

Randwick Boys High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Randwick Boys 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.

School contact details

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Message from the principal

Annual School Report

Principal's Report 2019

It is my pleasure to report on major happenings at Randwick Boys' High School during 2019.

We began the year with our annual Year 7 clap in, a marvellous tradition at our school. Here, we welcome our newest students and it is a very nice way to be welcomed, thunderous applause from all other students.

Our Welcome BBQ and Meet the teacher evenings allow our newest parents and guardians to be welcomed into our school community in a very informal manner.

Our annual Open Night is held early in the year for prospective students and their parents/guardians. Open Night allows members of the public and prospective families a glimpse into our day to day teaching and learning at Randwick Boys'. The number and quality of students entering Year 7 entering RBHS every year is astonishing. Our NAPLAN results for Literacy and Numeracy are definitely on an upward trajectory and also outlines the amazing work of our staff.

Sport is always a major part of the Randwick Boys' High School Co-curricular program and in 2019, we had some outstanding performances. Our Opens Rugby Team made the final of the Wednesday afternoon competition, narrowly losing to Epping in the final. The team consisted of two Year 12 students and the rest from Year 11 and 10, so the majority of players will be available for selection in 2020. We also had outstanding performances in Athletics, Swimming, Volleyball as well as various Martial Arts.

I would also like to thank all grade sport teachers for their efforts in ensuring our students have the opportunity to shine in a multitude of sports. Your commitment, coaching our students, is greatly appreciated. Our House sport

program, for our less able sports students also allows students to participate amongst themselves, here at school and venues nearby.

In 2018, we hosted a visit from the Australian Rugby Union Team. We also had a whole school assembly to listen to the Australian Cricket Vice-captain and old boy, David Warner. In 2019, we hosted four NSW State of Origin players and various officials who presented to our Rugby teams concerning the fact that they need to 'drive safely' when they are able to have a driver's licence. The message was very strong and our students were in awe of the players and their message. Various football items were signed and many photographs taken to document the visit. We thank Mr Bester for organising the visit and extremely important message delivered. The NSW State of Origin team went on to beat QLD in the opening game and also the series.

In terms of performing arts in 2019, our students participated in the Boys vocal workshops for 3 days and participated with vigour. The song produced at the end of the 3 days was exceptional. Well done to Ms Eckhardt for coordinating. Our music students also had the opportunity to attend 4 performances at the Sydney Opera House with the Sydney Symphony Orchestra. This opportunity takes place every year; however, one special performance stands out in 2019. Two ex students (and ex school Captains of Randwick Boys' High School), performed one of the concerts. Joseph and James Tawadros, both famous Oud and percussion performers, were the featured artists with the orchestra and had the packed Opera House enthralled for over one and a half hours. Our students were mesmerised and excited to see ex students performing with the Sydney Symphony in the Opera House to a packed audience! Thanks to Mrs Olsen for organising the Opera House visits as she does every year. Our concert band, soloists, rock bands, Year 12 students and all elective Music students, also performed at various school events this year. Well done to all student involved.

Our annual School Show with our sister school, was again a dazzling performance in 2019. Once again, NIDA theatres was the location for an outstanding evening of singing, dancing, acting, moving props and watching an array of talented performers. There were approximately 40 Year 7 students involved in the Show, along with many from other year groups and we would love this number to increase every year. Thanks to Ms Fulton for coordinating the RBHS students and all staff for assisting with supervision during the year as well as on the evenings of the performances.

Our P & C also supported our school in a HUGE way again in 2019. They do not only meet twice a term, they also represent on staff selection panels, host BBQ's for students, fundraising and for the elections in 2019. They also contributed funds to establish the Breakfast club, which has been very successful in assisting our students who need sustenance in the mornings. They have also contributed to the purchase of a Randwick Boys' High School mini bus, which has been ordered for delivery in 2020. Our P & C president, Birgit Schickinger, also represented our parent body when the NSW Minister for Education, the Hon. Sarah Mitchell visited RBHS in October. The major fundraiser for the P & C is the annual trivia night, which was a great success again in 2019. Prizes which were donated, included signed jerseys, trips away for 8 people etc as well as too many other auction items to mention. It is always a brilliant evening and raises a large amount of money for our school. I would like to thank Leanne Bergan and Birgit for coordinating the event as well as all parents and guardians who assisted in making the evening a success.

In October, the Minister for education, the Hon. Sarah Mitchell visited Randwick Boys' High School to see for herself what is needed in terms of an upgrade. We had the minister's ear for over one and a half hours and pointed out all facilities that need upgrading as well as areas for potential to build new facilities for our students! She listened intently and had one of her colleagues take notes during the visit. She heard from our students, staff, Executive Staff and our P & C president during her time at the school. Hopefully, now she has visited and

seen our facilities, she will be able to influence the upgrade in a positive way for our student and the local community. I would like to thank Ms Marjorie O'Neill, our local member, for organising the visit and Mr Paul Owen, Director Public Schools, for attending.

The 2019 Deadly awards were presented to students and staff in our Public Schools who perform outstanding deeds. Rian Bairle, a Year 11 student and Ms Cassandra McKimm, our hardworking School Administration Manager, were both selected to receive awards. The ceremony, held at University of Technology Sydney, was well attended and showcased the amazing Aboriginal students and staff that we have in our public schools. Well done to Mr Bennet, our Aboriginal student coordinator, for his efforts with all our indigenous students at Randwick boys' High School.

The Duke of Edinburgh program is becoming more popular year after year. The number of students showing interest and then completing the requirements is outstanding. Most are awarded the Bronze certificate, however, more and more are attempting the silver and gold awards. Our first gold award was issued in 2018 and we hope that more students will strive for this amazing award. Thanks to Mr Dimopoulos for coordinating the event and all staff who assisted on the many treks throughout the year.

Film By is a new opportunity for High School students to learn about the art of film making and then enter a competition. RBHS entered two films in 2019 and both were successful in being chosen to be screened at the Ritz Cinemas in October this year. One film highlighted the need to 'recycle' and the other highlighted the fact that students need to 'be yourself'. It was thrilling to see both films up on the big screen. Thanks to Mr Kassab and the English faculty for creating the films. On the gala event at the Ritz, our string ensemble also performed for the crowds before the films were shown. Mrs Olsen did an amazing job preparing the ensemble and they received outstanding feedback from parents, other students and members of the public. Well done to all involved!

The annual Leadership Investiture was another highlight of 2019. Our Newly elected School Captain, Prefects and Student Representative Council, received their badge of office and completed the Oath, which has been recorded in the same book since 1956! Again, the Investiture was well attended by local members (State and Federal), the mayor of Randwick and our Director, Public Schools. I would like to thank Ms Austen for her service coordinating the Student Leadership group.

