

Engadine High School

2019 Annual Report



8432

Introduction

The Annual Report for 2019 is provided to the community of Engadine High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I am extremely honoured to be principal of our beautiful, comprehensive school located south of Sydney, adjacent to the Royal National Park. We are a fiercely proud public school which provides our students with the support, confidence and capacity to become global focussed honourable citizens who substantially contribute to an ever changing world.

We believe that learning flourishes when it occurs in a positive, safe and nurturing environment where learning is a shared endeavour for parents, their children and our students. I believe high expectations of all are fundamental to the success of our learning community. Committed, professional staff are expert in their content and pedagogy and engage in professional learning to ensure the currency of their practice in order to maximise the potential of all of our young people.

We work tirelessly to provide the very best educational and co-curricular opportunities in a wide range of areas including performing arts, sport, leadership, science, technology, the humanities and social justice action. Our staff passionately contribute to these programs because we believe learning is not only about academic achievement, but it is also about nurturing a young person's interests, developing their character and building their resilience. Our active presence on social media and this web site certainly provide evidence of just some of the many successful programs for which our school has earned an excellent reputation.

School background

School vision statement

Our school's mission statement is, "educational excellence and opportunities in a safe, nurturing environment".

The following statements summarise our vision for graduates as a result of six years of schooling at Engadine High School.

Students will:

- be confident and empowered life-long learners who love and value learning;
- be discerning and agile, creative and critical thinkers;
- be reflective and resilient;
- take responsibility for their own learning;
- be respectful, humane, and empathetic global citizens;

School context

Engadine High School is a comprehensive high school located 45 minutes south of the Sydney CBD adjacent to the Royal National Park. We are proud to provide the very best educational and extra-curricular opportunities for all students.

We believe that learning flourishes when it is an interactive process involving students, parents and teachers.

We have outstanding programs in performing arts, social justice, sport and student leadership and have enjoyed multiple accolades at State, National and International levels in these areas.

A thriving Linkages program in literacy, numeracy, performing arts, history, PDHPE, science and sustainability with local schools ensures that the transition to high school is seamless.

We have a dynamic Support Unit that caters for students in 2 IM and 2 IO classes, and 1Au class.

Our students consistently achieve excellent results in NAPLAN and the HSC. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2018 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis whilst maintaining the programs in literacy, numeracy, and learning skills as these are the currency of learning.

Staff professional learning remains a major focus with a greater emphasis on providing a differentiated approach to cater for the varying needs of staff who are at different stages in their careers. Professional learning focuses on enhancing collective teacher efficacy through agile leadership. We continue to value a focus on literacy and numeracy pedagogy and future-focused teaching and learning. In 2018, we have begun to embed a focus for staff professional learning on differentiation as core business. This focus is designed to prepare staff for the wider educational context emerging regarding individualised student learning.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

To build critical and creative thinkers who can effectively communicate

Purpose

- To challenge all students to engage in critical and creative thinking, and develop their resilience and agility, to prepare them for the future
- To equip all students with literacy and numeracy skills and the confidence to apply them in a relevant and sustained way

Improvement Measures

Increased percentage of students achieving value-added growth as per NAPLAN data.

Tell Them From Me surveys indicate an increased proportion of students' understand the relevancy and connectedness of learning.

Increased engagement and achievement of students identified as gifted and talented.

Progress towards achieving improvement measures

Process 1: *Gifted and Talented:* Identification of gifted students, guided by relevant research, and the implementation of pedagogy that meets their needs.

Evaluation	Funds Expended (Resources)
Scout data indicates that there is a deficit/challenge with students being able to 'think outside the box'. Syllabus Gap Analysis NAPLAN Top 2 Bands p2. PL 2020 will include looking at how the school incorporates OECD recommendations for future ready learners. Continued mentoring and placement of identified students.	Senior executive meeting time allocated to reviewing the GandT process throughout the year.

Process 2: *Literacy and Numeracy:* Collaborative learning for staff to continue embedding and sharing explicit literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Data provided from Scout indicates that numeracy is an issue across the school (drop of 6% – Syllabus Gap Analysis Naplan top 2 Bands) and that it will need an altered focus for 2020. Continued implementation of the sharing of strategies coupled with increased LaST intervention is hoped to reap positive results and see the school return to 2018 levels, for both numeracy and literacy. Focus needs to consider ATSI students as Year 9 showed significant concerns regarding numeracy p5. HSC – the school through the focus on formative assessment, which targets writing and critical thinking should see adjustments in HSC course marks back to 2017 levels – 3% increase.	Professional Learning for all staff Faculty meeting time allocated to literacy and numeracy professional learning Strategic release time for teachers

Process 3: *Positive Connections to School:* To develop students' social and emotional skills in order to support learning and maximise student social and academic engagement through a culture of positive values and respect

Evaluation	Funds Expended (Resources)
A focus on assessment policy has led to a change in direction for this strategic direction. Classroom practice and programming has changed to focus on a new assessment policy which has been implemented through	TTFM teacher survey assessed

Progress towards achieving improvement measures

professional learning and community dialogue. Policy is to be released in for use in 2020 and will feature in the school next three year cycle.

TTFM data indicates students have positive connection and sense of belonging with the school. However, there is some drop off with the engagement of Year 9 & 10, particularly the boys. This is to be addressed via a program to be coordinated by M Heron in 2020. Ideally it is hoped that we see 10% improvement in engagement results (sense of belonging). Student attendance data for 2018 shows decrease rate of attendance and although the school is above network and state the school still needs to look at this. This can be done through the review of the school's discipline and fairness policy with the creation of clear procedures and practice.

Strategic Direction 2

To facilitate collaborative growth and collective efficacy of teachers

Purpose

- To empower teachers to engage students in quality, future-focused learning that meets their needs
- Teachers embrace a culture of professional growth and change that is collaborative, contextual and differentiated

Improvement Measures

Increased engagement of teachers in the professional learning culture.

An increase in teachers identifying goals at the higher levels of accreditation.

