

# 2021 Annual Report

## Macquarie Fields High School



8553

# Introduction

The Annual Report for 2021 is provided to the community of Macquarie Fields High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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Macquarie Fields High School

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9605 3111

## School vision

Our empowered learning community values and fosters inclusivity through a shared aspiration for the collective growth of all. We will continue to achieve this through loyalty, sincerity and generosity as engaged and dynamic citizens.

## School context

Macquarie Fields High School is situated on Dharawal land and is a large inclusive secondary school with students in comprehensive, selective stream and Special Education classes. The school is culturally and linguistically diverse with 83% of students having language backgrounds other than English and 21 students of Aboriginal and/or Torres Strait Islander background.

The school is committed to extending all its students within a culture that values high achievement, positive relationships and excellence in teaching and learning. The school's distinctive nature and outstanding achievements in academic, sporting and extra-curricular pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership, quality learning and enhanced outcomes. This demonstrated commitment to excellence is supported by a broad and differentiated curriculum, progressive wellbeing practices and quality professional learning. Macquarie Fields High School is also a Professional Experience (PEX) Hub that supports other schools to work together with pre-service teachers and their universities to create an environment of professional learning for those who are coming into the teaching profession.

To inform this Strategic Improvement Plan, authentic community consultation with parents, staff, and students has occurred. The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high-level areas for improvement are aligned to the connecting theme of growth:

- Student growth and attainment (Learning)
- Staff growth and efficacy (Teaching)
- School growth and partnerships (Leading)

The school's motto '*Loyalty, Sincerity, Generosity*' has a powerful message for every student.

## 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 drive growth in student performance by embedding whole school wellbeing and learning processes that improve literacy, numeracy and HSC outcomes. We aim to build teachers' skills and professional judgement to use data by: profiling past and predicted individual performance supporting student IEPs, tracking and monitoring growth, and improving teaching practice. This will in turn allow structured discussion of findings to be shared with and to support parents and carers in monitoring student growth.

### 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.

- Use of data to practice
- Building strong foundations

### Resources allocated to this strategic direction

**Professional learning:** \$3,079.92

**Refugee Student Support:** \$923.00

**Socio-economic background:** \$72,932.68

### Summary of progress

Due to COVID 19 there was a detrimental impact on our ability to implement our Strategic Direction 1, Student Growth and Attainment.

A survey was conducted with staff for 'What Works Best' - Use of Data to Inform Practice and Effective Feedback. 68% of staff responded that they needed further support to develop capacity in data analysis and implications for teaching practice to support students.

Staff were engaged in professional learning to develop understanding, analysing and interpreting data: Best Start, NAPLAN, Check In Assessment, HSC Minimum Standards and HSC through online platforms.

Systematic analysis and use of Literacy and Numeracy progressions (PLAN2) was used to personalise learning and differentiate teaching for students identified through the COVID ILSP in 2021. It is our intention in the future to apply this analysis to all students to track progress and monitor growth.

A future focus for 2022 will be the establishment of Instructional Leader positions for each Teaching and Wellbeing team to build teacher capacity in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

### 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
Establish targeted literacy support classes in Year 7 and 8, utilising external and internal performance data.	<p>Analysis of internal and external data enabled us to identify up to 15 students requiring significant support to develop their literacy skills.</p> <p>Best Start and NAPLAN results were analysed and targeted strategies were developed and implemented to support students not meeting the National Benchmark.</p> <p>NAPLAN results were analysed to identify students with negative growth in both literacy and numeracy. The data was provided through targeted professional learning to enable staff to implement personalised learning and differentiate teaching for the identified students.</p>

