

# 2020 Annual Report

## Thomas Reddall High School



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## Introduction

The Annual Report for 2020 is provided to the community of Thomas Reddall 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

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## School vision

Thomas Reddall High School is committed to fostering a learning community that builds confidence in all students to achieve their personal best within a culture of high expectations and quality teaching practices. Through a safe and stimulating learning environment, students and staff are able to connect, succeed and thrive.

## School context

Thomas Reddall High School is a comprehensive secondary school based in the Campbelltown local area. It has an enrolment of 546 students, including 10% from an Aboriginal and/or Torres Strait Islander background and 39% from a language background other than English. The school receives equity funding to support students from low socio-economic communities. A six class Support Unit caters for the needs of students with autism as well as mild intellectual and physical disabilities. Students have access to a broad curriculum, including access to VET (Vocational Education and Training) courses in the senior school. For more information on our school, please visit: <http://www.thomasreddall.schools.nsw.gov.au>



## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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



## Strategic Direction 1

Excellence in teaching and learning

### Purpose

To create a culture of high expectations that focuses on the delivery of quality teaching and learning that develops student confidence, capacity and improved performance in literacy and numeracy.

### Improvement Measures

Increase the proportion of students in the top two NAPLAN bands for reading and numeracy in Years 7 and 9.

Increase the number of students achieving at or above National Minimum Standards in Literacy and Numeracy in Years 7 and 9.

Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

100% of Stage 4 programs have formative assessment embedded as part of the teaching and learning cycle.

Increase the proportion of students demonstrating the skills of collaboration, communication, creativity and critical thinking through engagement in project based learning.

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy

Implement a teacher professional learning program that centres on developing quality teaching practices in literacy, numeracy and project based learning.

Implement and embed a whole school approach to literacy, numeracy and future focused learning.

Staff share literacy and numeracy strategies that have had a positive impact on student understanding, growth and development.

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy team leaders participated in training in the use of SCOUT. This training was then extended to the Literacy and Numeracy strategic direction teams. As a result, there has been an increased number of staff accessing SCOUT data and the team members were able to support other staff to analyse data in preparation of the 2021-2024 Strategic Improvement Plan.</p> <p>Similarly, the teams undertook professional learning in the literacy and numeracy progressions so that they can work collectively to identify student achievement against the progressions. Unfortunately, some of this work was placed on hold due to the COVID pandemic.</p> <p>As NAPLAN was not conducted in 2020 due to COVID, it is not possible to assess the performance of students using this data. However, internal evaluations have demonstrated that there has been success in the implementation of literacy and numeracy groups supporting students who have not met minimum standards with more than 90% of students meeting the standards prior to the completion of the HSC. Quicksmart students were very successful in the 2020 data. There were effect sizes showing growth in excess of 2-3 years of schooling across the four numerical operations and in problem solving. Year 9 students completed the Check-In assessment and Year 7 completed Best Start. This data is being used by Learning and Support and the Literacy and Numeracy teams to inform future planning.</p> <p>The teams continue to work across the KLAs to support delivery and evaluation of strategies to improve literacy and numeracy outcomes for students as part of the content delivery in each subject.</p>	<ul style="list-style-type: none"><li>• Additional staff member to support literacy and numeracy groups.</li><li>• Release for professional learning</li><li>• Planning time</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$130000.00)</li><li>• Professional learning (\$10000.00)</li></ul>

## Progress towards achieving improvement measures

### Process 2: Project Based Learning

Implement and embed a whole school approach to future focused learning.

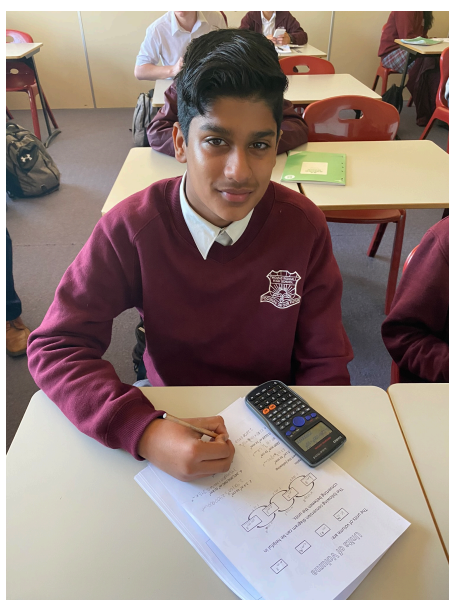
Implement and embed innovative teaching practices that focus on developing communication, collaboration, creativity and critical thinking skills.