An increase in students engaged in future focused learning experiences.

Progress towards achieving improvement measures

Process 1: *Leadership Growth:* growth is supported by a range of targeted professional learning opportunities that provide teachers with the skills and experiences necessary in various leadership roles within the school and/or accreditation (including Three Rivers, Executive PL, Leadership Workshops).

Evaluation	Funds Expended (Resources)
<p>In 2020, professional learning will be centred around OECD data and 4C's, this will be offered on an opt in basis. This will address areas of potential concern in Direction 1. The school will also tap into the work being done by the School Leadership Institute with regards to middle leaders.</p> <p>The school will also focus on professional learning around using the performance descriptors more effectively to empower all staff to effectively integrate formative assessment our focus in 2020. Professional Learning regarding assessment, especially ongoing formative assessment that allows students to achieve in differentiated ways, and which gathers data on this achievement using evidence-based practices, has been identified as a priority for 2020.</p>	<p>Professional Learning was based on a model of differentiated learning.</p>

Process 2: *Differentiated Professional Learning:* A whole school structured approach ensures relevant, meaningful and collaborative relationships are accessible for teachers to professionally grow (including Quality Teaching Rounds, PDP processes and Action Learning/Research Teams). This approach will build the collective efficacy of all staff.

Evaluation	Funds Expended (Resources)
<p>Professional learning will be centred around OECD data and 4C's, this will be offered on and opt in basis. This will address areas of potential concern in Direction 1.</p> <p>The school will also tap into the work being done by the School Leadership Institute with regards to middle leaders.</p> <p>The school will also focus on professional learning around using the performance descriptors more effectively to empower all staff to effectively integrate formative assessment focus in 2020.</p>	<p>Individual staff worked with School Leadership Institute to create materials for use network wide. Executive continue to oversee use of PL funding for staff that aligns with staff PDP's and learning needs inline with Australian Teacher Standards.</p>

Strategic Direction 3

To promote a culture of positive values, inclusivity, and collaborative partnerships

Purpose

- To build on and maintain a community culture that collaborates, connects, and values the contributions and interactions of stakeholders
- Continue to develop the capacity of the school community to support students' successful transition.

Improvement Measures

Increased engagement and participation of community members in leadership, volunteering, mentoring, and coaching opportunities for students.

An increased understanding and valuing of our Indigenous culture and histories by all students, staff, parents and the community.

Progress towards achieving improvement measures

Process 1: *Celebration of Indigenous Culture:* Identify sources of expertise within our school community, and initiate further opportunities to create positive connections between the school and the Indigenous community.

Evaluation	Funds Expended (Resources)
Recognition from the community and beyond of the fabulous work being done – Top End Tour – visit by student delegate to NSW parliament to be received and congratulated by Premier and local member. Sharing of this to school community through social media and other avenues has seen positive engagement and comments. Welcome and acknowledgment of country by Indigenous students has been embedded into every formal assembly/presentation. Given the identified issues with Year 9 ATSI students, particularly regarding numeracy the school intends to get the Wellbeing Unit (ATSI) to come in and present PL around the ways in which Indigenous students learn. This will be followed up with PL on the 8 ways of learning.	Community mentoring and engagement opportunities provided in a range of areas to build community voice within the school.

Process 2: *Community Connections:* Our school culture collaborates, connects and values the contributions of the whole school community to public education across a range of events, including but not limited to the 50th Anniversary celebration in 2019 and a revisit of our Beliefs about Learning.

Evaluation	Funds Expended (Resources)
Community engagement was highly successful, centered around the 50th Anniversary celebrates. Additionally, have continued to develop strong connections with our community experts, including Aunty Deanna Schreiber, One Mob Film Crew and headspace.	Access to and support from community experts to allow engaging initiatives to occur.

Process 3: *Transitions:* Staff, parents and students will work together to build strong partnerships that enable success for students both entering and exiting the school.

Evaluation	Funds Expended (Resources)
Creation of transition program in Term 4, to be expanded into 2020, with the aim of assisting students who do not wish to continue with formal study at school, transition into the workforce and/or TAFE, or who are disengaged. Connection with the Indigenous employment program with a focus on Year 11 students and their post schooling options. Greater focus on staff being proactive in contacting parents being fed through	Executive involvement in transition programs Targeted support to students

