

2020 Annual Report

Quakers Hill High School



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Introduction

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

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

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Message from the principal

2020 was a year like no other; at Quakers Hill High School and across the entire world. Dominated in large part by the Covid 19 pandemic, schools saw themselves partially shutting down during the latter part of Term 1 until half way through Term 2. This type of action was unlike anything we had ever seen before. It is essential to recognise however, that despite these tumultuous times, learning remained the focus of everything that occurred. As the vast majority of students commenced home learning, teachers and support staff rushed to adapt their work so that our core business could continue without interruption.

Considering the pace of change that was forced upon us, I feel that Quakers Hill High School did remarkably well in rising to the challenge. For this I thank and recognise the students, staff, school executive and our Deputy Principals. Of course, there were some silver linings to the Covid clouds. The enhanced use of digital technologies has placed us well as we introduce our Bring Your Own Device initiative in 2021 to Years 7, 9 and 11. We also had an opportunity to preview a range of digital resources for our prospective Year 11 students at little to no cost. Perhaps the most important lesson, or really reminder, from the Covid period was exactly how strong the Quakers Hill High School community is. Students, staff, parents and community members worked hard together and supported each other to provide as much "normality" and human interaction as possible at time that tested us all.

Despite the massive challenges heaped upon us, Quakers Hill High School continued to make excellent progress towards the reintroduction of our senior school, via the Nirimba Collegiate Recalibration project. The teaching and executive staff acted swiftly to adjust plans and create a series of digital resources and events to ensure that students were given the best possible information on what Quakers Hill High School could offer students in the senior school. This, combined with collegiate wide handbooks and interviews meant that our prospective Year 11 students were immersed in high quality information to assist in making decisions about the next and final stage of their schooling. A massive range of tasks, from the selection of senior uniform, the authorship of a range of documents related to assessment and being a SMART student in the senior school and other policies all came together. Whilst this work is hard and painstaking, it is also imbued with the excitement we all felt about this next stage.

On the co-curricular front, a small but mighty group of Duke of Edinburgh Awards students attempted a Bronze level hike as soon as the Covid 19 restrictions were lifted. Led by Ms Lawson Cohen and Mr Tomlinson, the group successfully completed sections of the Great North Walk between Wondabyne and Patonga. Whilst our sporting seasons were greatly curtailed, there were a number of sporting awards, including Swimming and Cross Country carnival awards, presented at our Service to School and Sports Assembly.

I would like to thank and recognise the students of Quakers Hill High School, who "got on with the job" in 2020 despite the obstacles. In particular, Year 7 students who just when they were getting used to their new high school surroundings, were suddenly learning from home in a way never seen before. All students similarly had a contracted set of opportunities throughout the year thanks to widespread cancellations of regular curricular and co curricular events, but made the best of what was on offer.

Our P&C team was led by President, Ms Kerry Ellis, in 2020. I would like to thank Kerry and her team for their tireless

support and advocacy of our great school. The staff and students greatly appreciate your efforts.

Thank you to the staff and school executive of Quakers Hill High School, who so consistently pulled rabbits out of hats when it came to meeting the challenges of 2020.

Message from the school community

2020 concluded with mixed emotions for many of us regarding the year's events. Given the challenges this year posed, the P&C held the majority of their meetings via Zoom. It is the intent to continue Zoom meetings bi monthly in 2021 unless Covid 19 restrictions dictate otherwise. We were very happy to welcome new members, in the last few months who have reported enjoying being part of the group. We are always looking forward to any new members wishing to join us in a relaxed, welcoming environment. For anyone who would like to attend a meeting as a non member, that is quite ok too. In 2020, our participation in funding school projects was relaxed due to Covid 19 restrictions. The primary, and at this stage only source of fundraising for the school is via the uniform shop. A percentage of all sales goes towards fundraising for the school. Next year we will discuss proposals for resources the school requires assistance with.

Our P&C group were pleased to have in attendance our Principal, Mr Skehan, at all meetings to field questions and provide updates on events and changes happening at the school. We were also grateful to have our Deputy Principals Mrs Maricic and Mrs Mahon who happily provided updates on topics such as but not limited to; the Year 10 end of year activities, Bring Your Own Device initiative and the Nirimba Collegiate Recalibration. The P&C are very grateful for the attendance and updates the school provides each meeting in an open and welcoming environment, whilst also welcoming questions and discussion. The P&C addressed the last school executive meeting for 2020 to thank the executive team for their efforts during a challenging and hectic year. This message was passed on to all staff members on our behalf.