Establish targeted literacy support classes in Year 7 and 8, utilising external and internal performance data.	<p>There was collaboration between English and Learning and Support teachers to develop modified English programs and intensive support.</p> <p>In Term 4 additional COVID ILSP was provided in groups of up to 5 students. This was targeted at our most vulnerable students in Stages 4 and 5.</p>
Establish targeted numeracy support classes in Year 7 and 8, utilising external and internal performance data.	<p>Analysis of internal and external data enabled us to identify up to 15 students requiring significant support to develop their numeracy skills.</p> <p>Best Start and NAPLAN results were analysed and targeted strategies were developed and implemented to support students not meeting the National Benchmark.</p> <p>NAPLAN results were analysed to identify students with negative growth in both literacy and numeracy. The data was provided through targeted professional learning to enable staff to implement personalised learning and differentiate teaching for the identified students.</p> <p>There was collaboration between Mathematics and Learning and Support teachers to develop modified Mathematics programs and intensive support.</p> <p>In Term 4 additional COVID ILSP was provided in groups of up to 5 students. This was targeted at our most vulnerable students in Stages 4 and 5.</p>
Strategies embedded within the English programs across Stages 4 and 5. This includes focused reading initiatives targeting students development of comprehension and applied vocabulary skills.	<p>The strategies for reading growth feed into aspects of writing and applied vocabulary use. Aspects of growth in Reading have yet to lift but consideration must be given to the disjointed nature of the program application during the learning from home period. The reading strategies have been well received by staff and students. Next steps will see the development of junior programs to align with senior syllabus expectations.</p>
Faculties established Faculty Improvement Plans with strategies specific to KLA's	<p>These plans develop faculty knowledge and expertise in Numeracy, Literacy and HPGE strategies to work on the continued growth in the top 2 bands.</p>

## Strategic Direction 2: Staff growth through efficacy

### Purpose

As a staff we have a collective belief that we can accomplish great things and positively affect students. Our purpose is to maximise teacher capacity to meet the specific needs of individual students to enhance engagement and improve educational outcomes. Our commitment to the Quality Teaching Model is to amplify the impact of new strategies for all domains of learning: creative, intellectual, physical and social-emotional.

### 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 through collaboration
- High potential and gifted education
- PEx Initiative

### Resources allocated to this strategic direction

**Professional learning:** \$50,927.63

### Summary of progress

Due to COVID 19 there was a detrimental impact on our ability to implement our Strategic Direction 2, Staff growth through efficacy.

A future focus for 2022 will be the establishment of the HPGE Leadership Team to engage staff with quality research and ongoing professional learning to improve growth and achievement for all high potential and gifted students. This will further allow the evidence based talent development of high potential and gifted students across all domains.

Progress towards our Quality Teaching Rounds initiative was delayed and is a focus for the 2022 school year.

The PEx initiative was also impacted by the challenges of COVID restrictions. Through innovation of online technology and utilisation of supervising teacher expertise pre service teachers experienced a quality placement enabling them to successfully graduate and commence their teaching career 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
Established cross faculty teams (Rainbow Teams) to foster collaboration, active engagement in whole school strategic directions and improved teacher efficacy.	Opportunities for collaboration in Rainbow teams were provided through face to face and online meetings. This has allowed for consultation in the establishment of initiatives and success criteria for each of the directions of our current school plan. This has allowed staff a greater sense of ownership and a clear direction of implementation and evaluation of our whole school focus areas.
Previously developed High Performance and Gifted Education (HPGE) faculty plans were implemented as a part of their Faculty Improvement Plans.	The implementation of faculty plans has drawn closer attention to aspects of the HPGE policy that require further exploration and professional learning. In particular a whole school systematic approach to the identification of High Potential Gifted students under all four domains.  System wide training was planned for 2021, however was unable to proceed.
PEx Initiative - Providing high quality professional experience, expanding our sphere of influence in St Andrews network schools.	Due to COVID professional experience was impacted. MFHS adapted to learning from home structure with opportunities to complete their professional experience through online delivery of lessons. Supervising teachers were provided with the resources required to accommodate this significant change.

PEX Initiative - Providing high quality professional experience, expanding our sphere of influence in St Andrews network schools.	Increased number of cross KLA observations by the pre service teachers at MFHS.
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## Strategic Direction 3: School growth through partnerships

### Purpose

Our purpose is to embed a culture of collective responsibility to ensure student success by building key relationships that are positive and responsive to community needs. We aim to improve our inclusivity and engagement with all families, students and community partners and to contribute positively to our local and global communities through active student voice and leadership.

### 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.

- Local citizenship
- Global citizenship

### Resources allocated to this strategic direction

**Aboriginal background:** \$5,599.00

### Summary of progress

Due to COVID 19 there was a detrimental impact on our ability to implement our Strategic Direction 3, School Growth through Partnerships.

Establishment of our RAP (Reconciliation Action Plan) working group was delayed due to COVID restrictions. This is a future focus for 2022.

Despite these hindrances we continued to contribute positively to our community and adapted to the new challenges through an agile and innovative approach.