Finally, I would like to mention the annual Year 12 Graduation ceremony, held at South Sydney Juniors. Our outgoing Year 12 students were farewelled with a meal, speeches, performances and remembrances. We wish all Year 12 students well in their Higher School certificate exams and in their future pursuits.

I would also like to acknowledge our amazing staff. A staff who ensure our students have such a rich and rewarding experience and have access to many and varied opportunities both in and out of the classroom. By staff I refer to teaching, office staff, GA Drago, SLSO's and everyone who has contributed to our success in 2019. Can you please join me in thanking the ALL staff of Randwick Boys' High School.

One extremely sad moment for the Randwick Boys' High School community was the passing of one of our Year 9 students, Elijah NG. Elijah was a bright and bubbly student who contributed a great deal to our school community. Whilst confined to a wheelchair for most of his life and enduring many operations for various conditions, Elijah never once complained. He was extremely quick witted and excelled in many subjects. Unfortunately, Elijah became very ill during term 2 this year and couldn't attend school during Term 3. He passed away at

his home, surrounded by family. Elijah will be missed. We have a special award in his name which will be issued for the first time today.

Finally, as we are all aware, schools are not about fancy buildings but the people within the school gates. We are so very blessed to have such an amazing group of staff, students, parents who are all exceptional and add a great deal to our school community. The quality of our students is unbelievable! Our results are improving every year, especially our outstanding NAPLAN results. Our students are aware of what is expected from them and what it means to be a "Randwick Boy". They know what's expected when they put on that school uniform and wear that 'crest on their chest'. They know they represent every past, current and future student.

Every year on Presentation Day, we have an old boy of our school present the keynote address. This year, we have two staff who have been invited. There are actually six current staff members who are old boys of Randwick Boys' High School. Six! That says a great deal about our profession and our school. Something of which we should be proud.

We look forward to 2020 and beyond and look forward to sharing exciting new opportunities with students, staff, parents and the wider community.

Thank you.

Lance

School background

School vision statement

Randwick Boys' High School provides a safe and caring environment where young men learn and grow. In guiding young men through their education, Randwick Boys' High School offers a place where students can develop their academic, sporting, social and cultural potential. Offering a diverse, challenging curriculum, well supported by a dedicated, professional staff. Randwick Boys' High School students work with engagement and honour, in a dynamic environment, to become successful members of society.

School context

Randwick Boys' High School (Pop 645, 72% NESB, 2% Aboriginal) is situated in the Eastern Suburbs of Sydney. The school has a diverse range of students who perform at all levels of ability. The school has a strong focus on literacy and Numeracy and on the use of some data, such as the National Assessment Program for Literacy and Numeracy (NAPLAN), to inform teaching and learning programs. There is a focus on technology in learning and on the use of Technology in classrooms. The school operates an Independent Learning Centre, under the guidance of the Learning and Support Teacher (LAST). An excellent welfare program supports student learning. Quality Teaching, whole school literacy and numeracy and differentiated curriculum, are features of the school's planning and direction. The school has implemented an academically selected Gifted and Talented stream that will have completed Year12 during the term of this plan.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

Data

Purpose

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning following strategies to address any areas of need, are key areas of exploration.

Improvement Measures

Qualitative survey of students, parents and teachers – Tell them from Me survey.

Improved NAPLAN results

Increase in percentage of students in top 3 bands

SCOUT data to determine baseline and value adding

Growth in both short and extended responses in external examinations.

Progress towards achieving improvement measures

Process 1: Implementation of whole school Wellbeing Framework.

Evaluation	Funds Expended (Resources)
Stymie and other developing programs, will continue to be evaluated.	In 2019, new Wellbeing initiatives were investigated. Stymie, is a new online bullying reporting platform that was introduced to our school. There has been a small number of such instances reported and investigated.

Process 2: Provision of support for numeracy across the school through development of a whole school numeracy and literacy program.

Evaluation	Funds Expended (Resources)
NAPLAN results show an improvement in 2019. HSC results show a substantial improvement in 2019. Explicit teaching strategies and a common Language when completed extended responses has assisted students in gaining higher grades in short and extended responses in external examinations.	Time from face-to-face teaching, has allowed staff to plan and implement whole school strategies to improve Literacy and Numeracy levels in all Key learning Areas.

Process 3: Utilise SCOUT to drive evidence based teaching and learning practices across the school.

Evaluation	Funds Expended (Resources)
Staff have been trained and targets set for improved results over the next few years. Scout data will be analysed more closely and time given to pivot as required.	All staff have undertaken Professional Learning in SCOUT data analysis. TEAMS meetings have been allocated to staff development in this

Process 4: Professional Learning to ensure staff have the capacity to analyse available data and implement strategies to address areas of need

Evaluation	Funds Expended (Resources)
More staff have confidence and ability to analyse the available data and	TEAMS time has been allocated so all

Progress towards achieving improvement measures

implemenet changes to programming to assist.

staff are comfortable usiung the available data to drive improvement in teaching and learning.

Strategic Direction 2

Inspired Teaching and Learning

Purpose

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in achieving their personal best. Assessment and feedback are essential tools in fostering the learning and development of students. Teachers' professional development is critical in ensuring that our educational practice is future-focused, relevant and challenging. Further, the attainment of literacy and numeracy standards is paramount in student learning and results. Teaching and learning at Randwick Boys' High School will be holistic, supportive and inspired.

Improvement Measures

Value-added growth for students in internal assessment, NAPLAN and HSC results

All faculty assessment, teaching and learning programs are NESA compliant, including updates and regular evaluation takes place

Teachers have accrued at least 50% of their professional learning hours for accreditation

Progress towards achieving improvement measures

Process 1: Engagement with a whole school literacy and numeracy program.

Evaluation	Funds Expended (Resources)
Staff have implemented Literacy and Numeracy strategies in their programming and results in NAPLAN and HSC indicate solid growth.	Faculties have been allocated mentors to assist in this goal.

Process 2: Targeted teaching and learning for staff to develop quality teaching and assessment practice.

Evaluation	Funds Expended (Resources)
Staff are supported in ensuring quality teaching and learning occurs in every lesson, in every classroom across all faculties.	Professional Learning funds have targeted staff to ensure key strategies and activities are implemented. Staff are also allocated time from face-to-face teaching to ensure compliance with school expectations.

Process 3: Continuous review of teaching, learning and assessment to ensure that school practice challenges and develops students learning and achievement.

Evaluation	Funds Expended (Resources)
Strong growth in NAPLAN and HSC results reflect the changes implemented across all faculties.	Staff have dedicated time to address programs and scope and sequences to ensure all requirements are met and all students have access to quality teaching and learning.

