

2021 Annual Report

Castle Hill High School



8382

Introduction

The Annual Report for 2021 is provided to the community of Castle 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 Strategic Improvement 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

Castle Hill High School
Castle St
Castle Hill, 2154
www.castlehill-h.schools.nsw.edu.au
castlehill-h.school@det.nsw.edu.au
9634 4199

Message from the principal

I am absolutely honoured to be the Principal of Castle Hill High School.

Castle Hill High School is a unique and special place that gives all students the greatest opportunity to succeed both academically and holistically. The school is renowned for its strong academic and HSC performance, as well as its creative and performing arts and sporting achievements.

As a school we work hard to continue the legacy of success already apparent by building strong relationships with parents, students, staff, and community partners. Together we focus on building the academic, social, and emotional growth of every student in every classroom, providing the best opportunities to prepare them for the future world ahead of them.

We are all on a continual path of learning. Castle Hill High School staff continue to build their capacity and enhance their skills to support high quality teaching and learning through high impact professional learning. Student and staff wellbeing are of the highest priority, and we promote an environment where all members of the school community are treated with fairness and respect.

As being relatively new as Principal of the school, I welcome your input. Please contact our school to discuss suggestions or ideas that would positively impact on our school.

Kind regards,

Georgina Fleming

PRINCIPAL

School vision

Castle Hill High School wants to challenge minds and build character. Underpinning this mission are two imperative values that the school agrees are essential for the realisation of this quest: respect and excellence. We believe that positive, respectful relationships are essential for learning and productivity. To strive for excellence in an environment that is safe, caring and ambitious, is key.

The school has used the Department's policies, the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 and School Excellence Policy in developing a shared vision with the school community to focus on strengthen the academic excellence through the three key domains of learning, teaching and leading.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2021 the school had 131 teaching staff and 2040 students, 55% of whom are from a non-English speaking background, including a reduced number of international students due to COVID. The school has an outstanding reputation for its pursuit in building teacher capacity, its innovative programs to enhance academic performance and its culture founded on professional, collaborative, respectful relationships. Learning for teachers and students is an absolute priority in order to "Challenge Minds and Build Character".

The school has excellent links with an informed community, a mutual commitment that is highly valued.

The curriculum is vast and extracurricular activities are abundant providing choice, challenge and interest for students. Creative and Performing Arts and Sport complement an academic focus where HSC results are very strong. The school is committed to implementing both current and future policies on High Potential and Gifted, Behaviour Management and any new Curricula to be released.

The school wants to maintain and improve it's academic performance through rigorous, challenging work for students. Programs to build character will focus on resilience, ethics and building positive relationships. The school continues to be committed to Glasser's Choice Theory, Reality Therapy to ensure the development of positive relationships by training new staff and running refresher courses as this underpins our school culture. Interest groups and individualised programs which recognise and celebrate differences and inclusivity must continue to evolve.

Improving teacher capacity through targeted professional learning will impact directly on student achievement to ensure a strong academic focus cited by parents and teachers as a priority. By building professional learning hubs to focus on the following areas; Literacy - Junior Writing, ALARM, Band 5 into 6, High Potential and Gifted, Wellbeing and Evidence based engagement strategies to uplift outcomes for Year 7 - 10 students throughout the next 4 years, we expect to build teacher capacity which will have a direct impact on student learning. Each learning hub will focus on analysing data to identify areas for growth, embedding explicit teaching strategies through collaborative practice. and evaluating the impact on student progress. Using the PDP process and the Quality Teaching Rounds to allow teachers to identify the areas which would be most beneficial to improve their practice.