Kerry Ellis

Quakers Hill High School P&C President

Message from the students

Over the last year the school has prepared for a change to being a Years 7 to 12 school. We students had to change to learning online. For many students this was a challenge as we learnt to use Zoom and Google classroom. Where we previously had the choice to use Google classroom to submit assignments, this changed to the best way to submit work each day. We completed exams online and our work online. For some students we found we got the work done faster. Once we returned to school our focus was still on our lessons and the support we got from our teachers in order to keep up. Although we missed some activities we were happy when sport returned and we had year assemblies. We were asked about what we thought about the changes happening in the school. We made decisions around our senior uniform, subject selection, expectations of seniors and how the student leadership would change with the new Year 11 in the school in 2021.

Year 11 Society and Culture students, 2021.

School vision

QHHS meets the educational and welfare needs of students in a Stage 4/5 environment, encouraging all students to become lifelong learners and active, connected citizens. The school provides a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. We are committed to embedding literacy, numeracy and technology into all aspects of professional practice. We develop the 'whole child' via our focus on sport, physical activity, creative and performing arts and student leadership. Tailoring the curriculum to meet student needs is a priority with a focus on high potential and gifted education initiatives. We facilitate seamless transitions into and out of Quakers Hill HS via strong links to partner primary schools and Wyndham College.

School context

Quakers Hill HS is a public co-educational 7-10 high school situated in the north-west of Sydney. The school has 845 students and is one of the largest 7-10 campuses in NSW. It is one of four schools forming the Nirimba Collegiate Group with over 74 teaching staff and 15 support staff. Quakers Hill HS has a vibrant and enthusiastic staff who work collaboratively with the school community to provide a quality learning environment. The student population comprises 37% from a language background other than English with over 50 Indigenous students. A Support Unit which comprises of 2 Autism Spectrum Disorder (ASD) classes and 2 multicategorical classes are an integral element of our school 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

Life Long Learners, Connected Citizens

Purpose

To provide a diverse and comprehensive future focused curriculum responsive to the needs and aspirations of students within a well-resourced environment where all learning is underpinned by the development of critical literacy, numeracy and technology skills with a focus on continuously improving performance.

Improvement Measures

- The QHHS 21st Century 12 Transferrable Skills are explicit in all teaching and learning programs.
- Problem solving skills embedded in all KLA's with increased opportunities for inquiry-based learning
- 80% students achieving 'at expected growth or above' in NAPLAN performance in reading/numeracy (2019)

Progress towards achieving improvement measures

Process 1: Needs Based/Responsive Curriculum

- Year 7 Future Focused Learning Course
- Cross-KLA integrated units from Years 7 - 9
- Focus on problem solving skills in all KLA's with increased opportunities for inquiry-based learning
- Investigation of re-organisation of period structure to provide opportunities for deeper learning
- Increased range of subject choices tailored to student interest and engagement

Evaluation	Funds Expended (Resources)
In 2020, Quakers Hill High School offered a diverse curriculum that was responsive to student need. The onset of learning from home in the first semester demonstrated the inherent flexibility of both the curriculum and pedagogy. Planning processes for Stage 6 focused heavily on catering for diverse student need in the senior school and the formulation of quality teaching and assessment strategies that provide a high challenge, high support learning environment.	RAM Equity Teacher Professional Learning

- #### Process 2:
- Literacy/ Numeracy/ SMART expectations roll call lessons to explicitly
 - Maintain focus writing through TEEL/ALARM
 - Assessment as learning, goal setting, report reflection and peer feedback
 - High Challenge/ High Support Frameworks
 - Second stage implementation of Newman's Error Analysis
 - Success Criteria and Success for Learning
 - Research 'I can statements' in Literacy/ Numeracy
 - Targetted BIU roll calls

Evaluation	Funds Expended (Resources)
In 2020 a program of targeted roll call lessons addressed specific needs for our students. Led by the Head Teachers of Literacy and Numeracy, specific skills were implemented using real world examples. The deep analysis of data enables the school to target areas of need as well as providing support	RAM Equity Head Teacher Literacy and Numeracy

Progress towards achieving improvement measures

for staff through high impact professional learning. This included the continued use of Newman's analysis in classes across the school.

