

# 2021 Annual Report

Northern Beaches Secondary College  
Freshwater Senior Campus



# Freshwater

## SENIOR CAMPUS

8568

# Introduction

The Annual Report for 2021 is provided to the community of Northern Beaches Secondary College Freshwater Senior Campus 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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Northern Beaches Secondary College Freshwater Senior Campus

153 Harbord Road

FRESHWATER, 2096

<https://nbscfreshw-h.schools.nsw.gov.au>

[nbscfreshw-h.school@det.nsw.edu.au](mailto:nbscfreshw-h.school@det.nsw.edu.au)

9905 2634

## School vision

At Freshwater Senior Campus we are committed to creating and sustaining an environment where students connect with their culture and community; flourish socially and emotionally; and master their learning. We have a positive culture of high expectations, mutual respect and inclusivity where every student is known, engaged, challenged and supported.

To achieve academic excellence and prepare our students for a complex and changing world, we deliver the highest quality teaching, learning and wellbeing programs. Our desire to use research informed teaching strategies shapes creative problem solvers, critical thinkers and resilient, independent young people who are in control of their learning and their lives.

## School context

The NBSC Freshwater Senior Campus is a comprehensive secondary school located in the Northern Beaches of Sydney. The student population of 650 has been consistent over the last five years. Our school community is drawn from a variety of both Government and non-Government schools from across the Northern Beaches. 2% of our students identify as having an Aboriginal background. We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access the widest possible curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses. Our teaching and learning philosophy (A Learning And Responding Matrix [ALARM]) drives the pursuit of academic excellence, wholistic development and wellbeing and we pride ourselves on strong HSC outcomes across all subjects.

Our students develop a level of trust developed with their teachers that encourages them to take more responsibility for their learning. A highly supportive wellbeing team supports student welfare and learning needs. "Freedom to Learn", our school motto, encapsulates the spirit within the school and our students readiness to prosper in an environment of high expectations.

The school's staffing entitlement in 2021 is 54 teaching staff and 10 non-teaching staff. The school employs a Head Teacher Wellbeing from school funds. Our executive staff is stable with the majority being here for more than three years and the school has typically low turnover of staff each year.

Facilities at the Campus are excellent and position us to provide a breadth of quality learning experiences and opportunities for our students. They include general learning spaces encompassing seminar rooms adapted to meet the needs of senior students. A 250 seat Performance Theatre, gymnasium, commercial kitchen, dance studio, purpose built workshop and multimedia rooms and a music centre with adjoining practice rooms complete our first rate learning environment. Students represent the school across the metropolitan area and state in music and dance ensembles and a wide range of sporting activities. We are currently State champions in Boy's Open Football and Girl's Open Waterpolo.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students and staff. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. There will also be a focus on Higher School Certificate performance including assessment and staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students achieve academic mastery through explicit, consistent and research-informed teaching including ALARM and differentiation. Teachers confidently analyse data to evaluate and adapt their practice to meet the learning needs of 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.

- Mastering the Craft
- Differentiation for high potential learners

### Resources allocated to this strategic direction

**Professional learning:** \$20,000.00

**Aboriginal background:** \$3,579.00

**COVID ILSP:** \$66,375.00

**Socio-economic background:** \$18,872.00

**Low level adjustment for disability:** \$90,495.00

**English language proficiency:** \$2,691.45

### Summary of progress

COVID-19 and 16 weeks of lockdown had a significant impact on achieving significant progress during 2021. Funds were spent appropriately on support student learning and growth.

### 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
The percentage of students achieving in the top 2 bands increase from 56.6% to 57%	53.06% of students attained results in the top 2 HSC bands demonstrating progress yet to be seen toward the lower bound target.
The percentage students achieving in the top 3 bands increase from 86.05% to 87%	86.41% of students attained results in the top 3 HSC bands demonstrating progress towards the lower bound target.
100% of Aboriginal students attain their HSC and their HSC results	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by 100% of Aboriginal students attaining their HSC.
Moving from elements of sustaining and growing across the 3 specific focus areas of the School Excellence Framework towards excelling	Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. There has been an increase pedagogical knowledge and confidence in staff who are working to fulfil this progress measure. Self-assessment against the School Excellence framework shows the school to still be sustaining and growing.