The school maintains its support to Aboriginal students by providing individual mentors, extra support or tuition as required as well as providing opportunities to be involved in programs such as AIME.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

Purpose

Our purpose is to target student programs in the junior and senior school that make a difference to numeracy, literacy and HSC results, with a particular emphasis on writing. We want to "challenge minds" with work that stretches and supports all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted, differentiated and individualised learning - Improve and strengthen the targeted programs for Foundations and EALD students, HP&G students and HSC students

Resources allocated to this strategic direction

Low level adjustment for disability: \$217,925.54

Summary of progress

Castle Hill High School continued to implement whole school initiatives through both to face to face learning and remote learning. Students were engaged through remote learning with courses that focused on strengthening literacy and numeracy across all key learning areas. EALD students and other identified students continued to be supported through a variety of ways including the Foundations of English course, small group interventions and specialised individual support. Engagement of students through a HP&G interest project was successful with students electing to participate in a project based learning initiative. Teachers participated in high impact professional learning strengthening their capacity to provide differentiated teaching and learning in the classroom. HSC students were encouraged to continue to engage with courses and learning throughout the year with additional support available throughout remote learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Higher School Certificate results improve from previous year including an increase in the number of BAND 6 results.	23.4% of HSC students achieved a Band 6 result indicating progress yet to be seen towards target.
HSC students have developed an understanding of ALARM and can effectively deconstruct a Band 6 response.	Ongoing professional learning focusing on ALARM occurred during Semester 1 through professional learning hubs with it scheduled to remain a focus throughout 2022. This will continue to positively impact on HSC student's ability to deconstruct a Band 6 response.
Results for EALD students are equivalent to or exceed the progress and achievement of all students in the school.	EALD students achieved an average HSC score of 71.17 indicating progress yet to be seen when compared to the total average school HSC score.
Literacy results for Foundations students exceed their entry level by 2 years in 12 months, using internal measures.	<p>In 2021, 37 students were retained in Foundations of English for the duration of the learning program. An additional 11 students were identified and supported in an English class for students with English as their Second Language (EAL/D).</p> <p>Students were pre and post tested using the PAT Reading Test 6 and PAT Vocabulary Test 2. These results were compared and analysed, showing an average effect size of 1.6 and 0.9 in reading comprehension and vocabulary respectively, for students in the Foundations of English program. Students in the targeted EALD class achieved an average effect size of 1.3 and 0.52 for reading comprehension and vocabulary respectively. A comparison</p>

Literacy results for Foundations students exceed their entry level by 2 years in 12 months, using internal measures.	group of students, not engaged in the Foundations or EALD program, achieved an effect size of 0.5 and 0.64 for reading comprehension and vocabulary respectively. Note an effect size of 0.4 typically represents a year's growth in learning.
<p>The baseline in the top two bands for reading in NAPLAN has been uplifted by 1.2% demonstrates progress towards lower bound target.</p> <p>The baseline in the top two bands for numeracy in NAPLAN has been uplifted by 6% demonstrates progress towards lower bound target.</p>	37.35% of students achieved in the top two bands in reading indicating progress yet to be seen towards lower bound target. 51.74% of students achieved in the top two bands demonstrating an uplift of 7.06%.
<p>The proportion of students achieving expected growth in NAPLAN reading has been increased by 4% from system-negotiated target lower bound target.</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy has been increased by 15% from system-negotiated target lower bound target.</p>	62.14% of students achieved expected growth in NAPLAN reading indicating progress yet to be seen towards lower bound target. 57.89% of students achieved expected growth numeracy demonstrating an uplift of 8.94%.
Increase the percentage of HSC course results in top two bands by 5%.	44.22% of students achieved in the top two bands in the HSC indicating progress yet to be seen towards targets.

Strategic Direction 2: Strengthened Teacher Capacity

Purpose

Our purpose is to target professional learning that assists teachers in improving the application of pedagogy so that students grow and attain their best. We want teachers to collaboratively work in teams, learning from experts within and outside of the school, sharing and implementing best-practice strategies with an emphasis on high expectations, explicit teaching and feedback.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice that makes a difference to students

