

James Fallon High School

2019 Annual Report



8266

Introduction

The Annual Report for 2019 is provided to the community of James Fallon 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

James Fallon High School

400 Fallon Street

NORTH ALBURY, 2640

www.jamesfallo-h.schools.nsw.edu.au

jamesfallo-h.school@det.nsw.edu.au

(02) 6025 1688

School background

School vision statement

The James Fallon High School community provides a safe and caring environment with student learning at its centre. This student learning is personalised and involves mutual high expectations between student and teacher in order to attain personal excellence.

Teaching and learning practices at James Fallon High School will be explicit, collaborative, open and interdependent. They will be informed by targeted professional learning and underpinned by a model of instructional leadership in order to develop students who are critical and engaged citizens.

The James Fallon High School community will foster wellbeing through positive, respectful relationships where there is a collective responsibility for student learning, engagement and success.

School context

James Fallon High School is a comprehensive high school catering for a wide range of interests and abilities with a commitment to serve both its students and the wider community.

The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. The performing arts program at James Fallon High School has a long tradition of success, as exemplified by awards in the Wakakirri competition and acknowledgement both locally and state-wide in producing musicals and the creative and digital arts. Opportunities exist beyond the classroom in which students are able to develop leadership and academic skills, such as the Bush Tukka hospitality program for Indigenous students and the successful Café J, a curriculum-based retail operation run out of one of the many Trade Training facilities.

James Fallon High School is a Positive Behaviour for Learning School and has as its main values: Respect, Responsibility and Achievement. Our school motto is "Together we succeed".

The school has a dedicated staff that ranges from beginning teachers to highly experienced staff members, a supportive community, and an active and involved Parents & Citizens' Association.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Excelling
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Teaching

Purpose

Our purpose is to develop outstanding teachers, who will be leaders in their classrooms, school and wider community. They will demonstrate continually high expectations in their professional practice. Instructional leadership will drive the professional practice of all teachers with a focus on explicit and evidence based teaching strategies in order to achieve improved outcomes for all students.

Improvement Measures

All staff consistently use evidence based pedagogy in their teaching, and monitor their improvement through collegial observation.

All staff develop learning strategies that are visible, skills driven, and project based, in order to meet the Premier's Targets in Literacy every year.

Progress towards achieving improvement measures

Process 1: Professional Learning Triads: Collaboratively develop, implement and monitor the professional learning of teachers through the use of professional learning triads, involving all teachers and focusing on evidence based practices.

Evaluation	Funds Expended (Resources)
People who have embraced the process have positive feedback. The process has some glitches – mostly logistically – i.e. staff finding the time that works for 3 people. These things need to be amended in 2020 so there is a bigger buy-in and the process is smoother. There will be no HTPL in 2020. Someone will need to organise, file and monitor Triads.	HT Professional Learning @ \$50,000 per annum Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$50000.00)

Process 2: Evidence Based Pedagogy: Draw on the Curiosity and Powerful Learning Framework to drive professional learning in the feedback cycle, high expectations and the use of data to inform pedagogy.

Evaluation	Funds Expended (Resources)
After extensive consultation with the school community, there has been a decision to withdraw most elements of Curiosity and Powerful Learning. Our next steps are to examine contextual, tailored support for our school's needs.	PL internal sharing – \$5,000 per annum Funding Sources: <ul style="list-style-type: none">• Professional Learning Funds (\$5000.00)

Process 3: Explicit Teaching: Develop and implement a range of visible learning strategies to enhance the learning outcomes of students.

Evaluation	Funds Expended (Resources)
Have all staff made visible learning a part of their sustained classroom practice? A significant proportion of staff have made it a part of their sustained classroom practice. There are still a number of teachers who are only using such tools as the Blackboard Configuration sometimes in their practice and this is an area that will be targeted in 2020.	

Progress towards achieving improvement measures

Has it made classroom practice more effective for learning?

Yes. Students report that it makes the lesson more explicit and understandable.

How do we know?

Anecdotal evidence from classroom teachers who have made visible learning a part of their sustained practice. Further surveying of student attitudes and responses will be undertaken in 2020.

Strategic Direction 2

Learning

Purpose

Our purpose is to have high expectations of each student in order to develop students who attain success in their personalised learning pathway. Our learning opportunities will be unique to our local community, through the introduction of personalised project based learning.

Improvement Measures

All students will engage and improve in their learning through the use of personalised learning plans, based on assessment for learning.