Evaluation	Funds Expended (Resources)
<p>Professional learning was delivered by Edu STEM with a positive response from staff. However, due to COVID restrictions, a significant portion of PBL planning was delayed.</p> <p>The implementation of a Year 7 model was deemed successful by staff and students. In this model, students had one teacher for English and HSIE and one for Mathematics and Science. The reduction in teachers supported student and teacher relationships and increased opportunity for cross curricula learning.</p> <p>Staff undertook training in AVID - Advancement Via Individual Determination, in conjunction with Victoria University. The training focused on the pillars of AVID - Writing, Inquiry, Collaboration, Organisation and Reading. Implementation of those pillars will inform future planning in the PBL space.</p>	<ul style="list-style-type: none"> <li>• EduSTEM Workshop</li> <li>• Twilight</li> <li>• Release time for planning</li> <li>• Reduced load cost at equivalent of 0.2 teacher</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$5000.00)</li> <li>• Socio-economic background (\$22500.00)</li> </ul>

### Process 3: Assessment

Staff analyse data, implement high quality assessment practices, and provide effective feedback that fosters a growth mindset.

Evaluation	Funds Expended (Resources)
<p>Staff professional learning for staff to broaden the implementation of formative assessment strategies, and the use of learning intentions and success criteria continued through the Staff Google Classroom and via Zoom. A formative assessment register was trailed across the school by selected staff. Feedback was positive from staff who were able to implement the process. However, full pilot implementation was not able to occur due to COVID. This will be revisited in 2021.</p> <p>RoSA and HSC Compliance Monitoring folders were streamlined to make the administrative processes attached to assessment more streamlined, and all assessment policies were reviewed. The amended documents are to be rolled out in 2021.</p>	



## Strategic Direction 2

Building a positive school culture

### Purpose

To create a safe and inclusive environment that fosters positive and supportive relationships where all students and staff are known, valued and cared for.

### Improvement Measures

Increase students attendance across all year groups by 5%.

100% of staff developing and achieving the SMART goals outlined in their Performance and Development Plan.

Increase the proportion of students moving through the levels of the merit system.

Increase opportunities for staff and students to be involved in leadership experiences.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (TTFM).

### Progress towards achieving improvement measures

#### Process 1: Connect, Succeed and Thrive

A whole school PBL approach is reviewed and delivered; and is responsive to trends emerging from data to inform future teaching of skills.

Staff and students model, support and implement a whole school approach to wellbeing.

Evaluation	Funds Expended (Resources)
<p>The wellbeing team was unable to complete a number of planned face to face activities as a result of the restrictions implemented due to COVID. However, there was significant work completed by the team to support students, families and staff through the pandemic, and on the return of students to school. Positive contacts with families increased significantly during this time.</p> <p>Additionally, staff commenced training in the Berry Street Education Model and a pilot program was run within timetabled wellbeing lessons. This training will continue in 2021. Wellbeing continues to be a primary focus area.</p>	<p>Berry Street Educational Model Training</p> <p>Postcards</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$3000.00)</li><li>• Professional learning (\$5500.00)</li></ul>

#### Process 2: Leadership driving improvement

Student leadership development programs are reviewed, researched and developed for TRHS.

Staff use the Australian Professional Standard for Teachers to guide improvement and growth by moving to the next level of knowledge, practice and professional engagement. The focus is on using the Performance and Development Framework, Accreditation and Maintenance, Beginning Teacher Programs, and aligning professional learning to the needs of staff.

Evaluation	Funds Expended (Resources)
<p>There was a significant impact on face to face professional learning in 2020 due to COVID restrictions. However, there was an overall increase in access to online learning activities. This remote access made it possible for staff to engage in learning independently and the take up was strong.</p> <p>Whole staff professional learning continued via Zoom. This included work with Victoria University to train staff in AVID - Advancement by Individual Determination. This program is designed to increase student engagement</p>	<p>AVID</p> <p>Monitoring Folders</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$18000.00)</li></ul>

## Progress towards achieving improvement measures

and performance, focusing on the core elements of Writing, Inquiry, Collaboration, Organisation and Reading.