Resources allocated to this strategic direction

Professional learning: \$5,000.00
: \$21,000.00

Summary of progress

Remote learning presented teachers with opportunities to enhance their capacity to provide teaching and learning remotely via the use of CANVAS and other mediums. Additionally teachers engaged in professional development that enabled them to use CANVAS to differentiate learning for students effectively and find innovative strategies to continue to assess and provide feedback to students on their learning. As a strategic strategy to build the capacity of teachers responsiveness to classroom management, a review and refresh of the use of Behaviour Management protocols in 4Rs commenced in Semester 1 with progress to continue throughout 2022. Professional learning in regards to the implementation of strategies to support the learning of high potential and gifted students begun in Semester 1 with professional learning hubs providing a platform for scheduled delivery in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
20% of teachers volunteer for Quality Teaching Rounds and all demonstrate high quality skills in intellectual quality, applying them critically in the classroom.	Formulation of Quality Teaching Rounds began in Semester 1 with scheduled implementation throughout 2022..
Teachers provide feedback through surveys that demonstrate the professional learning has had a high impact on evidence-based engagement to uplift outcomes for Year 7 - 10 students.	Feedback from teachers indicate that they are encouraged to engage in professional learning to build their capacity with this positively impacting on student outcomes. This has resulted in average NAPLAN scores being significantly above state average.
Feedback from Teachers via surveys show that they understand and use the Behaviour Management protocols to manage students. The number of behaviour Sentral entries have reduced by 2.5%.	Professional learning in Behaviour Management protocols in 4Rs commenced in Semester 1 with progress to continue throughout 2022. Data analysis of Sentral entries is scheduled to be completed throughout 2022
The teaching and learning programs have evolved to include more specific differentiation strategies in comparison to the previous program.	100% of teachers completed a Personal Development Plan that included a focus on improving the delivery of teaching and learning and the incorporation of specific differentiation strategies.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to ensure all feel connected, valued, mentally strong and purposeful in this "small country town" in order that they learn and teach well. This will be done through programs founded on strong relationships that enhance mental health, promote each individual's strengths, build grit and promote self-possessiveness. We want to "build character".

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective wellbeing programs that make a difference

Resources allocated to this strategic direction

Socio-economic background: \$52,004.99

Professional learning: \$30,000.00

Summary of progress

Strategies that support improvements in student wellbeing were developed as part of focus groups within Castle Hill High School's professional learning hubs in Semester 1. During Semester 2, improvements to student wellbeing focused on ensuring connectiveness to the school community and other specific individual supports delivered either face to face or through remote learning. Progress towards the development of a wellbeing learning hub occurred during Semester 1 with implementation scheduled for 2022. Glasser's Choice Theory, Reality Therapy (CTRT) continued to be the main focus for developing students positive behaviour. New teachers had the opportunity to be trained during the beginning of 2021 with this scheduled to continue throughout 2022. The boys and girls mentoring programs strongly focused on the development of study skills and positive wellbeing with the programs scheduled to expand throughout 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Results from the TTFM survey on student wellbeing criteria exceed results from previous years.	73.02% of students reported positive wellbeing, including 64.2% for advocacy at school, 87.5% with expectations for success and 68.38% with a positive sense of belonging at school.
The number of targeted wellbeing programs has increased from previous years.	In 2021 programs were delivered both face to face and through remote learning targeting student wellbeing and engagement.
All new teachers are trained in Glasser's CTRT and all members of the executive team have participated in refresher course.	The executive team participated in the refresher course in Semester 1. Training for teachers was postponed in 2021 and will resume in 2022.
The % of students achieving 90% plus attendance has been increased by 5% from system negotiated target baseline.	72.62% of students attended 90% or more indicating progress yet to be seen towards this target.
Results on Wellbeing continue to be 4% above the school targets.	73.02% of students report positive wellbeing outcomes across positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,511.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Castle Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Identified students have demonstrated progress towards their personalised learning goals. All PLSP's were regularly updated and responsive to student wellbeing and learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide targeted support to identified students to meet their learning needs through the employment of additional staff. PLSP's will be reviewed to ensure funding is used to specifically address individual student support needs.</p>
<p>Socio-economic background</p> <p>\$52,004.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Castle Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective wellbeing programs that make a difference <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Improved engagement and wellbeing for identified students and groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage additional staff to deliver programs and provide specific support according to student need.</p>
<p>Aboriginal background</p> <p>\$7,786.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Castle Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$7,786.14</p>	<p>The allocation of this funding has resulted in: Aboriginal students demonstrating progress towards their personalised learning and wellbeing goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide teacher release time to provide differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$430,316.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Castle Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Annual completion of EALD survey evaluated and identified the level of support needed. Based on this information, classes and programs are structured within school context to deliver EALD programs. Identified students demonstrated progress towards personalised learning goals..</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional staff to support the learning needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$217,925.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Castle Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted, differentiated and individualised learning - Improve and strengthen the targeted programs for Foundations and EALD students, HP&G students and HSC students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to provide learning support for identified students both in class and in small groups • provision of professional learning to support students individual learning needs <p>The allocation of this funding has resulted in: an increase in students achieving at or above expected growth in NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide additional staff to support the specific needs of identified students. Continue to provide allocated time for learning support team staff to review and deliver targeted programs.</p>
<p>COVID ILSP</p> <p>\$47,937.41</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