The school community will have improved implementation of evidence based practice, including the feedback cycle, high expectations, and the use of information in order to make decisions. This will be evidenced by a more specific school planning process.

As a point of difference to suit certain learners, at least 5% of students will be learning in a Big Picture Academy setting, commencing with two advisories established in 2019.

All students will be appropriately supported to achieve 100% completion of school based Preliminary HSC and HSC assessment tasks, to reduce and negate lower band achievements.

Progress towards achieving improvement measures

Process 1: Personalised Learning Pathways: Collaboratively develop structures to support personalised learning pathways. This will involve stringent and transparent monitoring processes involving all stakeholders in a student's learning.

Evaluation	Funds Expended (Resources)
<p>A survey is to be completed in 2020. Teachers are using plans however the consistency of use and review of plans continues to be inconsistent. Flags on Sentral will be addressed in 2020.</p> <p>SLSO's supporting IFS and students in Special Education have the greatest monitoring control of ILP/IEP implementation.</p>	<p>LST Team funding – Behaviour support \$65,000; SLSO support – \$130,000 per annum</p>

Process 2: Formative Assessment: Students and staff engage with the feedback cycle, using it to inform and improve outcomes in their personalised learning pathway. This will involve assessment as and for learning.

Evaluation	Funds Expended (Resources)
<p>Has the continuous assessment process informed teacher practice?</p> <p>It has allowed teachers to provide written feedback to students' parents and carers through the parent portal. The process has worked well but the end users – the parents and carers – have found the portal a very unwieldy vehicle for the continuous assessment process. This will be reviewed in 2020 and efforts made to improve the efficacy of the process so that it, in turn, may improve teacher practice.</p> <p>Has the continuous assessment process helped staff to understand and use formative assessment practices in their classrooms?</p> <p>It has moved staff away from the notion of summative assessment and consequently has led to a greater focus on formative assessment and a downgrading of the significance of summative reports in the assessment and reporting process generally.</p>	<p>SENTRAL software and support @ \$2500</p>

Progress towards achieving improvement measures

Is the feedback from parents positive?

Not particularly in the implementation of the continuous assessment. Parents are overwhelmingly in favour of being a part of the continuous assessment process, but less than enamoured of the technological tools the school has at its disposal to allow them to access that continuous assessment information. Improving the experience of parents in the continuous assessment practices and processes in 2020 will be important.

Process 3: Personalised Project Based Learning: Lead the development of personalising learning through a range of strategies, including project based learning.

Evaluation	Funds Expended (Resources)
<p>What measures will we use to ascertain success for the advisories? There were 50 families for the next advisory meeting, and applications were returned to be refined before any student was accepted into the design. 10 students were from 7J.</p> <p>What have we learned from beginning a new learning design? The focus needs to be relentless in maintaining communication to all stakeholders, and the logistics of starting a new design creates pain points and contentious issues.</p> <p>Are the advisories sustainable in our funding model? This will be reviewed year by year.</p> <p>What are the next steps? Moving the advisories to another location to support their learning.</p>	<p>Advisory staffing @ 2.0 FTE</p> <p>Laptops and manuals.</p> <p>Coaching and training for advisory teachers.</p> <p>Library space.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$106000.00) • Rural and Remote Grant (\$20000.00) • Aboriginal background loading (\$20000.00) • Socio-economic background (\$80000.00)

Strategic Direction 3

Wellbeing

Purpose

Our purpose is to have relationships between students, parents/carers, teachers and the community that are positive and respectful so that learning opportunities are optimised.

Improvement Measures

Improved school culture, measured by 100% student understanding and engagement in Positive Behaviour for Learning core values.

A public and transparent inclusion of all members in the school community, including an increase of 50% of parent attendance at parent teacher conferences.

Improved and expanded student voice, measured by student school improvement teams at capacity.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning: Implement Tier 2 Positive Behaviour for Learning practices, while continually communicating Positive Behaviour for Learning strategies across the school community.

Evaluation	Funds Expended (Resources)
<p>How will we know that PBL is across the whole school?</p> <p>Consistent Predictable Routines (CPR) will be visible and applied across all faculties within the school.</p> <p>What impact is this renewed focus having on students and staff?</p> <p>PBL has made some significant improvements in acknowledgement of positive student behaviour but as yet has not significantly impacted CR behaviour.</p>	

Process 2: Wellbeing Curriculum: Maximise the engagement of students through high interest, purposeful programs and development of personal skills.