Progress towards achieving improvement measures

faculty HT's.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • (\$17 555.00) 	<p>All ATSI students have worked with staff and families to develop relevant and meaningful IEPs</p> <p>Students engaged in programs that are culturally significant, including Koori Kids on the Park and dance/art workshops</p> <p>Three students were selected for the Gili dance group</p> <p>All teaching programs across KLAS include ATSI content and perspective. Staff capacity in this area is also being built by the Aboriginal Education Action Learning Team, who sourced experts from Arncliffe Office to address the school</p> <p>Students attended the Indigenous Youth Summit in February in Melbourne</p> <p>Top End Tour group presented to the AECG and Premier on the success of the tour and cultural connections established</p> <p>Aboriginal and Torres Strait Islander students worked with One Mob Film Crew to create a film for reconciliation week</p> <p>Post schooling careers counselling is being provided by the Indigenous Employment Program and access to University Summer Programs such as Jumbunna (UTS)</p> <p>A number of Aboriginal and Torres Strait Islander elders have worked on site with students to provide; language and art workshops, create murals and cultural workshops, where students were encouraged to bring a non indigenous friend to allow them to have a greater understanding of Aboriginal and Torres Strait Islander culture.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • (\$20 446.00) 	<p>Identified students as EAL/D, who were offered SLSO support in classes across KLAS</p> <p>In addition to in-classroom support programs students were offered withdrawal, one-on-one programs based on student</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • (\$75 232.00) 	<p>Identified students were supported through MultiLit program and offered SLSO support in classes</p> <p>Identified students were offered support and access to special provisions for assessment tasks, which has included a new approval process and integration of a focus on classroom differentiation as a support</p> <p>Students identified as requiring support for Executive Functioning participated in the Secret Agent</p> <p>Student consultation processes were</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • (\$75 232.00) 	<p>undertaken before implementation of learning adjustments</p> <p>Ongoing reviews are conducted for and with funded students</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • (\$95 501.00) 	<p>All students continued to be known, valued and cared for with individual education plans and data from TTFM and other sources informing our equity programs.</p> <p>Students received equity assistance for a variety of school based activities on a needs basis to ensure all students engaged in learning and well being experiences.</p> <p>Support and professional advice was offered to students in the subject selection process to ensure continued learning engagement, learning and access to curriculum through key transition periods.</p> <p>HSC students were offered support in study skills and/or their post-school career trajectory through one-on-one sessions with expert teachers, depending on their needs</p> <p>Senior students engaged in a research informed study skills program.</p> <p>The Top Right program continued with students identified as needing support with literacy and numeracy skills being withdrawn from class to work with literacy and numeracy specialist teachers</p> <p>All staff engaged in professional learning on integrating literacy and numeracy skills into programs across KLAs,</p> <p>Professional learning provided teachers with the knowledge and skills to differentiate learning for all students. This enabled all students to access the curriculum.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • BTRA (\$84 780.00) 	<p>Participation in the school's mandatory Induction Program for new staff</p> <p>For first-year teachers, one professional learning day per term comprised of: a lesson observation and follow-up meeting, an opportunity to observe lessons taught by colleagues within and across KLAs, and an opportunity to team-teach a lesson with an experienced teacher (equivalent to 3 weeks of funding)</p> <p>Ongoing mentoring by the faculty Head Teacher, which will include personalised and appropriate goal-setting using the Performance & Development Plan (PDP) framework</p> <p>Ongoing release time (one period per fortnight) to facilitate skill development, consistent with the Beginning Teachers Support Funding Policy. For first-year teachers, this release time will include</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • BTRA (\$84 780.00) 	<p>opportunities to regularly work with an experienced teacher mentor</p> <p>Release time for onsite, self-directed professional learning that is negotiated with the beginner teacher's Head Teacher, the Head Teacher of Teaching & Learning (PL) and the Deputy Principal in charge of PL, using the Beginner Teacher Self-Directed PL Proposal</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	489	479	460	467
Girls	550	562	574	568

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.7	95.6	94.6	92.9
8	94.3	93.3	91.8	91.7
9	92	92.2	91.7	90.7
10	92.6	91.7	91.1	89.6
11	91	91.5	89.5	91.7
12	97	94.4	91.4	92.5
All Years	93.7	93.1	91.8	91.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	1.5	8
Employment	0	2.56	10
TAFE entry	2	9.76	22
University Entry	0	0	47
Other	0	3.5	5
Unknown	0	0	8

Year 12 students undertaking vocational or trade training

19.59% of Year 12 students at Engadine High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.1% of all Year 12 students at Engadine High School expected to complete Year 12 in 2019 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)	12
Classroom Teacher(s)	55.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.17
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,856,621
Revenue	12,538,052
Appropriation	11,406,161
Sale of Goods and Services	86,552
Grants and contributions	1,005,832
Investment income	24,395
Other revenue	15,113
Expenses	-11,559,463
Employee related	-10,273,615
Operating expenses	-1,285,848
Surplus / deficit for the year	978,589

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.

	2019 Approved SBA (\$)
Targeted Total	1,168,027
Equity Total	294,106
Equity - Aboriginal	17,555
Equity - Socio-economic	95,501
Equity - Language	20,446
Equity - Disability	160,605
Base Total	9,153,065
Base - Per Capita	249,477
Base - Location	0
Base - Other	8,903,588
Other Total	543,756
Grand Total	11,158,955

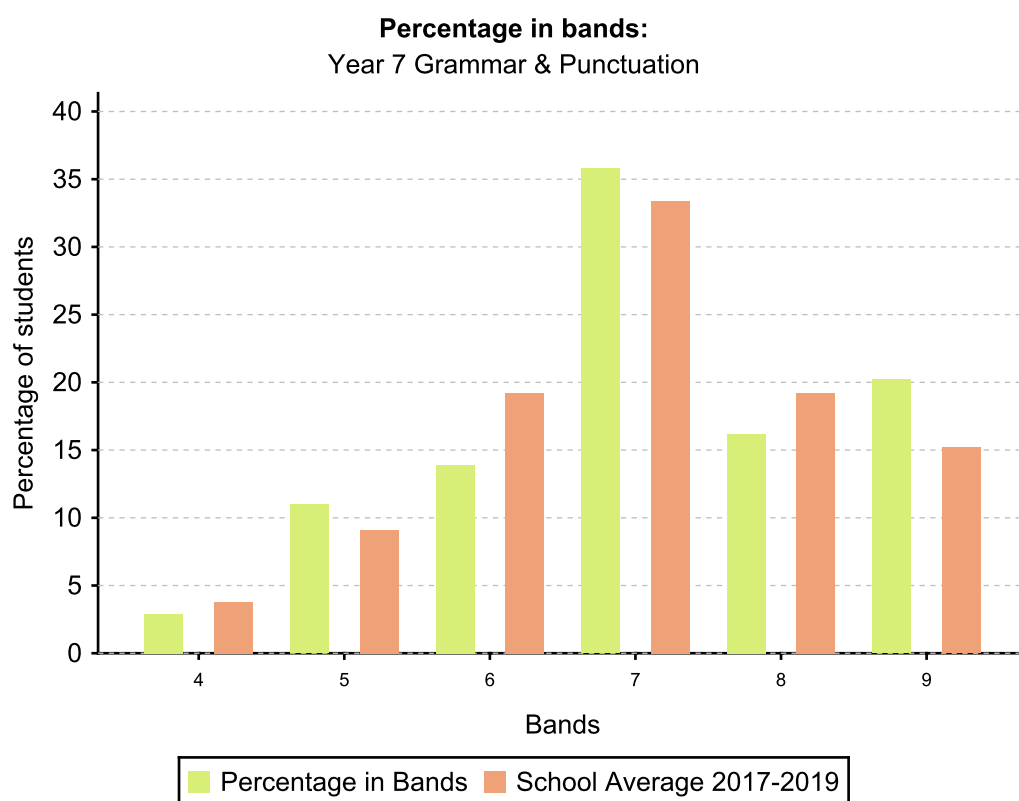
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