Students were involved in goal setting through a series of small group and individual interviews. Students were supported through a period of online learning with the provision of computers to use at home, online learning platforms to provide immediate feedback on learning and the mass development of online classroom and lessons by school staff in order to ensure the continuity of high quality learning experiences for students.

A school focus on improving assessment further embedded success criteria building on work in the previous years. Improvements were made across the school in elaborating on what success looks like as assessment was reviewed and refined through faculty collaboration. The school continued to strengthen the use of TEEL and ALARM in building student responses in formal and informal assessments. Peer feedback has continued to grow as part of everyday practice. This is an area for growth for the future.

Teacher Professional Learning

Strategic Direction 2

Collective Purpose, Productive Pedagogies

Purpose

To inspire each staff member to engage in actively building their mastery of teaching through closer professional reflection with a particular focus on the Professional Standards as a reference point for whole school reflection. For all staff to have the highest expectations of themselves and the students that we teach.

Improvement Measures

Classroom observations and PDP's demonstrate alignment between individual classrooms and whole school strategic directions

100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.

Learning and Development to be assessed by internal review as excelling.

Progress towards achieving improvement measures

- Process 1:**
- Higher Order Thinking (HOT) hours
 - Pilot Marking
 - Exemplar Development
 - Peer to Peer Observation and Coaching
 - Inquiry based Learning
 - Integrated Unit Development
 - Quality Assessment Coding
 - Program Evaluation
 - Student Assessment Evaluations
 - Staff Surveys
 - Faculty TPL
 - Twilight Sessions
 - Growth Coaching
 - Technology Group Sessions
 - External TPL
 - Nirimba Learning Community Sessions
 - AITSL standards
 - SEF standards
 - Beginning Teacher Days
 - Induction Programs

Evaluation

**Funds Expended
(Resources)**

Progress towards achieving improvement measures

Teaching staff were engaged in a broad suite of professional learning activities to support the development of Stage 6 programs, the construction of high quality assessment tasks and school procedures to support our incoming Stage 6 cohort. Staff were supported to build their numeracy and literacy teaching skills in line with students' needs, as identified from school data. Staff across faculties developed sets of exemplar task responses in order to demonstrate to student success and the steps to developing writing skills. Staff were involved in assessment coding, building on initiatives from previous years.

- Process 2:**
- A whole- school approach to wellbeing focused on positive recognition of staff contribution
 - Promotion of regular social and sporting activities to promote health and wellbeing.

Evaluation

Funds Expended (Resources)

The perspectives of students, staff and community contributed significantly to establishing a Years 7 to 12 school culture. The work of staff teams in reviewing school culture, assessment, student support systems, timetabling and curriculum was similarly vital in policy development as the recalibration progressed. Multiple events such as parent information evenings and subject selection events, that were adapted to ensure compliance with Covid 19 restrictions, complemented this. The growth of staff knowledge and confidence in relation to Stage 6 was evident at the end of 2020.

Teacher Professional Learning
HT Recalibration

Strategic Direction 3

Strong Partnerships, Community Commitment

Purpose

To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focused on collaboration, communication, excellence and the overall improvement of student learning outcomes.

Improvement Measures

Development of a student devised School Excellence Framework

All forms of school communication are used to build stronger community connections.

Student led internal validation of whole school initiatives and KLA's underpins school evaluation.