### 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
Evaluation of whole school Aboriginal Education strategies and student leadership opportunities.  Undergo community consultation that perpetuates whole staff professional learning.	Auditing and evaluation of the scope of Aboriginal student programs was conducted with additional focus given to the development of Aboriginal student leadership opportunities within the school and externally. This included the Pathways to Dreaming initiative coordinated by WSU (Western Sydney University).  Professional learning opportunities for staff developed new connections and strengthened existing relationships with our Aboriginal families. These opportunities developed a broader understanding of Aboriginal culture and enhanced relationships with families, students and communities.  Staff evaluations of professional learning indicated a stronger awareness of Aboriginal culture and helped to establish connections with a variety of Aboriginal community groups.
Increase in culturally inclusive events, that are representative of the diverse nature of our students thus acknowledging the richness of our cultural identity.  When deemed COVID friendly, events have been broadened to encourage community participation and leadership opportunities for the student body.	In 2021 we recognised Lunar New Year for the first time, held our inaugural Iftar Dinner during Ramadan and celebrated a Harmony week with wearing of cultural dress and a variety of activities.  Throughout the learning from home period cultural and community events continued to occur in an online format such as Wellbeing Wednesday, Wear it Purple day, Celebration Day and cultural lunch meetings every week.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student outcomes and engagement in the curriculum that allows for smoother transition into school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue building awareness of the challenges facing students with refugee like experiences.</p>
<p>Integration funding support</p> <p>\$24,925.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Macquarie Fields High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for the identified student.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued intensive support in 2022.</p>
<p>Socio-economic background</p> <p>\$72,932.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Macquarie Fields High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building strong foundations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <p><b>The allocation of this funding has resulted in:</b> Improved student support in the classroom with targeted literacy and numeracy strategies. Targeted transition support with interviews, trial sessions and career expo</p>

<p>Socio-economic background</p> <p>\$72,932.68</p>	<p>days to support mainstream and Special Education students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of Transition Advisor, SLSO and Breakfast program to be upscaled to meet student demand</p>
<p>Aboriginal background</p> <p>\$5,599.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Macquarie Fields 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Local citizenship</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Stronger connections with school community by Aboriginal students. Improved coordination of learning and wellbeing system through support Aboriginal students to achieve their best.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Development and implementation of RAP in 2022.</p>
<p>English language proficiency</p> <p>\$155,693.53</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Macquarie Fields High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support has led to improved literacy skills of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued professional learning targeting EALD strategies.</p>
<p>Low level adjustment for disability</p> <p>\$170,729.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Macquarie Fields High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$170,729.28</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in results at or above expected growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Formalised role statement for learning support teacher within the school context and establish a learning support team.</p>
<p>COVID ILSP</p> <p>\$67,050.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved literacy and numeracy skills of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued small group intensive support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	587	595	584	555
Girls	537	537	530	532

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.7	93.4	94.7	93.5
8	94.1	92.4	94.5	91.8
9	94.1	91.6	93.9	91.9
10	91.6	92.4	93.2	89.2
11	93.3	92.2	94.4	91.7
12	94.3	91.9	94.8	92.6
All Years	93.8	92.3	94.3	91.8
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

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	5
Employment	4	2	6
TAFE entry	2	2	4
University Entry	0	0	79
Other	3	3	4
Unknown	0	2	2

### Year 12 students undertaking vocational or trade training

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10.58% of Year 12 students at Macquarie Fields High School undertook vocational education and training in 2021.

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

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92.2% of all Year 12 students at Macquarie Fields 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)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.1
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	16.57
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,743,754
<b>Revenue</b>	12,943,097
Appropriation	12,572,251
Sale of Goods and Services	75,527
Grants and contributions	279,823
Investment income	935
Other revenue	14,561
<b>Expenses</b>	-13,115,107
Employee related	-11,821,076
Operating expenses	-1,294,031
<b>Surplus / deficit for the year</b>	-172,010
<b>Closing Balance</b>	1,571,744

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	59,652
<b>Equity Total</b>	483,345
Equity - Aboriginal	15,006
Equity - Socio-economic	91,717
Equity - Language	193,784
Equity - Disability	182,838
<b>Base Total</b>	10,901,594
Base - Per Capita	279,072
Base - Location	0
Base - Other	10,622,522
<b>Other Total</b>	772,583
<b>Grand Total</b>	12,217,174