Additionally, all staff engaged in training on the Berry Street Education Model, and significant work was completed to increase data literacy and analysis skills and to increase student outcomes in the area of writing and numeracy. The responsibility for driving a large portion of training was distributed amongst staff, thus enhancing staff leadership capacity in this area.



RUOK day was supported by the student leadership and the wellbeing team.



### Strategic Direction 3

Fostering collaborative partnerships

#### Purpose

To promote community awareness of our school's successes and future directions by developing supportive and sustainable community partnerships.

#### Improvement Measures

Increased proportion of parents and community members or groups participating in school events.

Increase the number of links with community organisations to support learning.

Increase community support and feedback through the use of enhanced communication tools.

#### Progress towards achieving improvement measures

##### Process 1: Community of Schools Project

Draw on solid research to develop and implement high quality transition programs and CoS initiatives.

Evaluation	Funds Expended (Resources)
The restrictions imposed as a result of the COVID pandemic prevented cross school events. However, there was a continued effort to support student transition to High School. Community of School leaders shared information about transitioning students to support their commencement. With the easing of some restrictions, we were able to conduct partner primary school visits from student leaders and wellbeing staff. Orientation day was a very successful event. Students were able to participate on taster lessons and other activities. Feedback from this event was very positive.	Orientation Day Funding  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

##### Process 2: Engaging the Community

Implement a whole school approach to promote TRHS achievements and best practice that raises the profile of the school, builds student wellbeing and develops supportive and sustainable community partnerships.

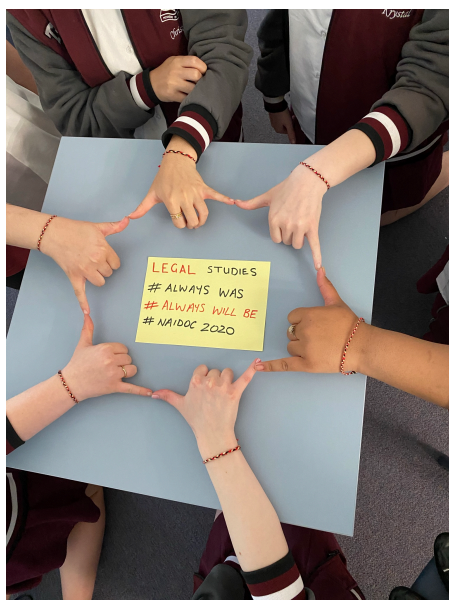
Evaluation	Funds Expended (Resources)
<p>Due to COVID restrictions, face to face engagement with parents and external agencies was a challenge. There was an intention to work closely with local businesses. However, given the impact of the pandemic on business, this was deferred.</p> <p>The school commenced the Educational Pathways Pilot Program to support student transition to the workplace and increase participation in school based apprenticeships and traineeships. The school continued a commitment to the delivery of VET courses and increased access to courses by supporting students to apply for eVET - external vocational education and training delivered on TAFE campuses.</p> <p>As a result, approximately 30 students obtained their white card. 35 students participated in TAFE YES+ courses, allowing them to explore TAFE options through taster lessons. 26 students participated in employment readiness workshops. 3 students successfully gained an SBAT (school based apprenticeship or traineeship) and a number of students were accepted in to eVET courses.</p>	Head Teacher Secondary Studies  Planning time  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$40000.00)</li></ul>