Progress towards achieving improvement measures

Process 1: *Community Communication Project*

- * CENTRAL parents portal
- * ATSI radio program
- * AECG School representative group and newsletter
- * Extended use of online communication platforms

Evaluation	Funds Expended (Resources)
The Nirimba Collegiate Recalibration process at Quakers Hill High School took careful note of student and community sentiment at each stage. Planned events had to be substantially altered or reformatted due to the onset of Covid 19 and associated restrictions. A parent information evening was held via the Zoom platform in order to provide parents and students additional opportunities to ask questions of a subject specific or school wide nature. Whilst the attendance at the Zoom session was lower than what would likely be at an in person night, parents and carers who attended expressed gratitude for the opportunity. Further opportunity for parent and carer interaction with the recalibration process was provided at the subject interviews which took place to confirm course selections for Year 11 2021.	HT Recalibration

Process 2: *Student voice*

- * Student Devised School Excellence Framework
- * Internal Validation Student Review: KLA/Initiative
- * SMART Student Voices team

Evaluation	Funds Expended (Resources)
Flexible learning structures that were necessarily enacted during the period of the state wide partial shut down of schools were evaluated by teaching and executive staff. These structures formed part of the planning for the further integration of technology into teaching and learning through a Bring Your Own Device (BYOD) policy. Staff expertise in the use of learning management systems such as Google Classroom were enhanced during the working from home period and as such, will be utilised in the future BYOD environment.	RAM funding HT Recalibration

Progress towards achieving improvement measures

Students were consulted significantly throughout the process of the Nirimba Collegiate Recalibration. Wherever possible, Year 11 curriculum choices were supported by the school through the use of school funds to bolster staffing. This enabled the school to offer a range of choices to students despite the initial cohort size not generating an equivalent increase in staffing entitlement.

Students were consulted extensively in the formulation of senior uniform options. As such, uniform items were designed, ordered and made available in time for the commencement of school in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officers Executive support via HT Administration Concessional periods allocated to teaching staff	Aboriginal and Torres Strait Islander cultures are celebrated widely at Quakers Hill High School. The Aboriginal Education Officer provides broad learning, goal setting and wellbeing support to students. The Quakers Connecting Communities Program provides vital opportunities for cultural enrichment and connection.
English language proficiency	EALD staffing RAM Equity	Students with English as an additional language or dialect receive assistance across the curriculum from a designated teacher, in line with the SBAR allocation. Their progress is closely monitored and reported on in line with departmental requirements.
Low level adjustment for disability	LaST staffing RAM Equity - low level adjustment for disabilities Integration Funding Support	Students with disabilities are known and supported in accessing the curriculum at Quakers Hill High School. Structures to support these students are flexible and cater to individual needs.
Socio-economic background	Learning and Support Staffing RAM Equity funding	Learning and Support Teacher staffing was again augmented by an additional 1.5 FTE staff in order to provide effective academic and engagement support to students. This allowed for one LaST for every year group. Students successfully accessed in class and withdrawal support in order to address gaps in their learning and when interpreting the requirements of independent class and assessment tasks. LaSTs were able to provide meaningful updates to student learning plans and ensure they were communicated to teachers. RAM equity funding was utilised to employ an additional Student Learning Support Officer in 2020. This enabled the school to provide in class assistance to targeted students in the areas such as literacy and numeracy.
Support for beginning teachers	RAM funding - Beginning Teachers	Beginning teachers are supported through the provision of additional release time and teacher professional learning through the additional departmental funding provided.
Bump it Up Literacy	RAM Equity	Students represented in the top three bands of NAPLAN increase in line with school and Departmental targets for literacy. In the Year 7 Progressive Assessment Test 53% of students were placed in the top 3 bands of Progressive Assessment Reading. In the Progressive Assessment- Reading 61% of student were in the top 3 Bands. In the Check in Assessment 51 students gained a result over 80% in Reading.
Bump it Up Numeracy	Numeracy Team budget	Student progress was assessed in school wide assessment held during pastoral care pre and post dedicated lessons. In the absence of NAPLAN Progressive Assessment and Check in data was used to monitor student progress throughout the year. In the Progressive assessment 38% of Year 7

Bump it Up Numeracy	Numeracy Team budget	students achieved results in the highest 3 bands. In the Year 9 Check in assessment 84 out of 181 students achieved the highest 3 bands and 33% of students achieved the highest 3 bands in Numeracy Progressive Assessment.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	525	475	432	416
Girls	464	483	434	417

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.9	92.4	92.5	94.3
8	92.8	90.2	88.6	92.2
9	88.9	90	87.3	89
10	90	86.1	87.8	89.1
All Years	91.3	89.6	89	91.2
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
All Years	89.9	88.7	88.2	89.8