Strategic Direction 3

Community Communication and Engagement

Purpose

Randwick Boys' High School is committed to the development of communication and engagement by improving the community's perception of RBHS and by enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Improvement Measures

Anecdotal and survey evidence regarding reputation of our school and our perceived standing in the community.

Increase in number of students attending RBHS.

Greater ongoing partnerships formed between the corporate sector and the school.

Growth in the number of ongoing partnership opportunities between RBHS and local Primary schools

Progress towards achieving improvement measures

Process 1: · Identify, plan and execute a suite of opportunities to promote and publicise RBHS in order to enhance the school image in the community.

Evaluation	Funds Expended (Resources)
The schools reputation and popularity continues to grow and it is very pleasing to be the preferred school for a growing community.	The dedicated Communication Team has worked solidly to promote our school in local publications and across the wider community.

Process 2: · Source, plan and expand opportunities for the establishment and development of joint learning programs with local industry and educational institutions.

Evaluation	Funds Expended (Resources)
We have enjoyed some success with industry links. Continuation of opportunity will need further attention. We will also look at expanding opportunities for our students and school.	The Community engagement committee have established some connections with industry. These opportunities will be expanded.

Process 3: – Source, plan and expand opportunities for improved links with local primary schools.

Evaluation	Funds Expended (Resources)
The program was deemed a success by our staff, Primary staff and the Primary School students. We will look to expand the program in 2020.	Staff were removed from sport on a Wednesday afternoon and completed the program with our visiting Primary students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AIME allowed Aboriginal students to connect with successful Aboriginal People and to receive coaching, tutoring and mentoring.	Aboriginal students have reported being connected to our school, results for Aboriginal students, overall, have improved and engagement in school activities have increased.
English language proficiency	English Language Proficiency is an area that has improved across the whole school, according to all relevant data. Professional Learning has been targeted to address this concern. A common language has been developed across all Key Learning Areas and this has allowed a positive growth to occur.	The Literacy team has worked hard to implement new targets for all staff to adopt. A Common Language, used across all subjects, is one such target that has assisted our English Language Proficiency.
Low level adjustment for disability	All students need access to the curriculum and educational opportunities. It is imperative that our students are supported to do so and feel that they have access to the same opportunities as every other student.	All students feel supported and are accepted for who they are and differences are both acknowledged and celebrated.
Quality Teaching, Successful Students (QTSS)	Quality teaching has been embedded across all faculties and all programs.	Programs have explicit strategies to extend students and ensure 'best practice' teaching and learning is taking place. Differentiated curriculum supports these theories.
Socio-economic background	Opportunities have been provided for all students to access the curriculum as well as co-curricular activities and opportunities.	All students are supported in their learning and have equal opportunities to access educational advancement.
Support for beginning teachers	Beginning teachers have time and mentors to assist their progression as well as time off class for preparation, report writing, programming and to complete additional duties.	Beginning Teachers feel supported and report a smooth transition.
Targeted student support for refugees and new arrivals	Our small number of new arrivals are supported with a strong transition team.	Students report being supported and valued.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	624	633	602	619
Girls	0	0	0	0

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.4	93	93.9	94
8	90.4	90.6	90.4	90.3
9	90.7	89.6	87.4	87.9
10	88.7	86.5	86.5	87.7
11	91.9	90	87.7	86.5
12	87.9	92.3	91.2	90.7
All Years	90.3	90.3	89.7	89.7
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

The student numbers continue to grow in all year groups. We are delighted with the fact that Randwick Boys' High School is the school of choice in the Eastern Suburbs for families wanting single-sex education.

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	0
Employment	2	3	5
TAFE entry	3	3	14
University Entry	0	0	78
Other	0	0	0
Unknown	0	0	3

The class of 2019 performed extremely well in the Higher School Certificate. The percentage of students applying for University courses continues to grow. The HSC ranking of our school, improved 161 places compared to the previous year.

Year 12 students undertaking vocational or trade training

6.82% of Year 12 students at Randwick Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of all Year 12 students at Randwick Boys' 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	32.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	8.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	630,239
Revenue	7,771,417
Appropriation	7,256,394
Sale of Goods and Services	46,233
Grants and contributions	428,693
Investment income	6,165
Other revenue	33,933
Expenses	-7,638,537
Employee related	-6,658,057
Operating expenses	-980,480
Surplus / deficit for the year	132,880

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	193,621
Equity Total	391,903
Equity - Aboriginal	17,053
Equity - Socio-economic	49,512
Equity - Language	161,810
Equity - Disability	163,528
Base Total	6,201,640
Base - Per Capita	141,252
Base - Location	0
Base - Other	6,060,388
Other Total	311,722
Grand Total	7,098,886

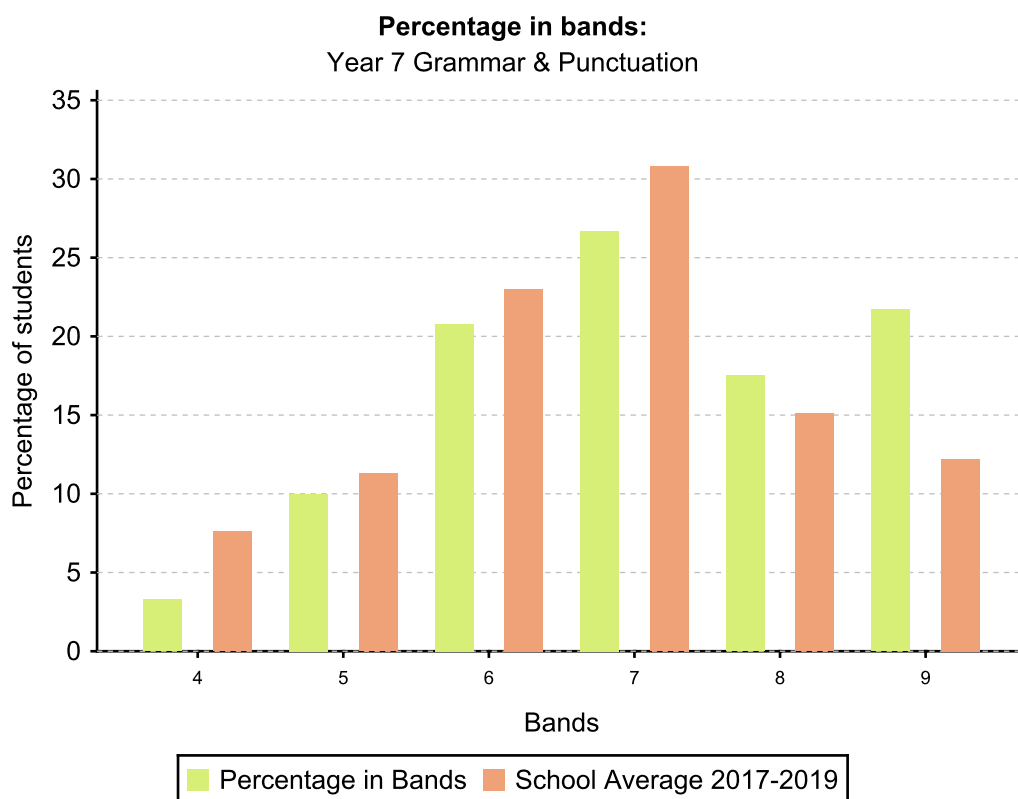
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School performance - NAPLAN

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.