## Strategic Direction 2: Engagement and Collaboration

### Purpose

Our purpose is to increase collaboration to improve student outcomes. Teachers share highly effective teaching strategies and research-informed practices to create an innovative and dynamic culture of professional learning.

### 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.

- Freshie in Focus

### Resources allocated to this strategic direction

Professional learning: \$20,000.00

### Summary of progress

COVID-19 and 16 weeks of lockdown had a significant impact on achieving significant progress during 2021. Funds were spent appropriately on support student learning and growth and the channel has progressed, just not as quickly as originally foreshadowed.

### 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
85% of teachers engage with a formalised system of collaboration (Freshie in Focus, WWB Collaboration and Walkthrus) to share innovative evidence informed teaching practice	Delayed initiatives in term 2 have required this work to be postponed to 2022. To date 60% of staff were able to fulfil this progress measure.
90% teachers engage in three professional learning activities per term to collaborate within and across schools to share and embed best practice	Delayed initiatives have required this work to be postponed to 2022. To date 70% of staff were able to complete 2 activities per term towards this progress measure.
Most faculties contribute to the 'Freshie in Focus' channel to share teaching practice	All faculties have contributed, but not to the extent we had hoped.
Moving from elements of sustaining and growing across this specific focus area of the School Excellence Framework towards excelling	Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. There has been an increase pedagogical knowledge and confidence in faculties who are working to fulfil this progress measure. Self-assessment against the School Excellence framework shows the school to still be sustaining and growing.

## Strategic Direction 3: Agility and Responsiveness

### Purpose

Our purpose is to create a dynamic learning culture that is challenging and supportive, where students become agile learners and teachers become responsive to all student's needs. Teachers will confidently 'walkthru' their pedagogy, share their craft and develop their ability to differentiate learning to support students through formative assessment strategies.

### 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.

- Individualised Professional Learning Program
- Fostering accountability, creativity and innovation

### Resources allocated to this strategic direction

**Professional learning:** \$25,000.00

### Summary of progress

COVID-19 and 16 weeks of lockdown had a significant impact on achieving significant progress during 2021. Funds were spent appropriately on support student learning and growth. This will be a focus for 2022 and beyond.

### 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
85% of staff have completed the HPGE Policy training and have embedded personalised learning into their teaching practice.	Delayed initiatives in 2021 have required this work to be postponed to 2022. To date 40% of staff were able to fulfil this progress measure.
95% of staff are responding to individual learning needs through departmental policy and school initiatives.	Document analysis of learning programs indicate 90% of learning programs include evidence of adjustments made to accommodate individual student needs.
90% of staff use the research based formative assessment strategies within their teaching and learning programs.	Delayed initiatives in 2021 have required this work to be postponed to 2022. To date 50% of faculties were able to fulfil this progress measure.
Moving from elements of sustaining and growing across the 2 specific focus areas of the School Excellence Framework towards excelling	Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. There has been an increase pedagogical knowledge and confidence in staff who are working to fulfil this progress measure. Self-assessment against the School Excellence framework shows the school to still be sustaining and growing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,872.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Freshwater Senior Campus 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>• Differentiation for high potential learners</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>• additional staffing to support identified students with additional needs</li> <li>• employment of additional staff to SLSO's</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students successfully completing the HSC and achieving the credential</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to target and employ SLSO's to work with students with additional learning needs and enrichment. All staff will continue PL in this area to improve pedagogy around research informed strategies</p>
<p>Aboriginal background</p> <p>\$3,579.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northern Beaches Secondary College Freshwater Senior Campus. 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>• Mastering the Craft</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>• staffing release to support development and implementation of Personalised Learning Plans</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> All students identifying at ATSTI successfully completed the HSC</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Build on the success of 2021 and provide even greater opportunities</p>
<p>English language proficiency</p> <p>\$2,691.45</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northern Beaches Secondary College Freshwater Senior Campus.</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>• Differentiation for high potential learners</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>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$2,691.45</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvements for all</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Monitor and support student need</p>
<p>Low level adjustment for disability</p> <p>\$90,495.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Freshwater Senior Campus 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> <ul style="list-style-type: none"> <li>• Differentiation for high potential learners</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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Positive outcome achievement and value-added growth data</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to build on growth with high expectations for success</p>
<p>COVID ILSP</p> <p>\$106,375.00</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>• Differentiation for high potential learners</li> <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>• providing targeted, explicit instruction for student groups in literacy/numeracy - minimum standards</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• leading/providing professional learning for COVID educators</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students completed their minimum standards and achieved the HSC credential</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to use data to target student learning needs</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	223	214	195	202
Girls	395	402	436	425