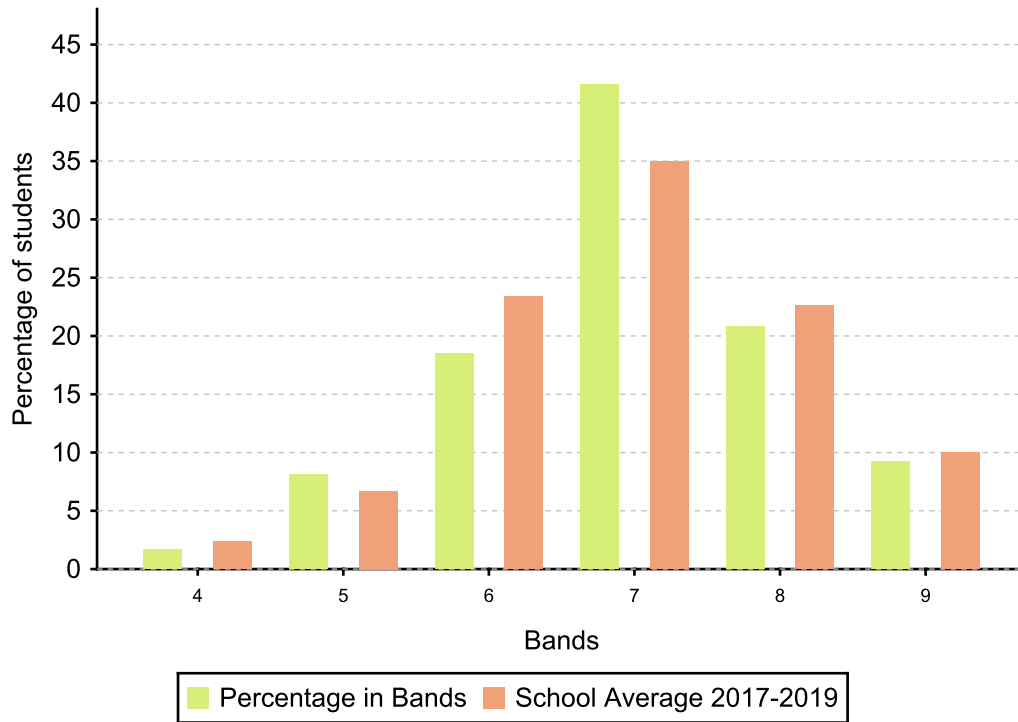
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



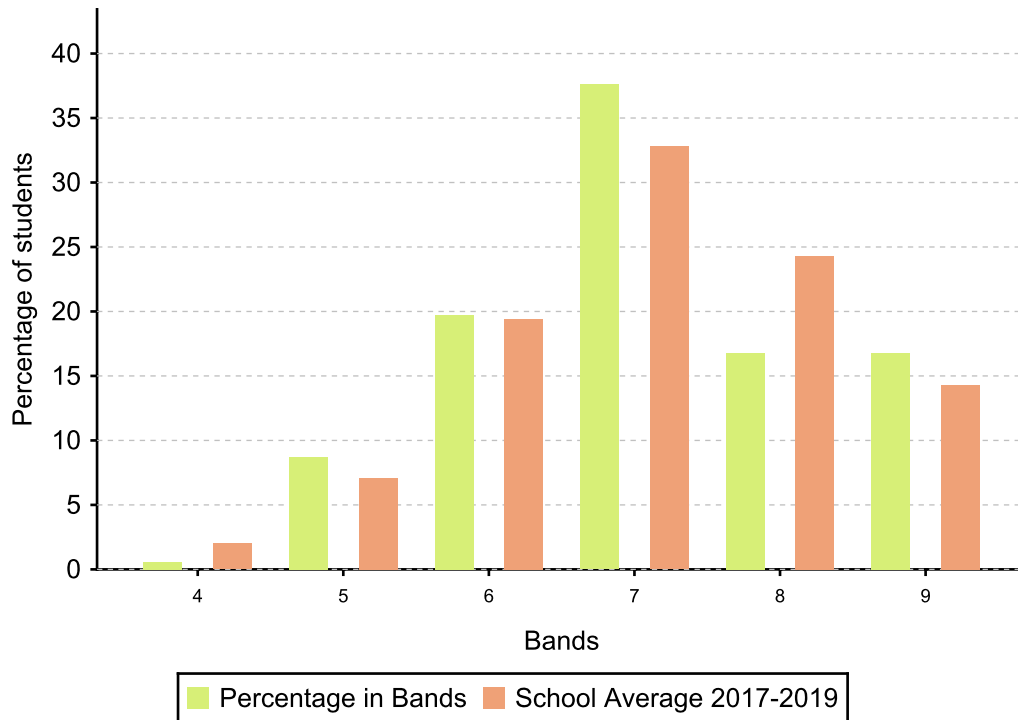
Band	4	5	6	7	8	9
Percentage of students	2.9	11.0	13.9	35.8	16.2	20.2
School avg 2017-2019	3.8	9.1	19.2	33.4	19.2	15.2

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.7	8.1	18.5	41.6	20.8	9.2
School avg 2017-2019	2.4	6.7	23.4	35	22.6	10