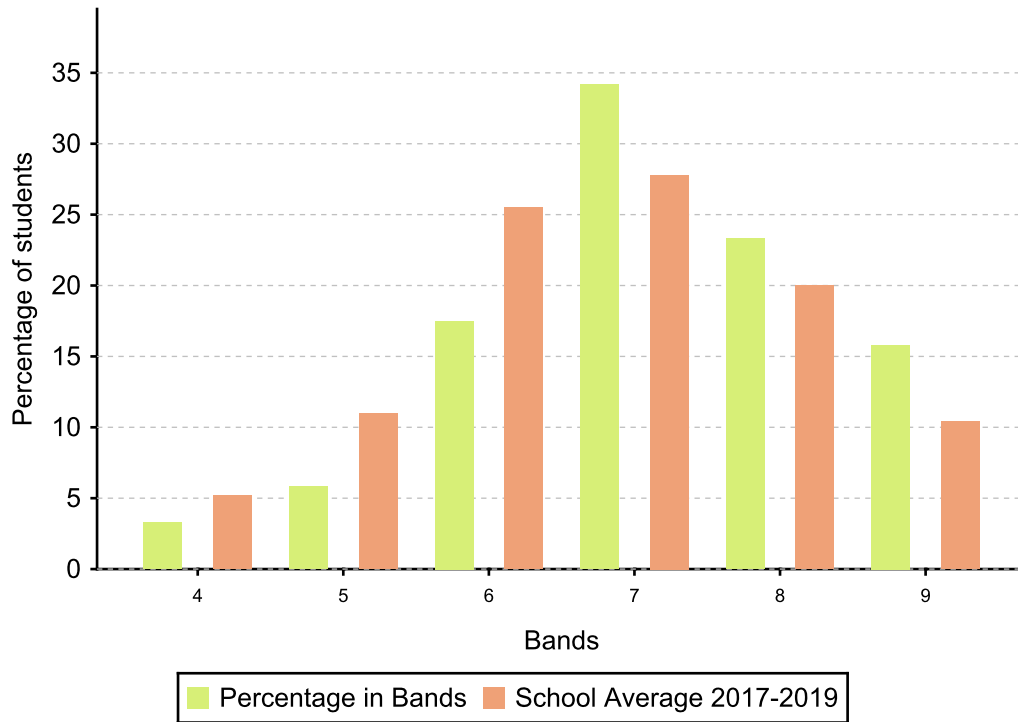
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



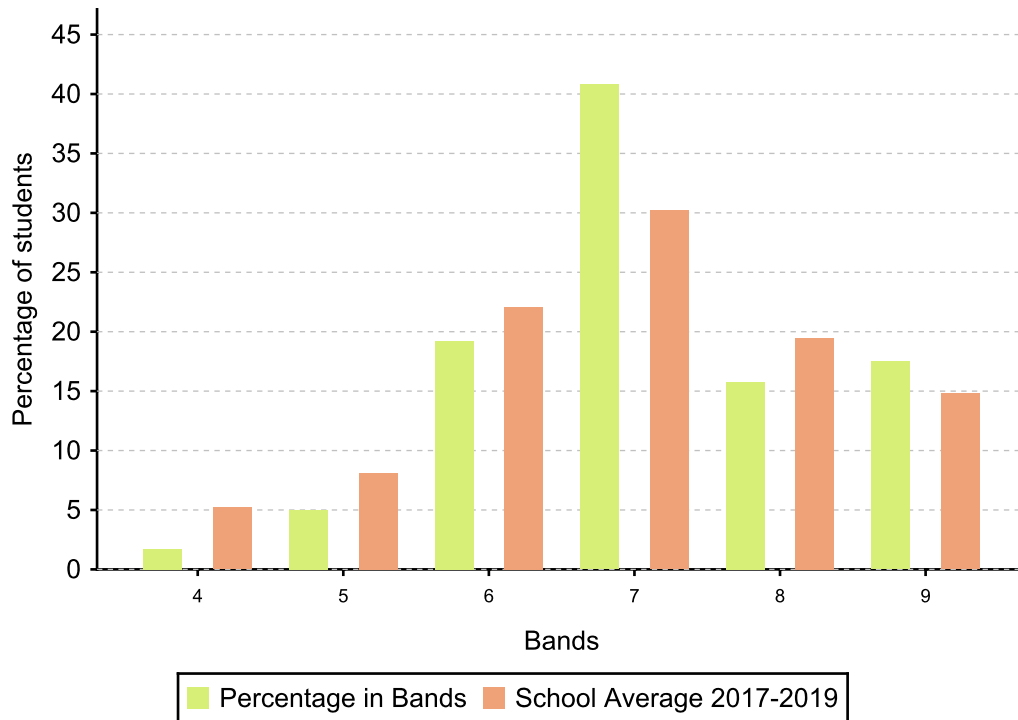
Band	4	5	6	7	8	9
Percentage of students	3.3	10.0	20.8	26.7	17.5	21.7
School avg 2017-2019	7.6	11.3	23	30.8	15.1	12.2