## Student attendance profile

School				
Year	2018	2019	2020	2021
11	94.1	94.7	95.9	92.6
12	95.2	92.7	95.6	93.5
All Years	94.6	93.7	95.7	93.1
State DoE				
Year	2018	2019	2020	2021
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.7	87.5	89.1	85.1

## 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	1
Employment	0	2	18
TAFE entry	0	2	3
University Entry	0	0	70
Other	0	0	4
Unknown	0	0	4

### Year 12 students undertaking vocational or trade training

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16.88% of Year 12 students at Northern Beaches Secondary College Freshwater Senior Campus undertook vocational education and training in 2021.

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

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98.7% of all Year 12 students at Northern Beaches Secondary College Freshwater Senior Campus 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)	2
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.38
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	8.88
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 Actual (\$)
<b>Opening Balance</b>	378,029
<b>Revenue</b>	9,495,803
Appropriation	8,884,438
Sale of Goods and Services	32,781
Grants and contributions	577,606
Investment income	878
Other revenue	100
<b>Expenses</b>	-9,117,153
Employee related	-8,210,528
Operating expenses	-906,626
<b>Surplus / deficit for the year</b>	378,650
<b>Closing Balance</b>	756,678

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>	0
<b>Equity Total</b>	115,638
Equity - Aboriginal	3,579
Equity - Socio-economic	18,872
Equity - Language	2,691
Equity - Disability	90,496
<b>Base Total</b>	6,974,015
Base - Per Capita	155,429
Base - Location	0
Base - Other	6,818,587
<b>Other Total</b>	1,629,554
<b>Grand Total</b>	8,719,208