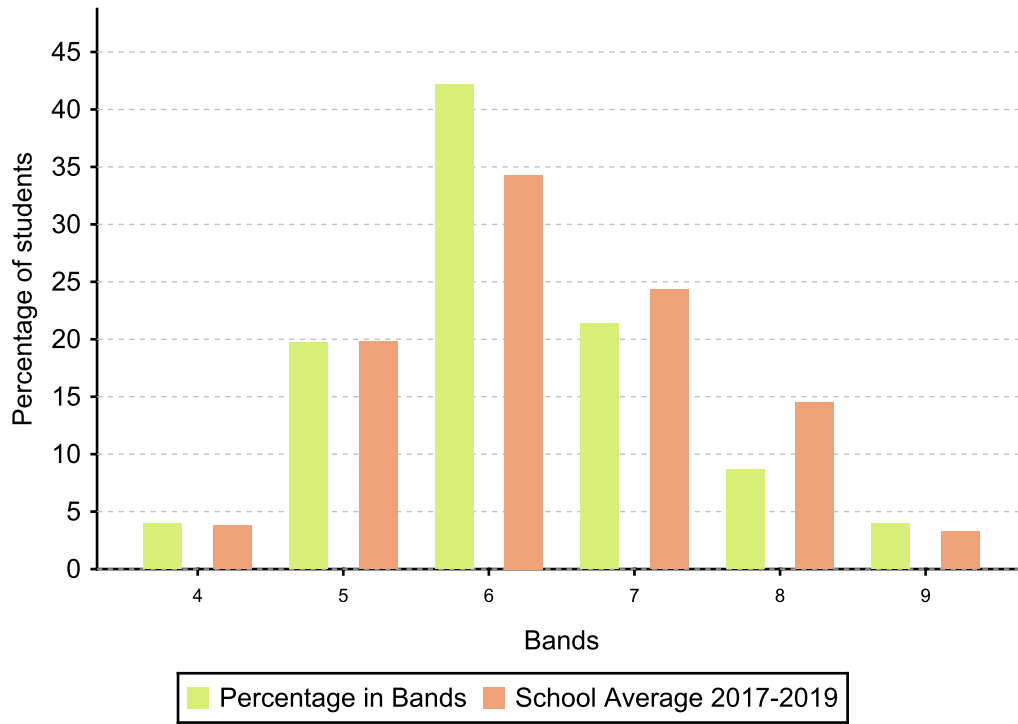
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.6	8.7	19.7	37.6	16.8	16.8
School avg 2017-2019	2	7.1	19.4	32.8	24.3	14.3

Percentage in bands:

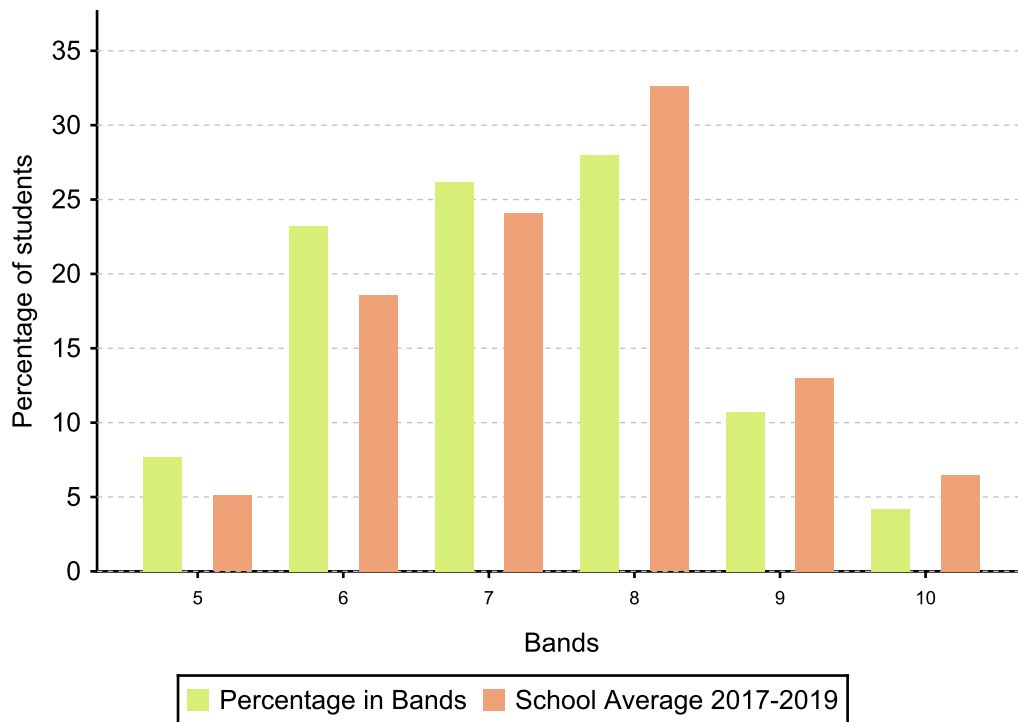
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	4.0	19.7	42.2	21.4	8.7	4.0
School avg 2017-2019	3.8	19.8	34.3	24.3	14.5	3.3

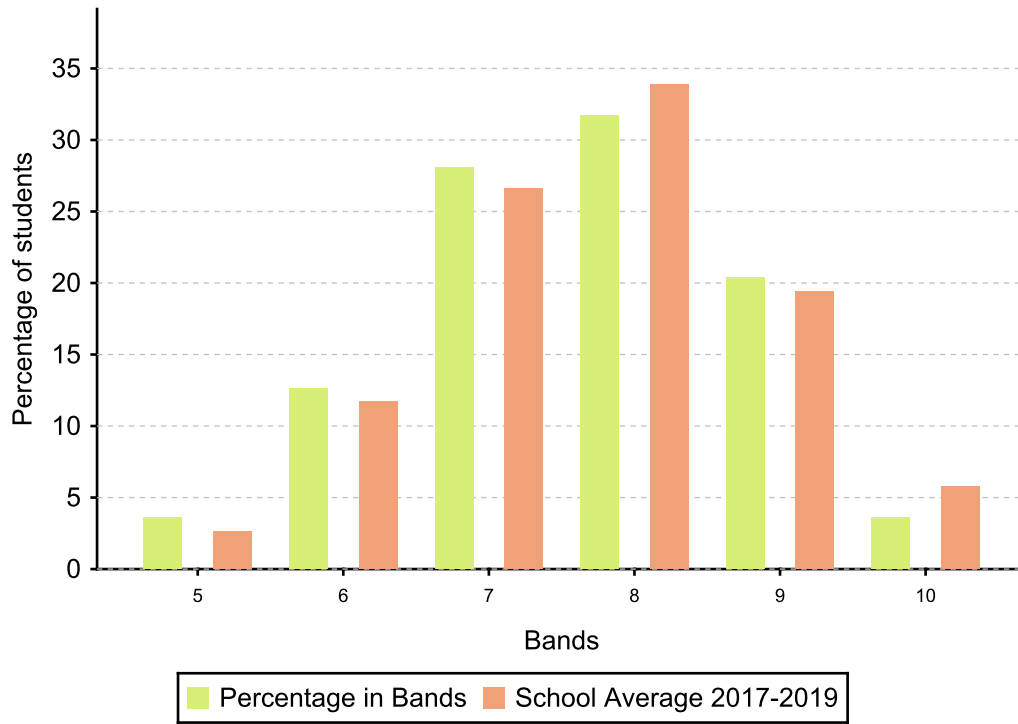
Percentage in bands:

Year 9 Grammar & Punctuation



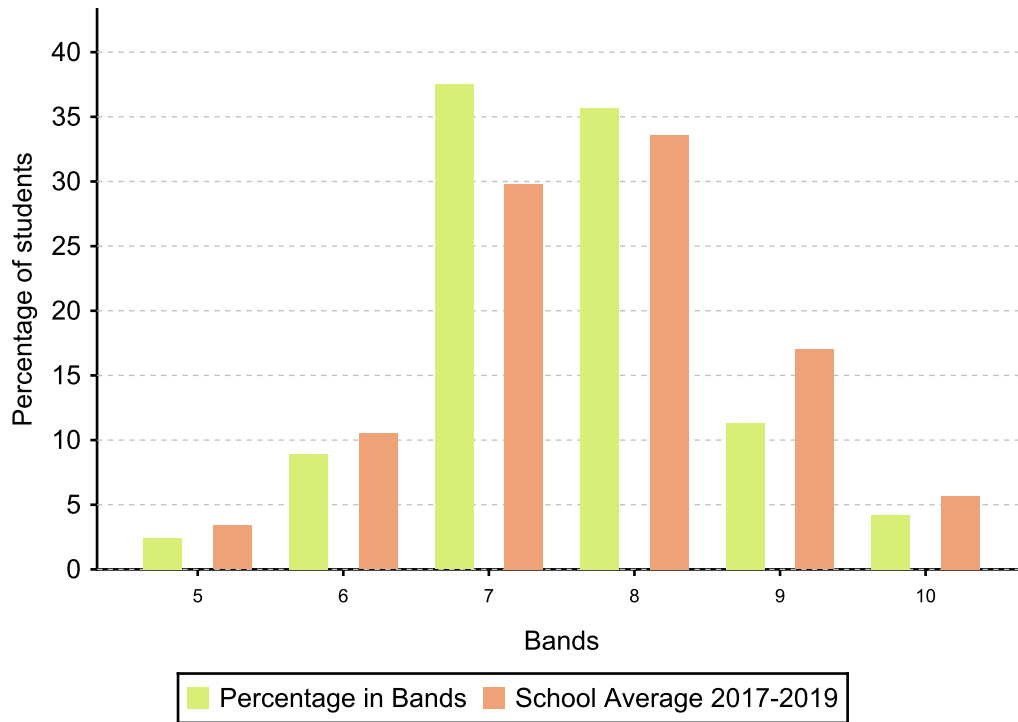
Band	5	6	7	8	9	10
Percentage of students	7.7	23.2	26.2	28.0	10.7	4.2
School avg 2017-2019	5.1	18.6	24.1	32.6	13	6.5

Percentage in bands:
Year 9 Reading



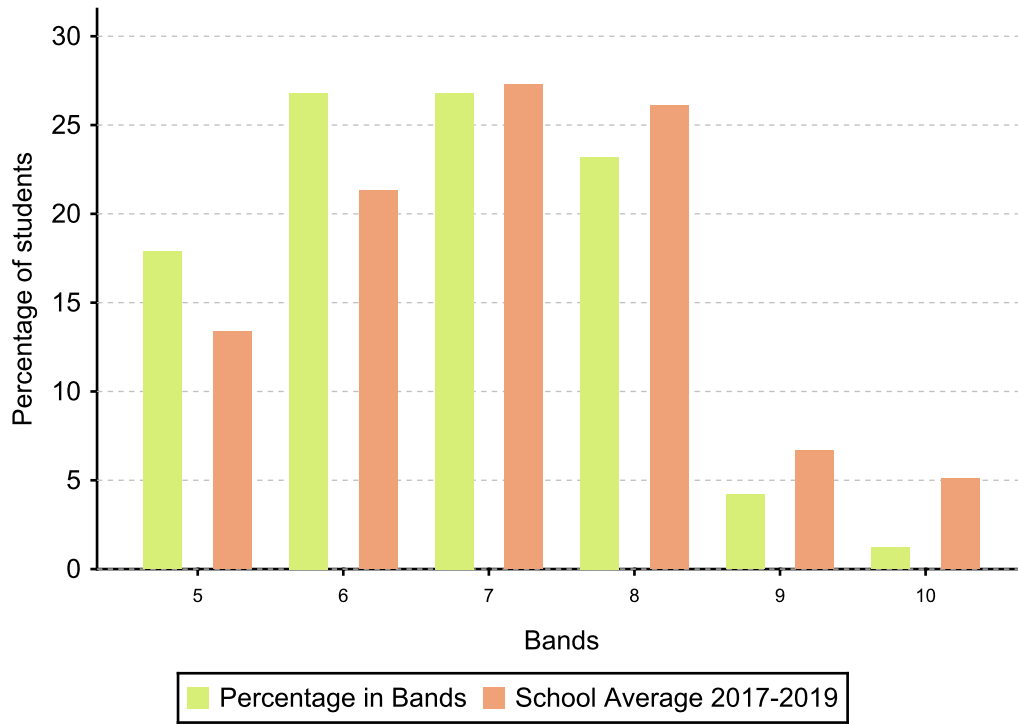
Band	5	6	7	8	9	10
Percentage of students	3.6	12.6	28.1	31.7	20.4	3.6
School avg 2017-2019	2.6	11.7	26.6	33.9	19.4	5.8