**Percentage in bands:
Year 7 Reading**



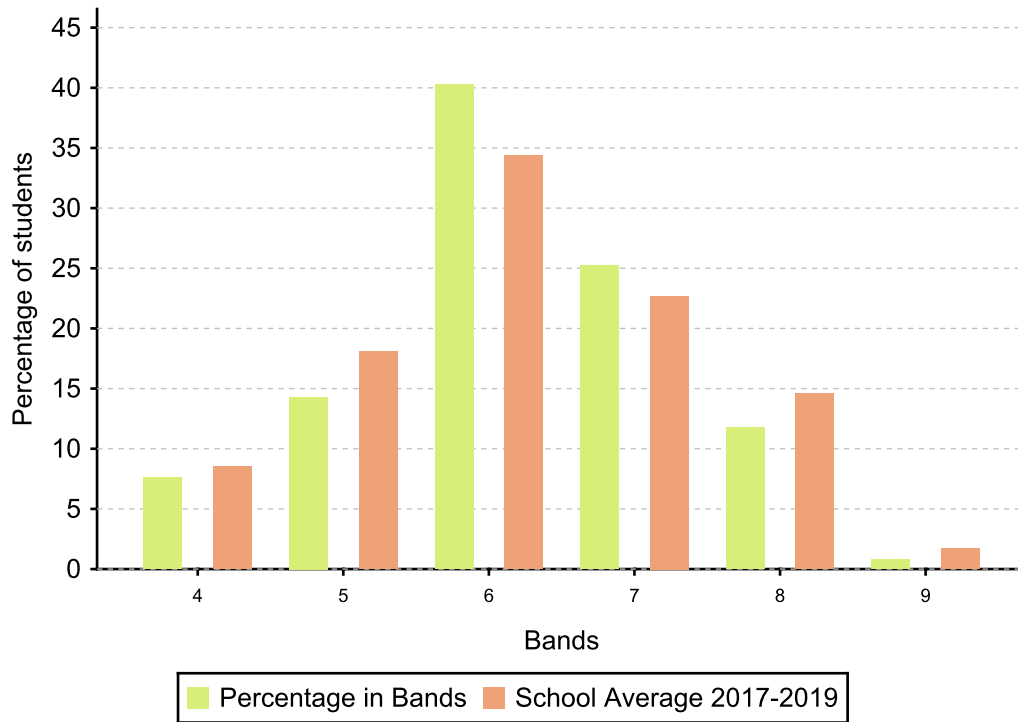
Band	4	5	6	7	8	9
Percentage of students	3.3	5.8	17.5	34.2	23.3	15.8
School avg 2017-2019	5.2	11	25.5	27.8	20	10.4

**Percentage in bands:
Year 7 Spelling**



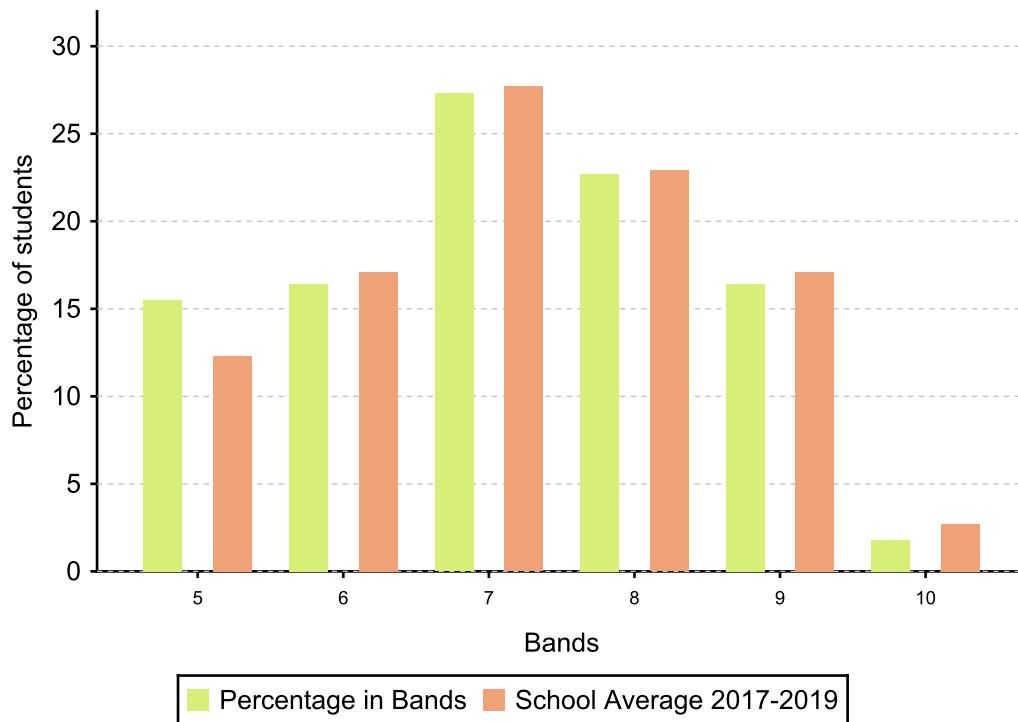
Band	4	5	6	7	8	9
Percentage of students	1.7	5.0	19.2	40.8	15.8	17.5
School avg 2017-2019	5.2	8.1	22.1	30.2	19.5	14.8

Percentage in bands:
Year 7 Writing



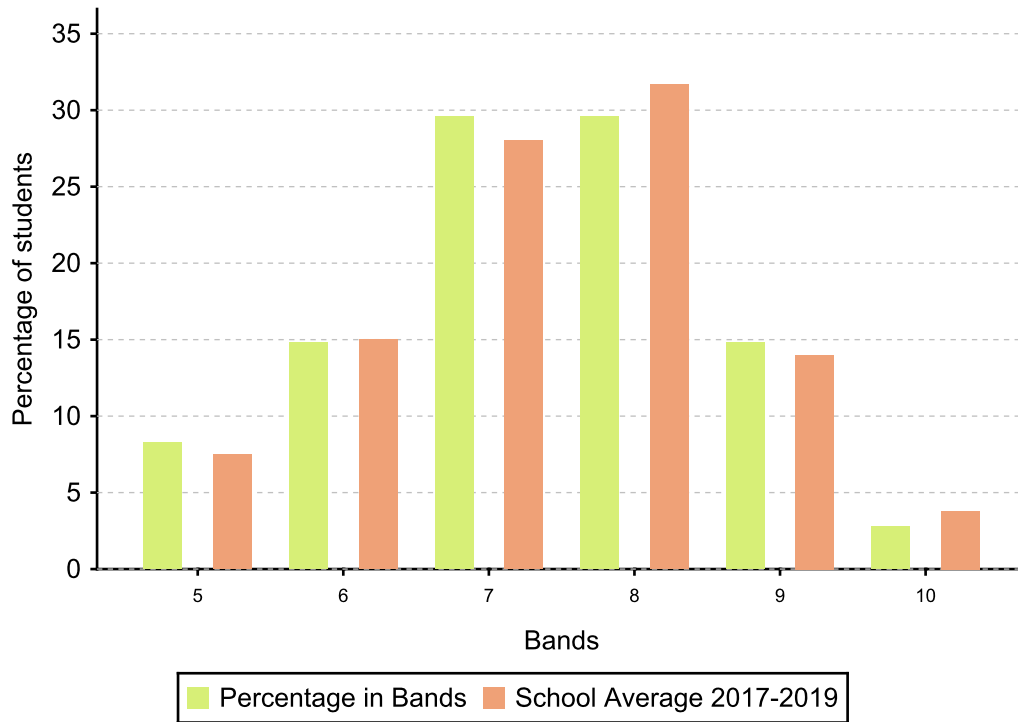
Band	4	5	6	7	8	9
Percentage of students	7.6	14.3	40.3	25.2	11.8	0.8
School avg 2017-2019	8.5	18.1	34.4	22.7	14.6	1.7