<p>COVID ILSP</p> <p>\$47,937.41</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program demonstrating progress towards personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support team will continue to review and revise targeted learning and support programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	864	910	1001	1035
Girls	865	889	961	971

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.5	93.6	96.1	93.7
8	92.5	92.6	93.9	92.3
9	92.4	89.7	94.2	90.3
10	91.3	90.1	90.6	90.7
11	92.5	89.7	92.9	88.4
12	95.4	92.4	92.3	90.4
All Years	93.3	91.4	93.4	91.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2
Employment	2	2	3
TAFE entry	0	0	12
University Entry	0	1	76
Other	0	0	0
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

22.59% of Year 12 students at Castle Hill High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Castle Hill High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	19
Classroom Teacher(s)	99.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	2
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	20.17
Other Positions	2

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,370,276
Revenue	21,112,086
Appropriation	19,787,678
Sale of Goods and Services	130,347
Grants and contributions	1,078,830
Investment income	4,014
Other revenue	111,218
Expenses	-20,733,730
Employee related	-18,097,279
Operating expenses	-2,636,451
Surplus / deficit for the year	378,356
Closing Balance	2,748,631

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.

	2021 SBAR Adjustments (\$)
Targeted Total	39,511
Equity Total	708,033
Equity - Aboriginal	7,786
Equity - Socio-economic	52,005
Equity - Language	430,317
Equity - Disability	217,926
Base Total	17,879,198
Base - Per Capita	483,863
Base - Location	0
Base - Other	17,395,335
Other Total	770,646
Grand Total	19,397,388