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	1	0	0
Employment	3	0	0
TAFE entry	3	0	0
University Entry	N/A	0	0
Other	1	0	0
Unknown	1	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Quakers Hill High School undertook vocational education and training in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	42.14
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.48
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	1,804,672
Revenue	10,581,268
Appropriation	10,345,651
Sale of Goods and Services	41,405
Grants and contributions	189,946
Investment income	3,940
Other revenue	325
Expenses	-10,901,578
Employee related	-10,059,892
Operating expenses	-841,686
Surplus / deficit for the year	-320,310
Closing Balance	1,484,362

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	139,323
Equity Total	809,236
Equity - Aboriginal	42,229
Equity - Socio-economic	312,796
Equity - Language	46,416
Equity - Disability	407,796
Base Total	8,299,575
Base - Per Capita	213,861
Base - Location	0
Base - Other	8,085,714
Other Total	958,277
Grand Total	10,206,411

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.

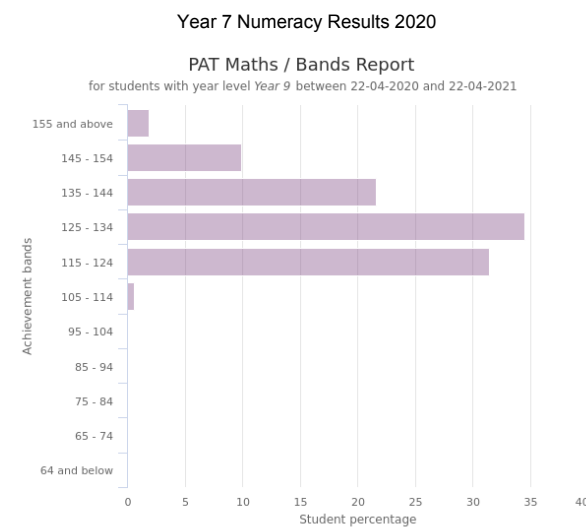
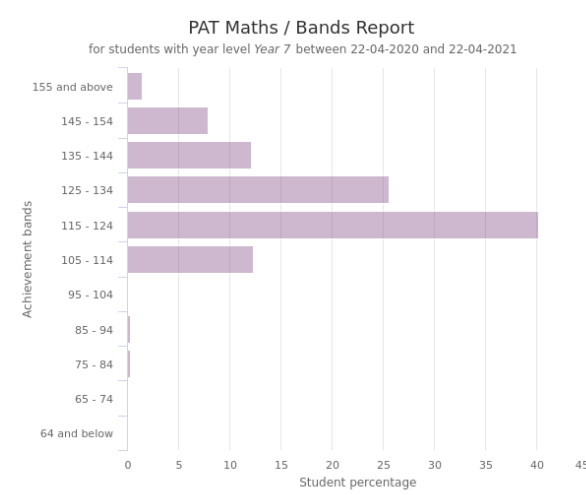
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

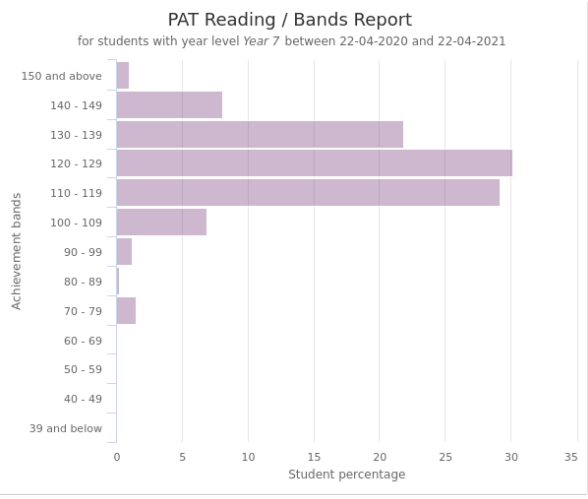
2020 NAPLAN

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.