Percentage in bands:
Year 9 Grammar & Punctuation



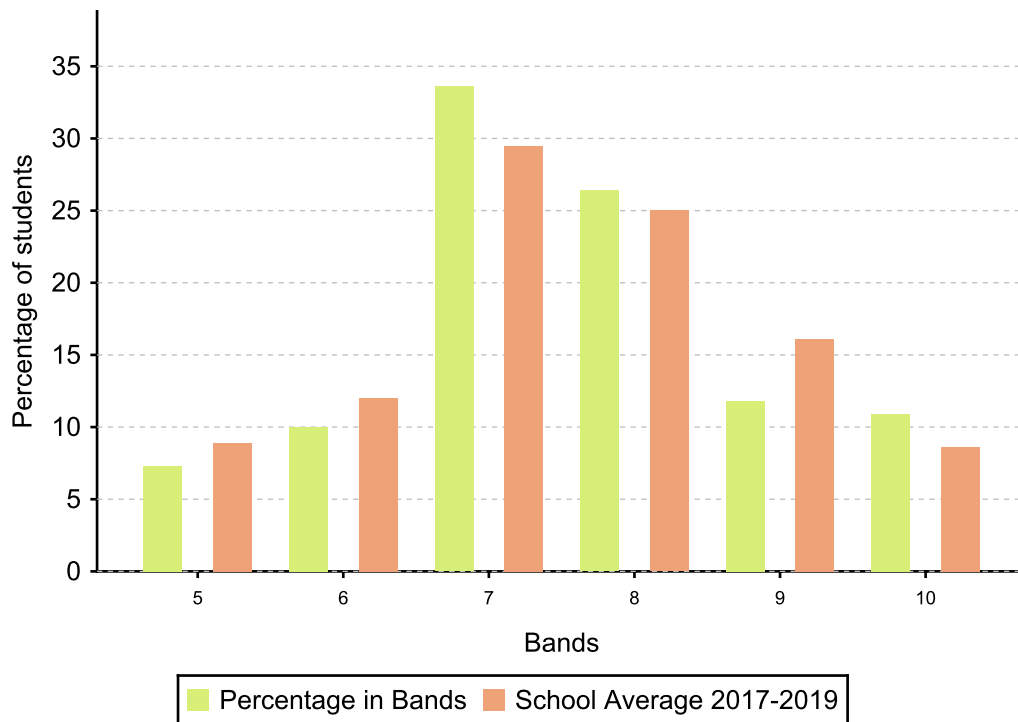
Band	5	6	7	8	9	10
Percentage of students	15.5	16.4	27.3	22.7	16.4	1.8
School avg 2017-2019	12.3	17.1	27.7	22.9	17.1	2.7

Percentage in bands:
Year 9 Reading



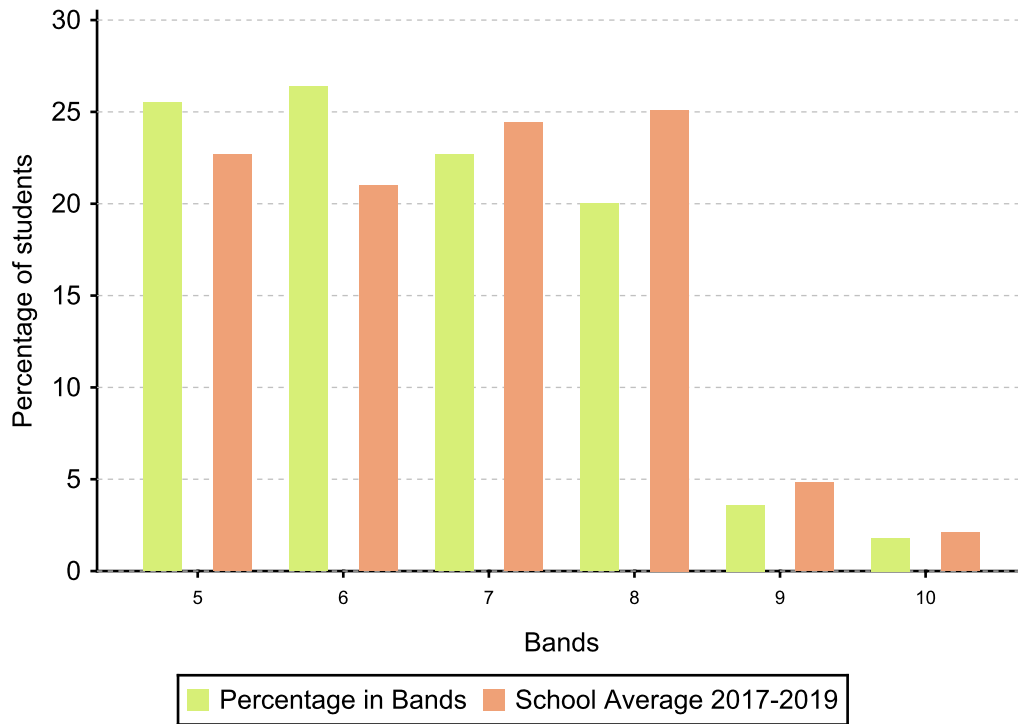
Band	5	6	7	8	9	10
Percentage of students	8.3	14.8	29.6	29.6	14.8	2.8
School avg 2017-2019	7.5	15	28	31.7	14	3.8