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

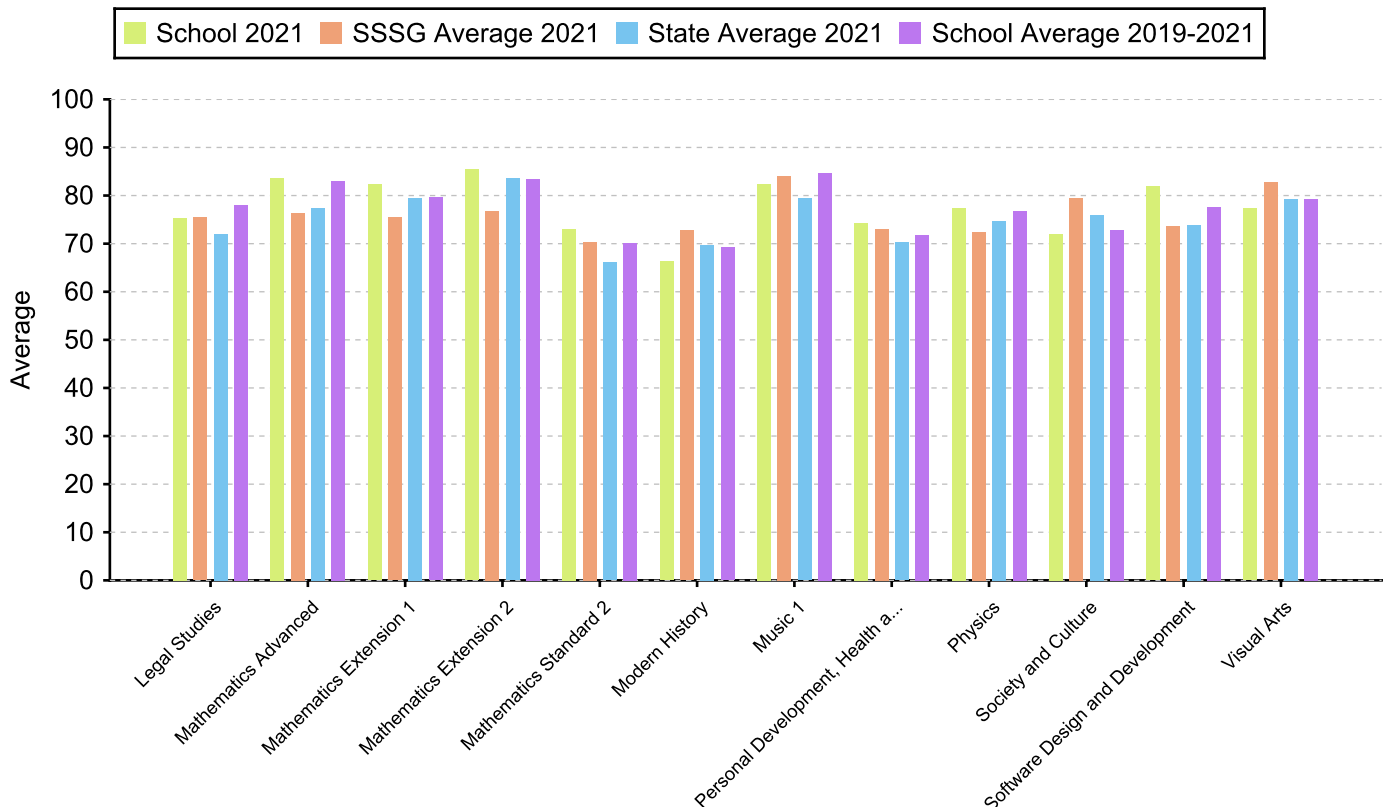
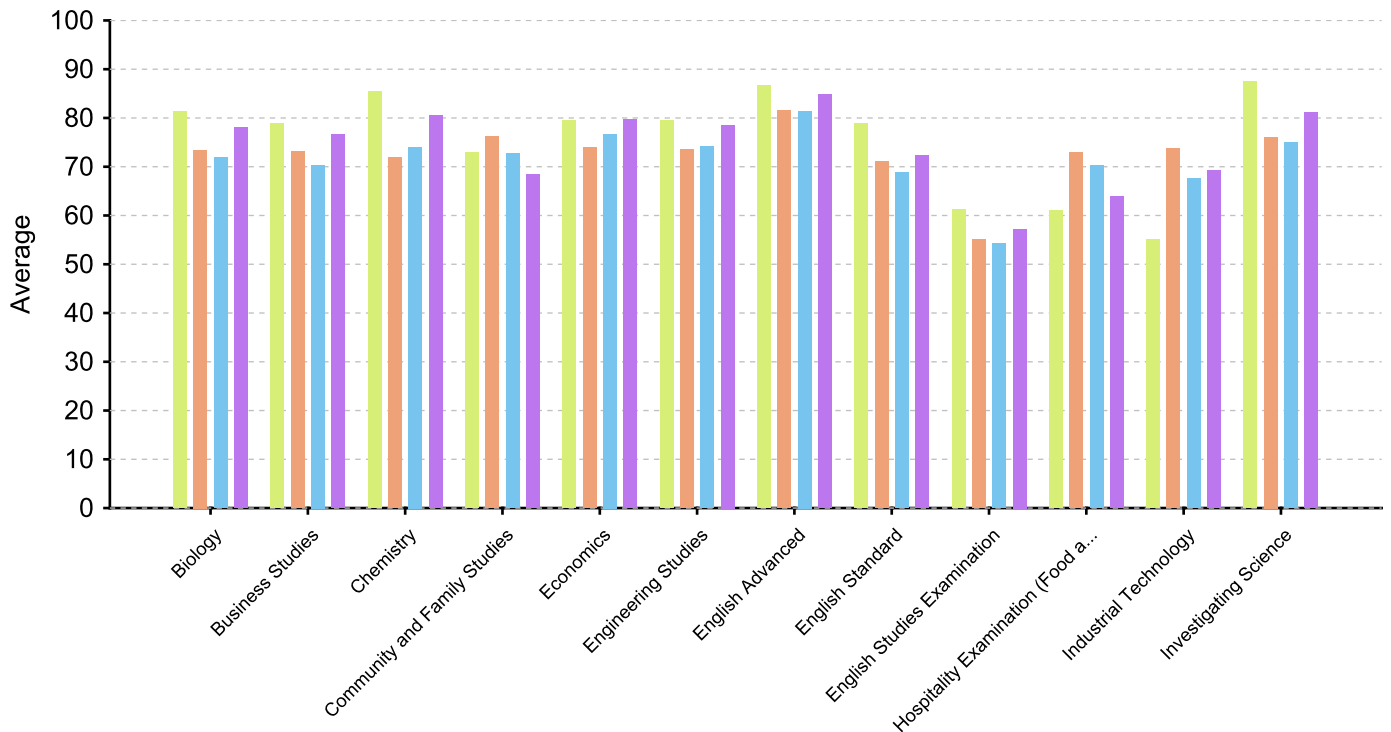
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	81.3	73.4	71.9	78.0
Business Studies	78.9	73.2	70.4	76.7
Chemistry	85.4	71.9	74.1	80.4
Community and Family Studies	72.9	76.3	72.7	68.4
Economics	79.5	74.0	76.7	79.7
Engineering Studies	79.4	73.5	74.1	78.6
English Advanced	86.6	81.5	81.4	84.8
English Standard	78.8	71.0	68.8	72.3
English Studies Examination	61.3	55.0	54.3	57.2
Hospitality Examination (Food and Beverage)	61.1	72.9	70.3	63.9
Industrial Technology	55.0	73.7	67.7	69.3
Investigating Science	87.5	76.1	74.9	81.2
Legal Studies	75.4	75.5	72.0	78.0
Mathematics Advanced	83.7	76.4	77.4	83.0
Mathematics Extension 1	82.3	75.4	79.5	79.6
Mathematics Extension 2	85.4	76.8	83.5	83.4
Mathematics Standard 2	73.1	70.4	66.1	70.1
Modern History	66.3	72.8	69.7	69.2
Music 1	82.4	84.0	79.4	84.7
Personal Development, Health and Physical Education	74.3	73.0	70.3	71.8
Physics	77.4	72.5	74.8	76.8
Society and Culture	72.0	79.4	76.0	72.8
Software Design and Development	81.9	73.6	74.0	77.7
Visual Arts	77.3	82.7	79.4	79.3

## Parent/caregiver, student, teacher satisfaction

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

# Policy requirements

## Aboriginal Education Policy

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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 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

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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.