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

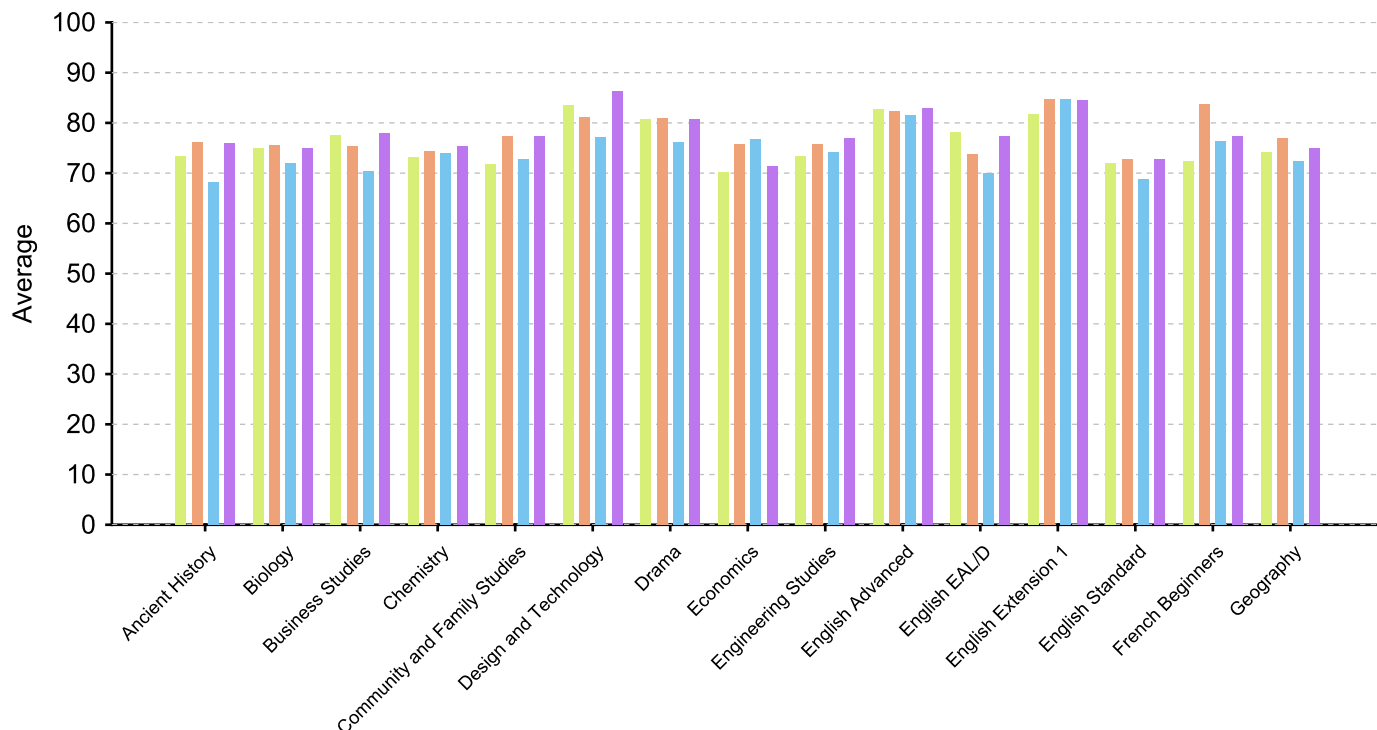
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