Percentage in bands:
Year 9 Spelling



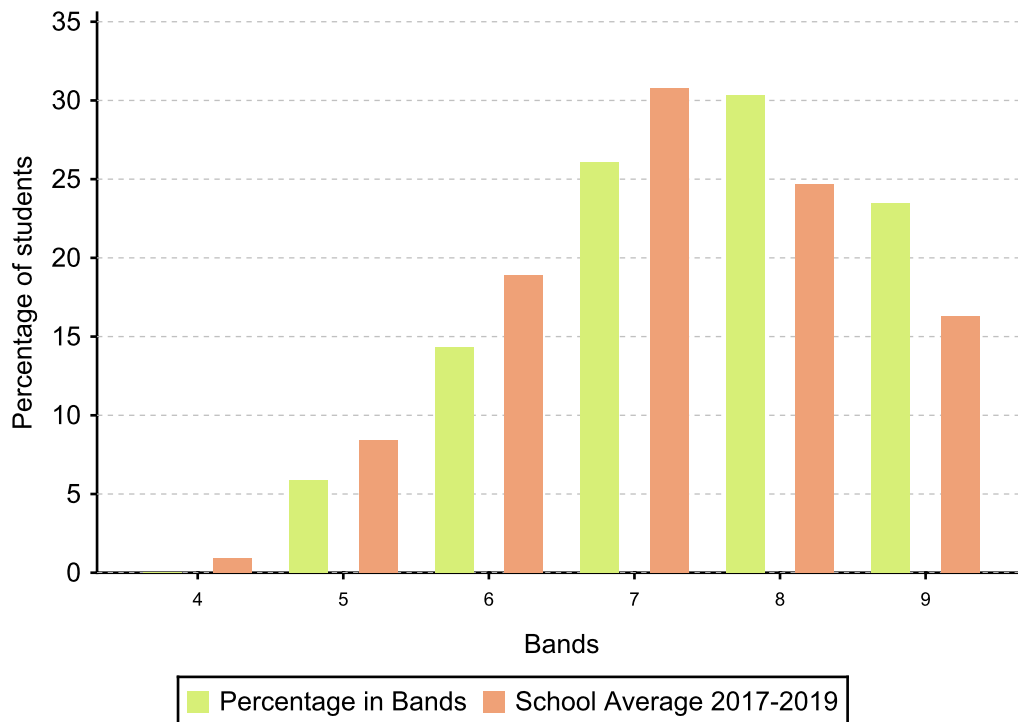
Band	5	6	7	8	9	10
Percentage of students	7.3	10.0	33.6	26.4	11.8	10.9
School avg 2017-2019	8.9	12	29.5	25	16.1	8.6

Percentage in bands:
Year 9 Writing



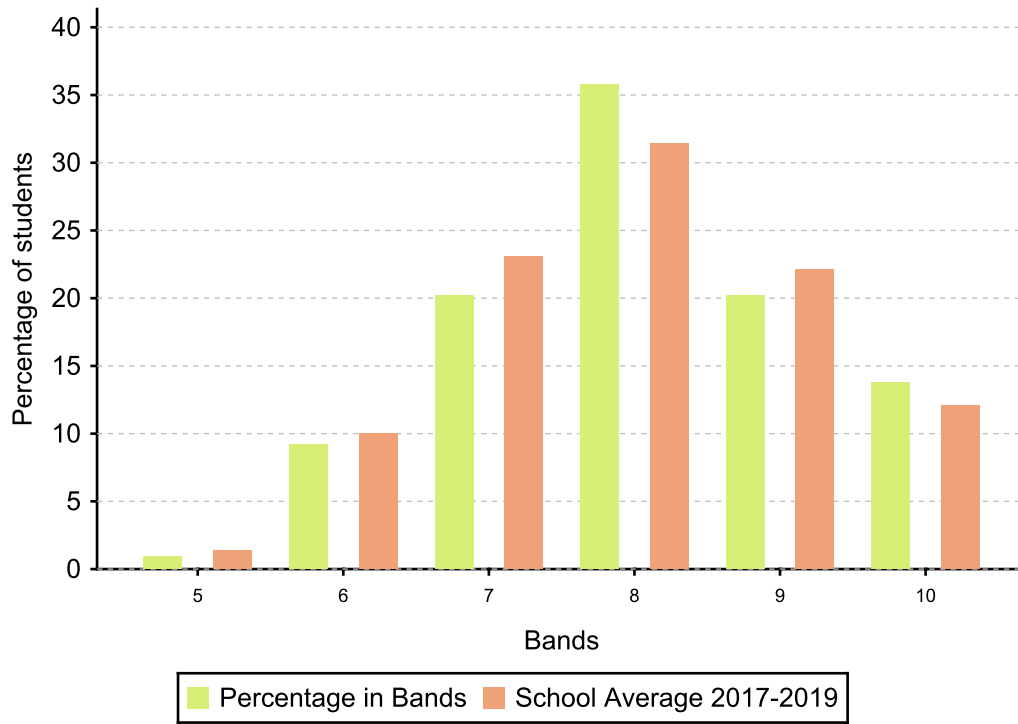
Band	5	6	7	8	9	10
Percentage of students	25.5	26.4	22.7	20.0	3.6	1.8
School avg 2017-2019	22.7	21	24.4	25.1	4.8	2.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	5.9	14.3	26.1	30.3	23.5
School avg 2017-2019	0.9	8.4	18.9	30.8	24.7	16.3