Percentage in bands:
Year 9 Spelling



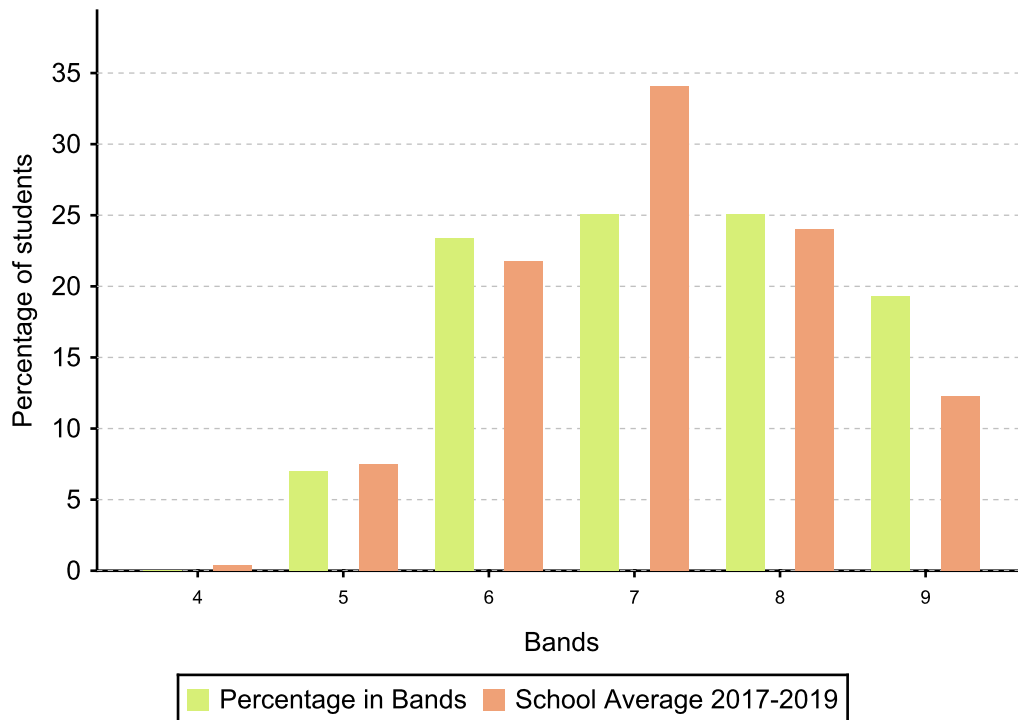
Band	5	6	7	8	9	10
Percentage of students	2.4	8.9	37.5	35.7	11.3	4.2
School avg 2017-2019	3.4	10.5	29.8	33.6	17	5.7

Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	17.9	26.8	26.8	23.2	4.2	1.2
School avg 2017-2019	13.4	21.3	27.3	26.1	6.7	5.1

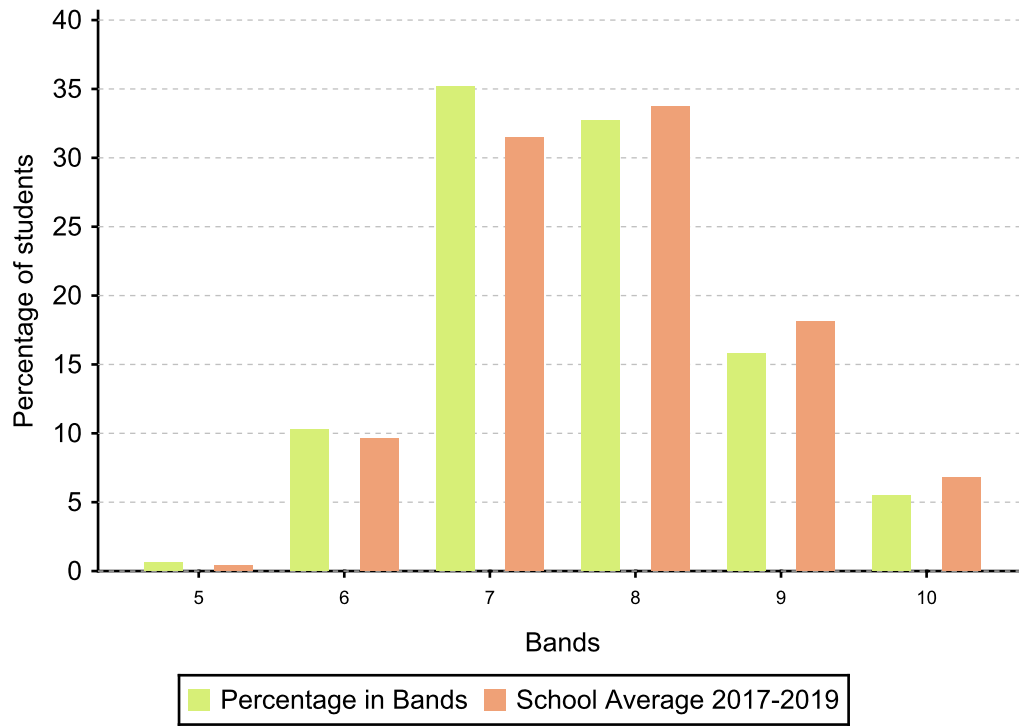
Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	7.0	23.4	25.1	25.1	19.3
School avg 2017-2019	0.4	7.5	21.8	34.1	24	12.3

Percentage in bands:

Year 9 Numeracy

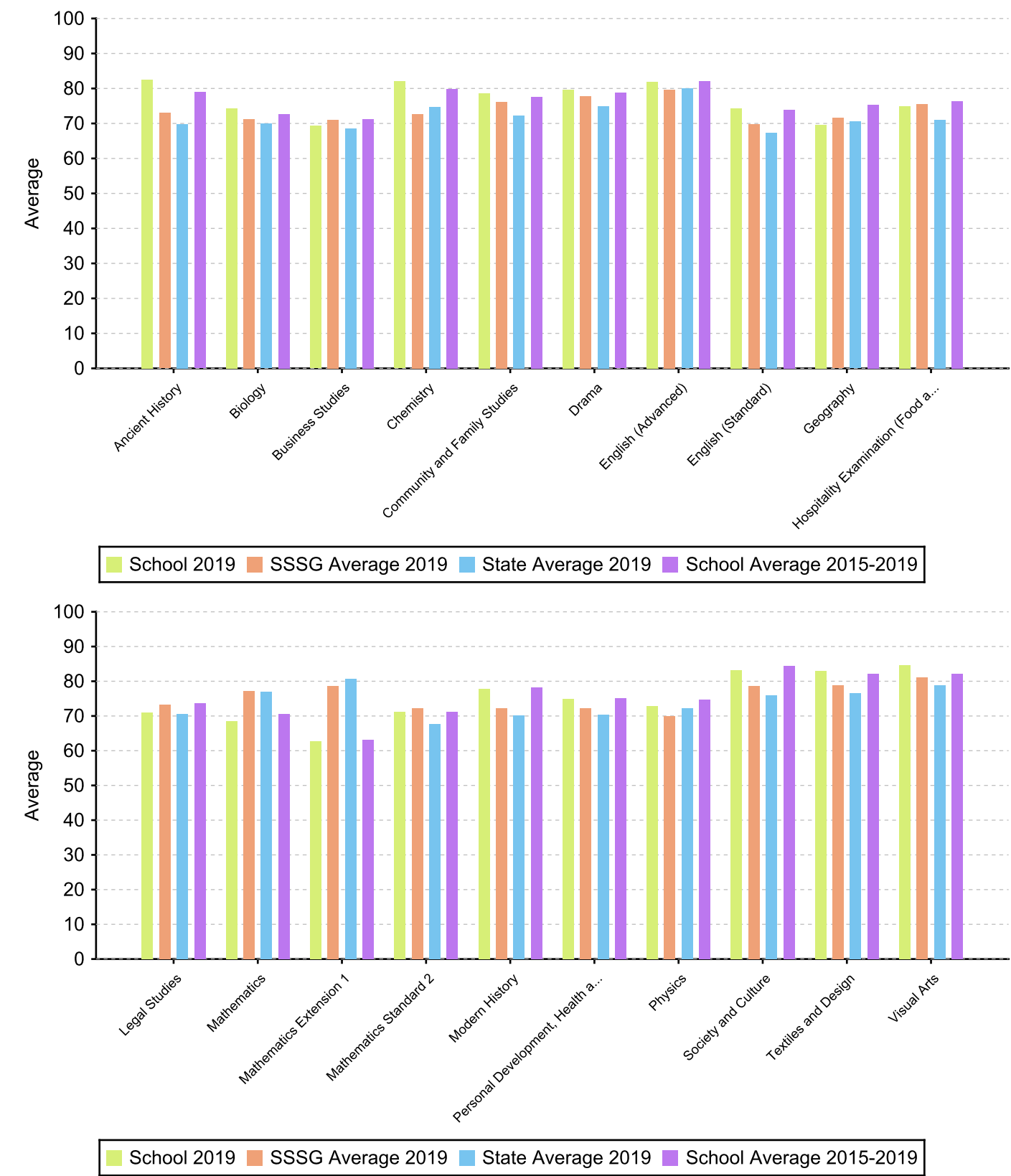


Band	5	6	7	8	9	10
Percentage of students	0.6	10.3	35.2	32.7	15.8	5.5
School avg 2017-2019	0.4	9.6	31.5	33.7	18.1	6.8

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	82.5	73.0	69.9	78.9
Biology	74.4	71.3	69.9	72.7
Business Studies	69.3	71.1	68.6	71.2
Chemistry	82.0	72.7	74.7	79.9
Community and Family Studies	78.6	76.2	72.2	77.6
Drama	79.7	77.9	75.0	78.7
English (Advanced)	81.9	79.7	80.0	82.1
English (Standard)	74.3	69.9	67.3	74.0
Geography	69.6	71.5	70.6	75.4
Hospitality Examination (Food and Beverage)	74.9	75.5	71.1	76.3
Legal Studies	70.9	73.3	70.6	73.7
Mathematics	68.6	77.2	76.9	70.6
Mathematics Extension 1	62.7	78.5	80.6	63.1
Mathematics Standard 2	71.2	72.2	67.7	71.2
Modern History	77.8	72.2	70.2	78.2
Personal Development, Health and Physical Education	74.9	72.3	70.5	75.0
Physics	72.9	70.0	72.1	74.7
Society and Culture	83.2	78.6	75.9	84.4
Textiles and Design	83.0	78.9	76.6	82.1
Visual Arts	84.7	81.1	78.8	82.1

Parent/caregiver, student, teacher satisfaction

According to our most recent Tell Them From Me Survey of parents, our community feel welcome at the school and find our staff helpful. Parents feel well informed about student learning and co-curricular activities.

Parents routinely and regularly engage with school communications via social media. Feedback from parents is addressed in a timely manner to ensure that student learning and wellbeing, along with parent satisfaction is continually improved.

Student focus groups were formed as part of our assessment review. During these discussions it was evident that students felt supported by the school in their learning and wellbeing. This is affirmed by our student survey strategic direction team 1 collated that reports students felt strong positive relationships with teachers and a sense of belonging.

Teacher satisfaction continues to be measured using a variety of methods including surveys such as 'Tell Them from Me' in school evaluations and regular collegial discussions. In particular, feedback from teachers about professional learning indicates a high level of efficacy, especially in terms of the school's emphasis on differentiated and relevant learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.