Evaluation	Funds Expended (Resources)
<p>Is this method harnessing genuine student and staff voice?</p> <p>Genuine student and staff voice has emerged from this data. Better qualitative data would further improve the authenticity of the voice of both groups in the school.</p> <p>What do we have to ensure this is in place for 2020?</p> <p>In addition to making time to survey staff and student voice through the Tell Them From Me Surveys and Employees Matter data in 2020, the school will reflect on the very detailed and comprehensive survey of staff voice garnered in the work of the Specialist Case Management Team from the Health Safety Directorate, who worked with the school staff in Term 4, 2019. Measures and steps to continue to harness and act on staff voice arising from that significant data harvesting exercise, will be acted on in 2020 once the staff have had their voice reflected back to them.</p> <p>What do the surveys tell us?</p> <p>That we are doing a lot of things well in the Wellbeing area – we are perceived by both staff and students as having a very granular approach to</p>	<p>Class time for surveys, and staff time for surveys.</p>

Progress towards achieving improvement measures

student welfare in particular. The school cares – and shows it cares through a wide array of practical and embedded programs, processes and outcomes. Staff wellbeing remains a work in progress with significant improvement in listening and acting on the areas that are identified, a priority in 2020.

Process 3: Community Engagement: Deliver excellence in communication with the school community, to foster trust and continue to improve the school's reputation. This includes an overhaul of parent teacher conferencing.

Evaluation	Funds Expended (Resources)
<p>Has the Parent Portal supported our school communication and parent engagement? How do we know?</p> <p>Access to the Parent Portal has still not yet met expected levels. Parents are finding it difficult to engage with the portal, despite the release of the 'How To' guide with the Semester 1 reports 2019. So far, on average, only 12 families are accessing the portal per day. This is compared to the 391 families that have registered for the portal. The 'How To' guide was also advertised on Facebook again late Term 4 2019.</p> <p>Continued discussion with the whole team around the Parent Portal will be made at a future meeting. A more focused approach to measuring the success of the Parent Portal will be determined, along with ideas on how to improve the use of the portal by parents and our internal school community as well (e.g. parent payments, notices, permission notes etc).</p>	<p>Parent Portal console data from Sentral</p> <p>Facebook analytical data</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Attendance targeted Initiatives for 2019:</p> <p>PLP Events (Term 1 & 4)</p> <p>2019 Budget Allocation for Special Projects (Aboriginal Education Team)</p> <p>The inclusion of an attendance goal in our PLP meetings – for any ATSI student with under 80% attendance over Term 1 2018.</p> <p>Fortnightly Attendance check-ins (via the Aboriginal Education Team)</p> <p>Transition Event for Year 6 students attending JFHS in 2020, run by our Yarn-Up group.</p> <p>An end of year social event for ATSI students with 85% attendance or over – assessing the possibility of an annual ATSI cultural camp in 2020.</p>	<p>When the attendance data was collected at the start of Term 4, there was some improvement in attendance (when compared to the same point in 2018). However, this diminished significantly over the term, especially for those targeted ATSI students with a history of well below–minimum attendance.</p> <p>That said, we had 60 ATSI students qualify for the attendance event (a BBQ and afternoon at Noreuil Park Foreshore) – and 10 of these students were those targeted ATSI students with a history of below–minimum attendance over 2018 (and Terms 1–3 of 2019).</p> <p>Through our informal Fortnightly Attendance check-ins (via the Aboriginal Education Team), we were able to gather anecdotal evidence to suggest that this drop in attendance was often due to circumstances in families and communities, beyond the school's control. This led to a number of very productive conversations, reflecting on whether raw data itself could be useful when assessing how effective these engagement strategies were in increasing student attendance. How can we reduce the 'noise' in the data, trying to extricate the impact of these attendance barriers on our ATSI students beyond the school?</p> <p>That said, it was agreed as a team that this was easily the most informed we had been (as staff) about the specific barriers our targeted ATSI students (with a history of well below–minimum attendance) were encountering. It is possible to see this as a reflection of the positive relationships our team has been developing with our ATSI student body over 2018. This has significantly improved our ability to make parent/carer contact, as a means of re–engaging students with school after a period of absence.</p> <p>Our team concluded that our focus for 2020 would be 'retention' (i.e. students either finishing Year 12 – or leaving with a clear post–school pathway to employment, traineeship or further education). Our success over 2019 had been via a more 'case management' approach (focusing on specific students and working to find ways to work through attendance barriers and engage them via their specific interests/goals).</p>
<p>English language proficiency</p>	<p>A Elder, (Teacher, D Chhetri and E Francis (SLSOs Ethnic)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$0.00) 	<p>All EALD students receiving support have moved at least one level on the EALD Learning Progression or are already at Consolidating which is the top level. The exceptions to this are students who have learning difficulties or students who have missed considerable amounts of school before attending James Fallon High School.</p>