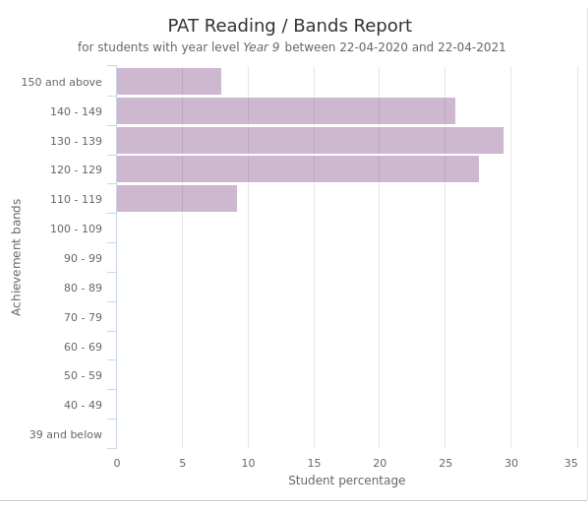
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

In 2020 the school participated in Best Start, HSC Minimum Standards, Check In Assessment and Progressive Assessment for Years 7 to 10 in order to monitor student progress in the absence of NAPLAN. The Check In Assessment resulted in additional professional learning for most staff as they extended their understanding of data analysis. These results informed planning during 2020, leading the development of specific and targeted literacy and numeracy strategies.





Year 7 Reading Results 2020



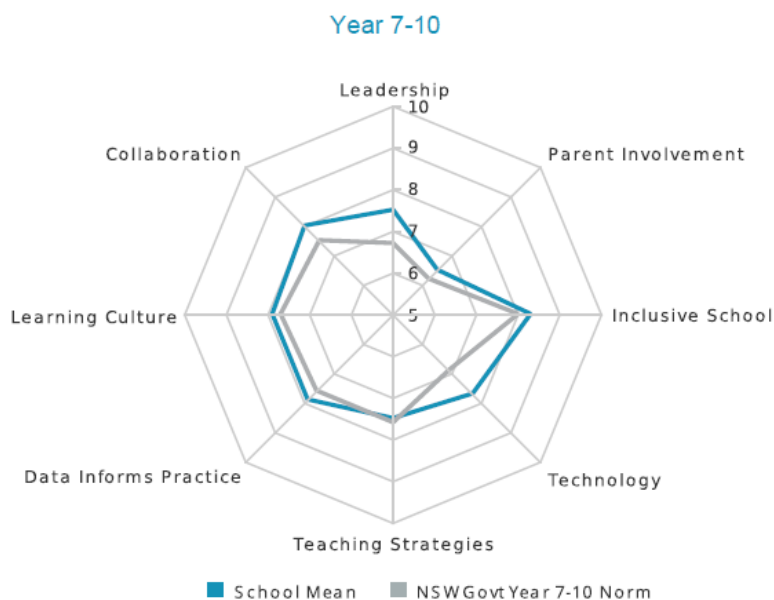
Year 9 Reading Results 2020

Parent/caregiver, student, teacher satisfaction

Quakers Hill High participated in the Tell them from me (TTFM) students survey twice in 2020. The student survey demonstrated that 61% felt that learning time was used effectively compared to 62% for the NSW Government mean. 52% felt that lessons were relevant compared to 58% for the NSW Government mean. 57% felt that there were positive teacher-student relationship compared to 56% for the NSW Government mean. 57% felt there was a positive learning climate compared to 56% for the NSW Government mean. 68% felt there was a high expectation for success compared to 69% for the N.S.W Government mean. These results include a larger number of Year 9 students than the earlier survey.

In the initial Tell Them From Me survey 80% of students stated they felt they had positive relationships. In the later survey this had risen to 82%. 62% of students felt that learning time was used effectively and 58% believed that lessons were relevant, which is in line with the state average. This was replicated in their belief around explicit feedback with 63% as the school mean and the state average. 61% believed there were positive students relationships with the largest gap between the state average and school mean being Year 10 with 61% of our students compared to 54% as the state average.

75% of teacher felt that leadership was strong compared to the state mean of 71%. 79% felt that data informed practice compared to 78% for the state mean. 77% of teachers felt technology was a strength compared to 67% state mean. In the area of planned learning opportunities and feedback we exceeded the state average with 87% of staff stating that they believe they work with leaders who create a safe and orderly school environment. 89% of staff felt that school leaders are leading improvement and change and 82% felt that communication of the strategic vision was clear.



2020 Tell Them From Me teacher survey

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.