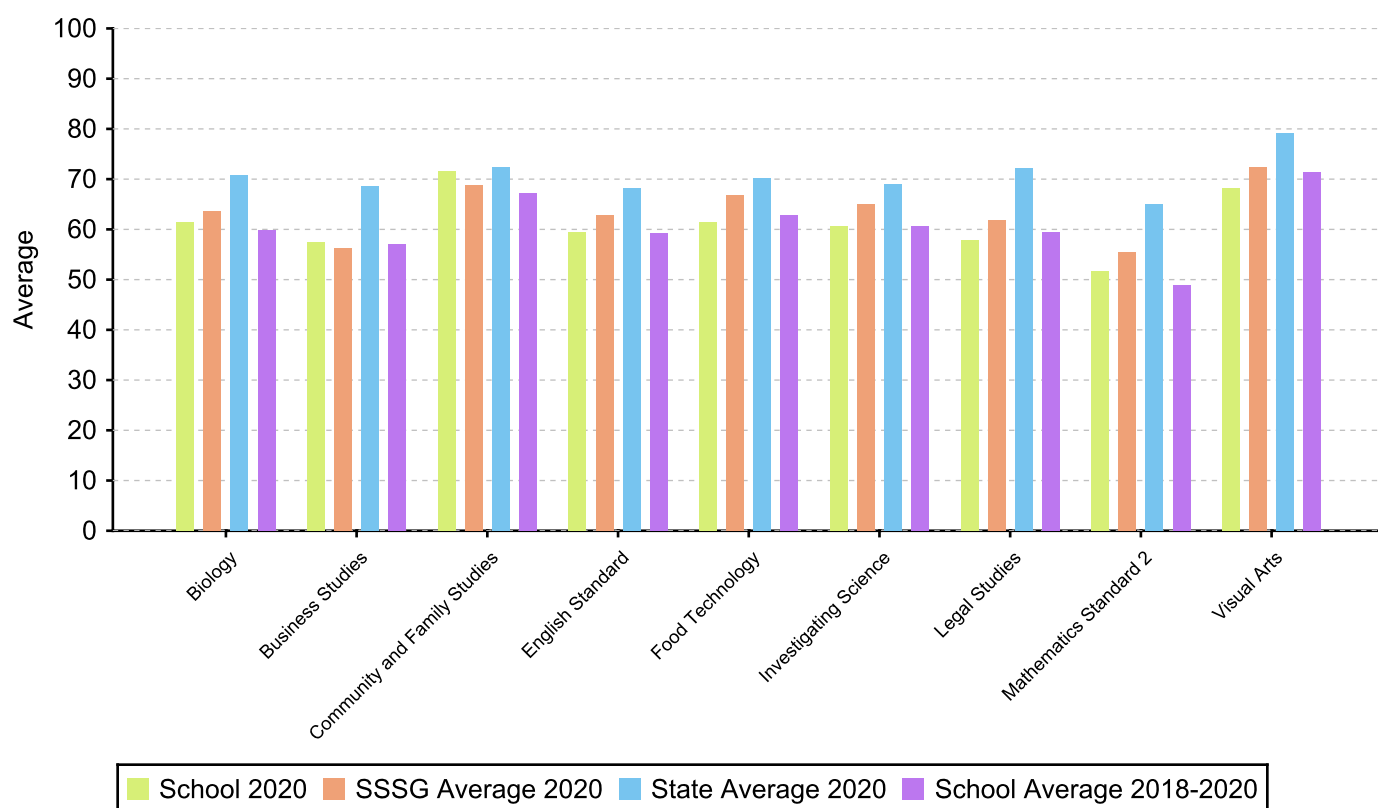
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

School performance - HSC

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

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



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	61.4	63.6	70.8	59.8
Business Studies	57.5	56.2	68.6	57.0
Community and Family Studies	71.6	68.8	72.4	67.2
English Standard	59.4	62.8	68.1	59.3
Food Technology	61.5	66.8	70.2	62.9
Investigating Science	60.7	64.9	69.0	60.7
Legal Studies	57.9	61.8	72.1	59.4
Mathematics Standard 2	51.6	55.4	64.9	49.0
Visual Arts	68.2	72.3	79.2	71.3

Parent/caregiver, student, teacher satisfaction

The school completed the Leading Evaluation, Evidence and Data (LEED) Project Situational Analysis Survey with 63 teachers staff completing all questions. The Centre for Education Statistics and Evaluation (CESE) survey was undertaken to inform the school's Situational Analysis and explored the following themes: High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Wellbeing and Collaboration.

The school also completed the What Works Best Teacher Survey developed by CESE to inform the Situational Analysis. All 63 Teachers completed the survey.

Two focus group surveys were conducted with staff. One focus group interviewed 10 Classroom Teachers and a second focus group interviewed 10 Head Teachers.

A parent survey was conducted in Term 4, 2020 and 25 parents responded to questions around learning, communication and wellbeing. Responses were used to inform the Situational Analysis.

Regular "Town Hall" style meetings are held with students from the Student Representative Council, the Prefect Body and the School Captains and Vice Captains. All students in the school are also invited to attend the meeting and asked questions and hear the latest school news and information. The Principal and other Executive speak and answer questions. Information taken from the Town Hall in Semester 2 helped to inform the Situational Analysis.

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.