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

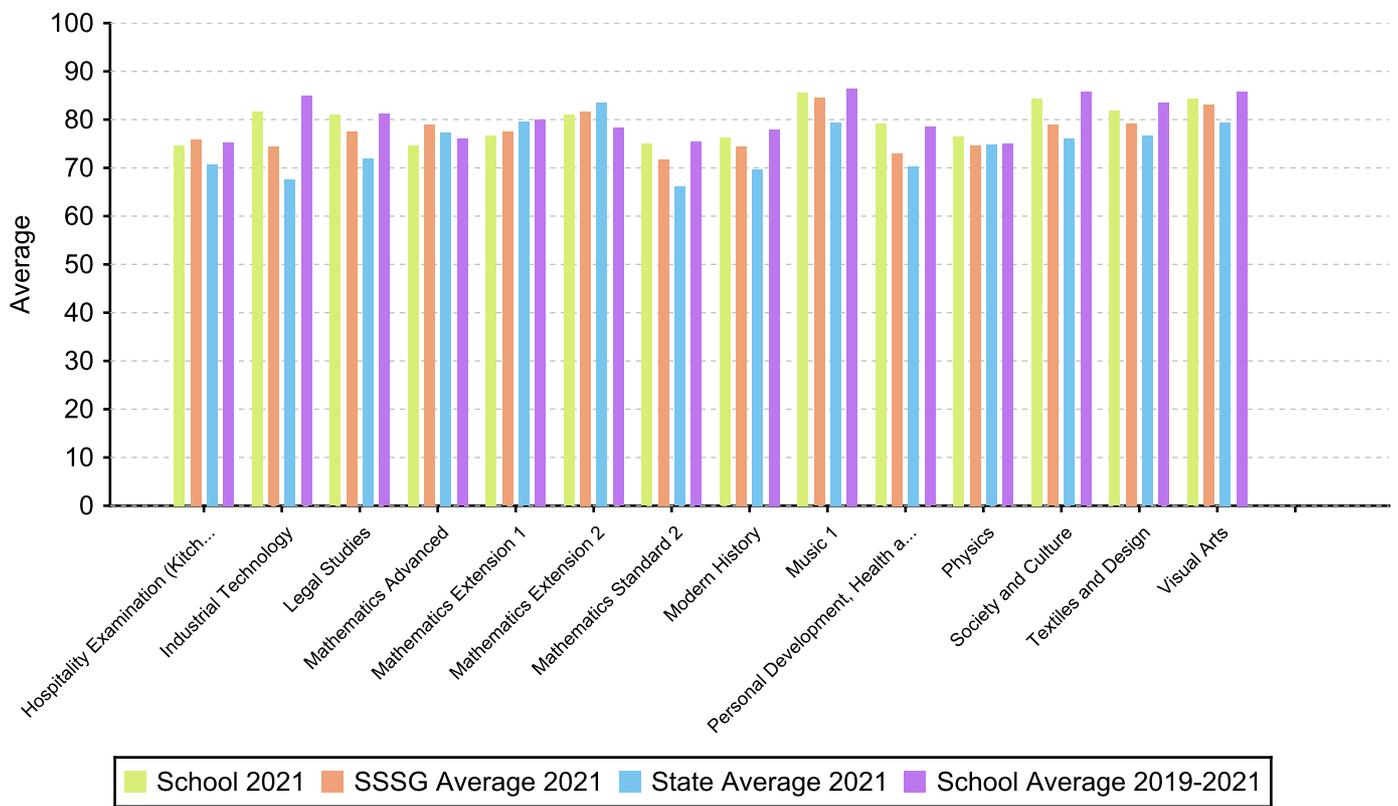
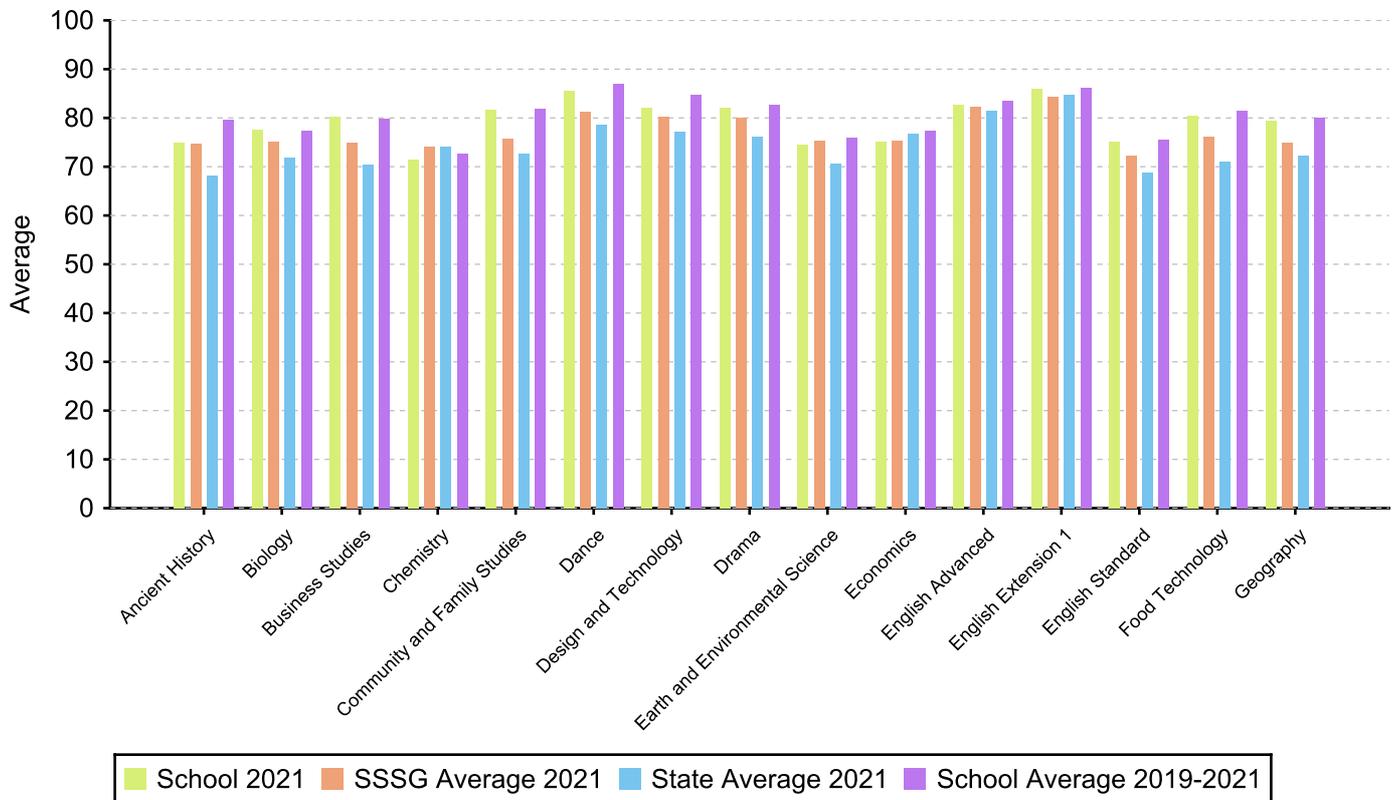
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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>
Ancient History	74.9	74.7	68.1	79.6
Biology	77.5	75.2	71.9	77.5
Business Studies	80.2	74.9	70.4	79.8
Chemistry	71.4	74.2	74.1	72.6
Community and Family Studies	81.6	75.7	72.7	82.0
Dance	85.6	81.4	78.6	87.0
Design and Technology	82.1	80.2	77.2	84.8
Drama	82.1	80.1	76.1	82.6
Earth and Environmental Science	74.6	75.3	70.6	75.9
Economics	75.2	75.3	76.7	77.3
English Advanced	82.8	82.4	81.4	83.6
English Extension 1	85.9	84.4	84.8	86.1
English Standard	75.1	72.3	68.8	75.6
Food Technology	80.4	76.1	71.0	81.4
Geography	79.5	75.0	72.4	80.0
Hospitality Examination (Kitchen Operations and Cookery)	74.6	75.9	70.8	75.3
Industrial Technology	81.7	74.4	67.7	84.9
Legal Studies	81.0	77.6	72.0	81.2
Mathematics Advanced	74.6	79.0	77.4	76.0
Mathematics Extension 1	76.7	77.4	79.5	80.0
Mathematics Extension 2	81.0	81.7	83.5	78.3
Mathematics Standard 2	75.0	71.8	66.1	75.3
Modern History	76.2	74.5	69.7	78.0
Music 1	85.6	84.5	79.4	86.4
Personal Development, Health and Physical Education	79.1	73.0	70.3	78.5
Physics	76.5	74.6	74.8	75.0
Society and Culture	84.4	78.9	76.0	85.7
Textiles and Design	81.8	79.2	76.6	83.4
Visual Arts	84.3	83.1	79.4	85.8

## Parent/caregiver, student, teacher satisfaction

Parent and student survey data reveals a significant level of satisfaction with the leadership, directions, teaching and learning outcomes and wellbeing support in the school. The students are surveyed multiple times per year (entry, transition, exit points) through internal surveys and given access and encouraged to complete the Tell them from me survey.

# 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.