Our Captains, hosting the EPPP Business Breakfast.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal Education Coordinator 0.2 -</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$20 000.00)</li> </ul>	<p>Aboriginal Education continues to be a significant focus area for the school. There is a growing number of students who identify as Aboriginal and/or Torres Strait Islander, particularly in Stage 4. The delivery of Aboriginal perspectives across the curriculum areas and the provision of support for Aboriginal students is highly valued amongst staff.</p> <p>The Aboriginal Education Coordinator leads a team of staff who plan for the design and implementation of PLPs, coordinate special events, liaise with student services to support targeted students and provide support to staff in embedding Aboriginal perspectives in teaching and learning.</p> <p>In 2019, the school worked with Uncle Ivan Wellington and the Aboriginal Student Services team to design and build a Yarning Circle, which is located in a prominent position in the school. The Yarning Circle was constructed in 2020, it has been very well received and is regularly used for programs and as culturally appropriate learning space for classes.</p> <p>It is pleasing to note that Aboriginal student enrolments, attendance rates and academic performance has shown growth.</p>
<b>English language proficiency</b>	<p>ELP funding for additional teacher.</p> <p>Supplementary funding from socio-economic background.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$60 000.00)</li> <li>Socio-economic background (\$45 000.00)</li> </ul>	<p>English Language Proficiency was supported by an EAL/D teacher, and the employment of an additional temporary teacher to run daily withdrawal groups for targeted students. The analysis of baseline data identified areas of focus, and the program devised to deliver approaches to assist improvement in these areas.</p>
<b>Low level adjustment for disability</b>	<p>Additional Learning and Support Teacher.</p> <p>SLSOs to support learning..</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$99 000.00)</li> <li>Socio-economic background (\$122 000.00)</li> </ul>	<p>Funding was used to support the continued employment of SLSOs to support student learning for targeted students. In class support was continued to assist students to meet personal goals and achieve success with learning. An additional LaST was employed to further support the additional learning and support needs of our students.</p>
<b>Socio-economic background</b>	<p>Socio-economic background funding source.</p> <p>Additional staff hired - SLSO, SAO, classroom teachers and Head Teacher (higher duties cost).</p> <p>Literacy and numeracy</p>	<p>Socio-economic funding was utilised to employ additional staff as outlined in the strategic direction evaluations. In addition, funding was used to continue the engagement of contractors to refurbish classroom and outdoor facilities, including garden maintenance and repainting of internal and external spaces. The ongoing completion of this work is to maintain facilities</p>

<b>Socio-economic background</b>	<p>teacher cost.</p> <p>Employment cost for contractors.</p> <p>Professional learning and consultation release time costs.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$539 000.00)</li> </ul>	<p>and to improve the professional appearance of the school and create a learning space that is positive and aesthetically appealing to our students.</p>
<b>Support for beginning teachers</b>	<p>DP Term 1</p> <p>Senior Teacher Mentor</p> <p>HT Secondary Studies - accounted for in SD3</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$58 000.00)</li> </ul>	<p>In Term 1, support for beginning teachers was provided by a third Deputy Principal. Upon their permanent appointment to another position, the work was transferred to a Senior Teacher in the school and later, the Head Teacher Secondary Studies. These staff mentored beginning teachers through individual sessions, in class support and collaborative reflection on practise. The work of these leaders supported all of the school's beginning teachers to successfully complete their proficient accreditation.</p>



Year 12 Legal Studies students learning about the theme of NAIDOC Week 2020, Always Was, Always Will Be.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	266	272	269	284
Girls	276	239	211	211

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.4	88.3	87.5	88.3
8	86.6	83.1	84.6	87.1
9	84.8	80.1	85	85.4
10	77.3	79	74.9	81.1
11	77.9	72.9	81.1	81.1
12	86.3	85	84.2	89.5
All Years	83.8	81.1	82.4	85.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

### Management of non-attendance

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

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



## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	7.8	13
Employment	N/A	3.8	26
TAFE entry	12.5	3.8	11
University Entry	N/A	N/A	30
Other	87.5	84.6	9
Unknown	N/A	N/A	11

## Year 12 students undertaking vocational or trade training

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23.75% of Year 12 students at Thomas Reddall High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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90% of all Year 12 students at Thomas Reddall 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)	8
Classroom Teacher(s)	34
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.18
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.



Minister's Awards recognising staff excellence.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	612,379
<b>Revenue</b>	8,598,075
Appropriation	8,447,551
Sale of Goods and Services	106,138
Grants and contributions	42,894
Investment income	1,392
Other revenue	100
<b>Expenses</b>	-8,663,020
Employee related	-7,565,231
Operating expenses	-1,097,789
<b>Surplus / deficit for the year</b>	-64,946
<b>Closing Balance</b>	547,433

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	176,881
<b>Equity Total</b>	1,092,617
Equity - Aboriginal	49,718
Equity - Socio-economic	676,065
Equity - Language	55,443
Equity - Disability	311,392
<b>Base Total</b>	6,684,325
Base - Per Capita	126,356
Base - Location	0
Base - Other	6,557,969
<b>Other Total</b>	317,977
<b>Grand Total</b>	8,271,799