Percentage in bands:
Year 9 Numeracy

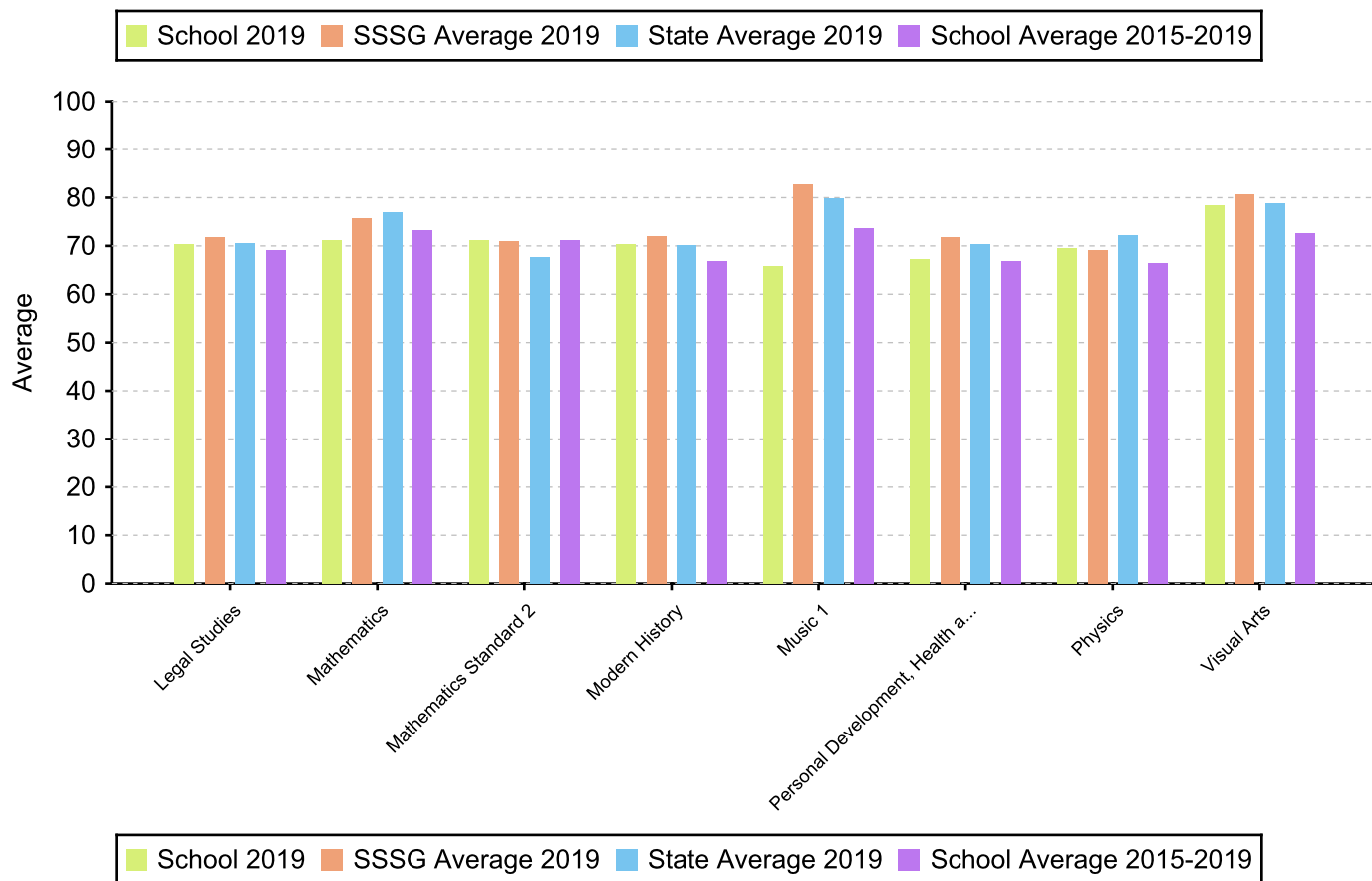
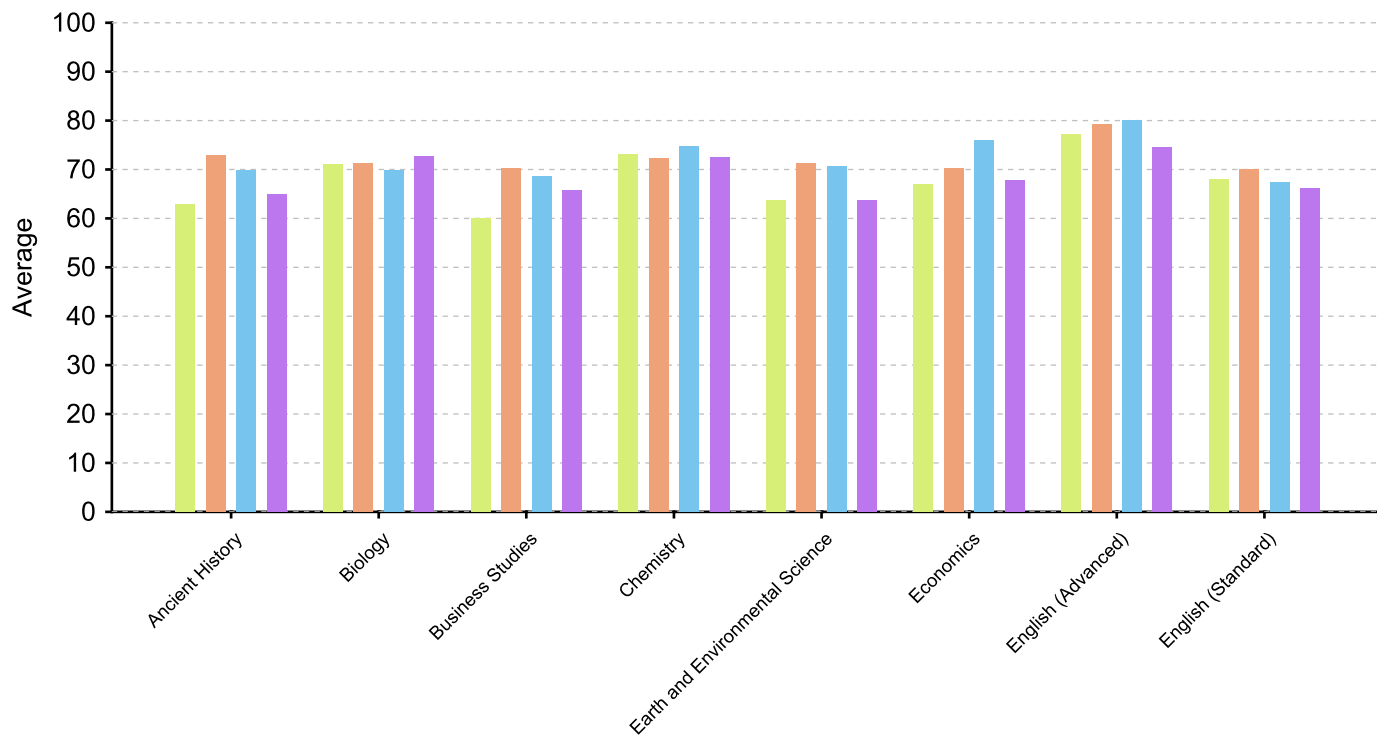


Band	5	6	7	8	9	10
Percentage of students	0.9	9.2	20.2	35.8	20.2	13.8
School avg 2017-2019	1.4	10	23.1	31.4	22.1	12.1

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	62.8	72.8	69.9	64.9
Biology	71.1	71.2	69.9	72.7
Business Studies	60.0	70.2	68.6	65.8
Chemistry	73.0	72.2	74.7	72.4
Earth and Environmental Science	63.6	71.2	70.6	63.6
Economics	66.9	70.2	75.9	67.8
English (Advanced)	77.1	79.2	80.0	74.6
English (Standard)	67.9	70.0	67.3	66.0
Legal Studies	70.3	71.8	70.6	69.0
Mathematics	71.1	75.7	76.9	73.2
Mathematics Standard 2	71.1	71.1	67.7	71.1
Modern History	70.4	72.0	70.2	66.8
Music 1	65.8	82.8	79.9	73.6
Personal Development, Health and Physical Education	67.3	71.8	70.5	66.8
Physics	69.5	69.2	72.1	66.3
Visual Arts	78.4	80.7	78.8	72.7

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey results are most pleasing and depict the fact that the satisfaction levels of students, staff and parents are all high. Of particular note is the fact that parents feel welcome and informed. There are also improvements in Inclusiveness, positive behaviour and attitudes towards learning. Almost all parents stated that they would recommend our school to parents of primary school students and that the reputation of our school is constantly improving. 81% of parents surveyed reported that they were very pleased with the communication from the school.

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.