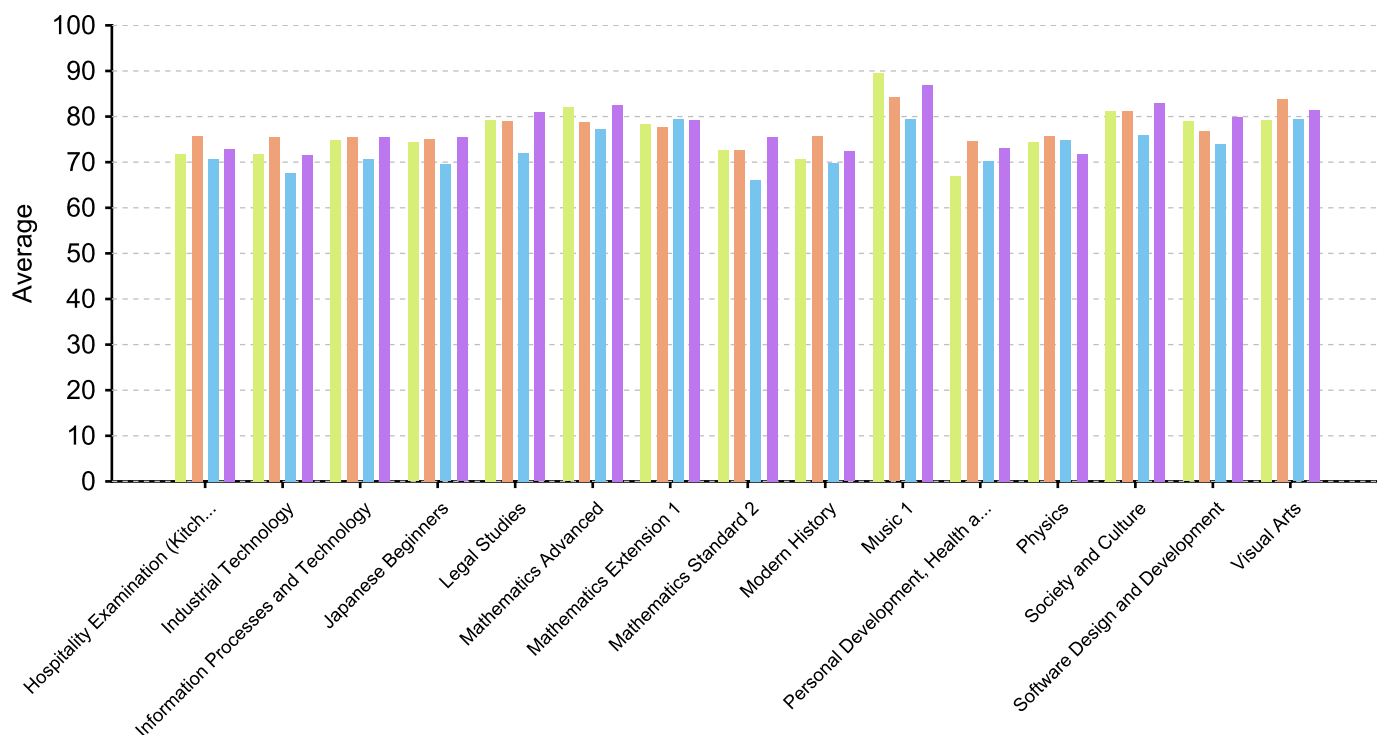
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	73.3	76.2	68.1	76.0
Biology	75.0	75.6	71.9	74.9
Business Studies	77.6	75.4	70.4	78.0
Chemistry	73.1	74.4	74.1	75.3
Community and Family Studies	71.8	77.4	72.7	77.3
Design and Technology	83.5	81.1	77.2	86.3
Drama	80.7	80.8	76.1	80.8
Economics	70.1	75.7	76.7	71.4
Engineering Studies	73.3	75.8	74.1	77.0
English Advanced	82.7	82.3	81.4	82.9
English EAL/D	78.2	73.8	70.0	77.3
English Extension 1	81.7	84.8	84.8	84.5
English Standard	71.9	72.8	68.8	72.8
French Beginners	72.3	83.7	76.4	77.3
Geography	74.1	77.0	72.4	74.9
Hospitality Examination (Kitchen Operations and Cookery)	71.7	75.8	70.8	73.0
Industrial Technology	71.8	75.6	67.7	71.6
Information Processes and Technology	74.8	75.5	70.8	75.6
Japanese Beginners	74.3	75.1	69.5	75.4
Legal Studies	79.3	79.1	72.0	80.9
Mathematics Advanced	82.0	78.8	77.4	82.6
Mathematics Extension 1	78.4	77.7	79.5	79.3
Mathematics Standard 2	72.7	72.7	66.1	75.5
Modern History	70.7	75.7	69.7	72.3
Music 1	89.5	84.2	79.4	86.9
Personal Development, Health and Physical Education	66.9	74.7	70.3	73.0
Physics	74.5	75.8	74.8	71.8
Society and Culture	81.2	81.3	76.0	83.1
Software Design and Development	78.9	76.9	74.0	79.9
Visual Arts	79.3	83.8	79.4	81.4

Parent/caregiver, student, teacher satisfaction

2021 PMES Results Summary shows increases in the areas of 'senior managers promote collaboration', 'managers encourage improvements in the work that staff do' and 'staff confidence in the decisions made by managers'. Opportunities for growth and improvement are evident in the areas of work stress levels and workplace satisfaction.

TTfM student academic survey results indicate an increase in expectations for success, aspirations to finish Year 12 and positive learning climate. Opportunities for improvements to student satisfaction are evident in the areas of explicit teaching practices and feedback, as well as aspiration to go to university where growth was negligible.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.