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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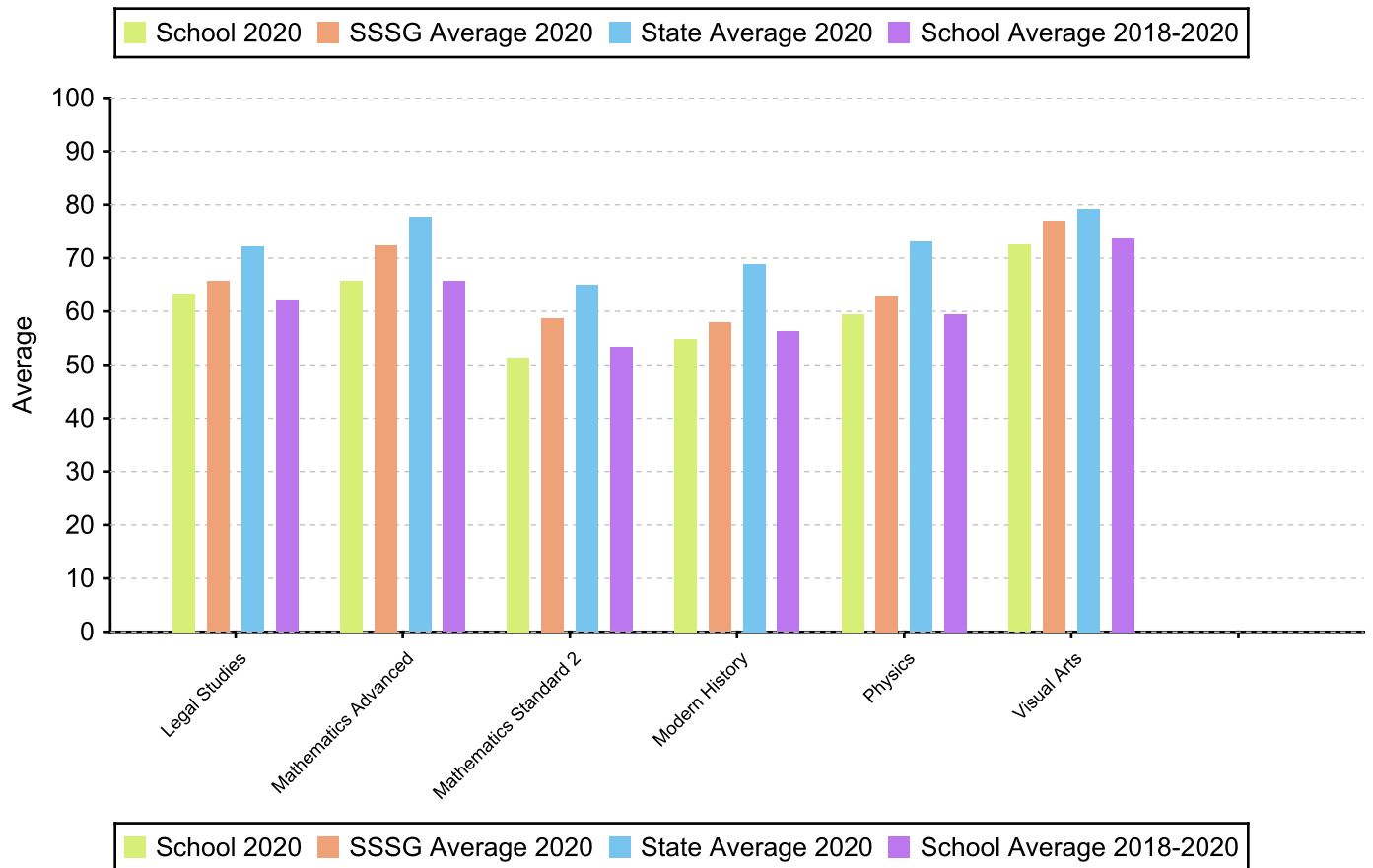
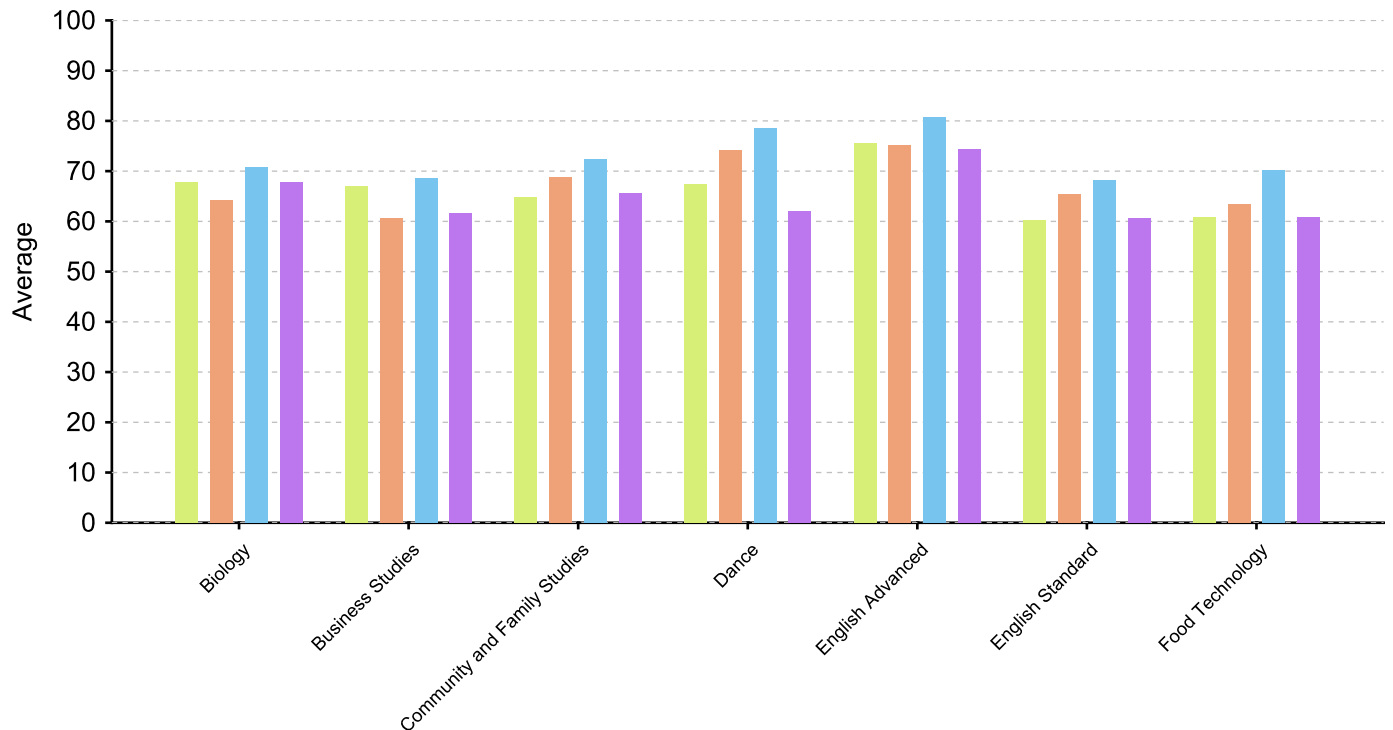
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	67.7	64.2	70.8	67.8
Business Studies	66.9	60.7	68.6	61.6
Community and Family Studies	64.9	68.8	72.4	65.5
Dance	67.4	74.1	78.6	62.0
English Advanced	75.5	75.2	80.8	74.4
English Standard	60.2	65.3	68.1	60.7
Food Technology	60.9	63.4	70.2	60.9
Legal Studies	63.3	65.7	72.1	62.1
Mathematics Advanced	65.7	72.4	77.7	65.7
Mathematics Standard 2	51.4	58.7	64.9	53.3
Modern History	54.9	57.9	68.9	56.3
Physics	59.5	63.0	73.0	59.5
Visual Arts	72.5	77.0	79.2	73.7



## Parent/caregiver, student, teacher satisfaction

Tell Them From Me survey data demonstrates that student advocacy at school was above NSW Government norm for Years 8 to 11. Positive teacher and student relationships was above the norm for all year groups. This was particularly evident in Year 9, 10 and 11 students.

Parent attendance to school events was impacted by COVID restrictions. However, engagement with social media posts grew significantly. The introduction of the parent portal had significant take up by parents. Feedback on these platforms is very positive overall. We look to engage more often with parents in 2021 events and during planning and decision making.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