Socio-economic background	DPA, HTTL and Academic Culture team to analyse data to determine student growth in 2019.	There is a plan to use staff presentations as a way to plot students on the progressions and improve teacher consistency when plotting. Improving literacy remains the key area of focus for the school.
Support for beginning teachers	Time and support from HTPL	Accreditation is part of school business. Four teachers in their first 18 months have achieved accreditation. Five teachers and their supervisors are currently working with HTPL on their accreditation.
Targeted student support for refugees and new arrivals	SLSO Ethnics Elizabeth Francis and Damber Chhetri, IEC staff Karen Howe and Vicki Newman.	<p>All refugee students have been able to attend school camps and have had books/stationary available as needed due to this funding.</p> <p>Academically there has been considerable improvement in the refugee cohort as indicated on ERN.</p> <p>The Capoeira program has been very successful based on student feedback. Attendance has remained consistently high with all IEC students attending.</p>
Professional Experience Hub		<p>The other high schools were receptive to developing the PEX in their respective schools however this may not be viable in coming years.</p> <p>At least 3 primary schools have shown an interest in being involved in some mentoring in the PEX space in 2020.</p>
Albury Secondary School Collaboration	Collective impact group meeting and evaluation time.	The Albury Project has been highly successful in its first year. An example of success has been the seamless support of young people over the holiday periods, where schools are not able to access students at all times. The Alignment has collaborated at the end of 2019 on establishing an Outreach Learning Hub in conjunction with Finigan Distance Education School.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	358	352	356	375
Girls	340	370	377	361

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.8	90	85.2	86.2
8	87	84.9	78.3	81.6
9	86.3	85.4	73.9	80
10	82.4	83.2	74.3	71
11	85.6	85.6	81.1	80.1
12	88.1	90.9	85.8	86
All Years	86.3	86.3	79.2	80.4
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

While attendance across the school has marginally improved, this is an area of focus for 2020.

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	6	12	2
Employment	0	6	42
TAFE entry	2	10	10
University Entry	0	0	44
Other	0	0	2
Unknown	0	0	0

This year's Cohort of Year 12 graduates comprised of a larger number of student entering trades and traineeships. 13 of the students marked in the employment cell are either in a trade or a traineeship. Both trade and traineeships have a certificate III or IV component. The data is slightly inaccurate.

Year 12 students undertaking vocational or trade training

34.88% of Year 12 students at James Fallon High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92.9% of all Year 12 students at James Fallon High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In this cohort, we have some extraordinary high achievers. We have some very deserving First In Course awards. We have students who have achieved Callback, Onstage, and Art Express nominations. We have scholarship recipients, and some incredible evidence to support early entry schemes. This group has worked hard, taken opportunities, drafted and re-drafted responses, and liaised with their teachers and mentors to improve. These students have come out of examinations smiling, seeing their teachers, thanking them.

We have 33 students in this cohort who are the first in their family to achieve the HSC. We have 10 students of Aboriginal background achieve the HSC, 15 if you include the students in the Aboriginal Studies class from AHS and MHS. Last year, we had 2 students in this space. We have 5 students from the Special Education faculty, and 7 students of Refugee background. All of these students have overcome enormous challenges to achieve the HSC, often in new territory, and it just shows what is possible with support, love, care and industry.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,500,961
Revenue	11,284,478
Appropriation	11,062,144
Sale of Goods and Services	9,710
Grants and contributions	201,760
Investment income	10,364
Other revenue	500
Expenses	-10,657,390
Employee related	-9,524,760
Operating expenses	-1,132,630
Surplus / deficit for the year	627,088

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	1,216,079
Equity Total	1,450,208
Equity - Aboriginal	127,829
Equity - Socio-economic	781,982
Equity - Language	144,308
Equity - Disability	396,089
Base Total	7,021,334
Base - Per Capita	180,775
Base - Location	3,862
Base - Other	6,836,697
Other Total	699,217
Grand Total	10,386,839

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.

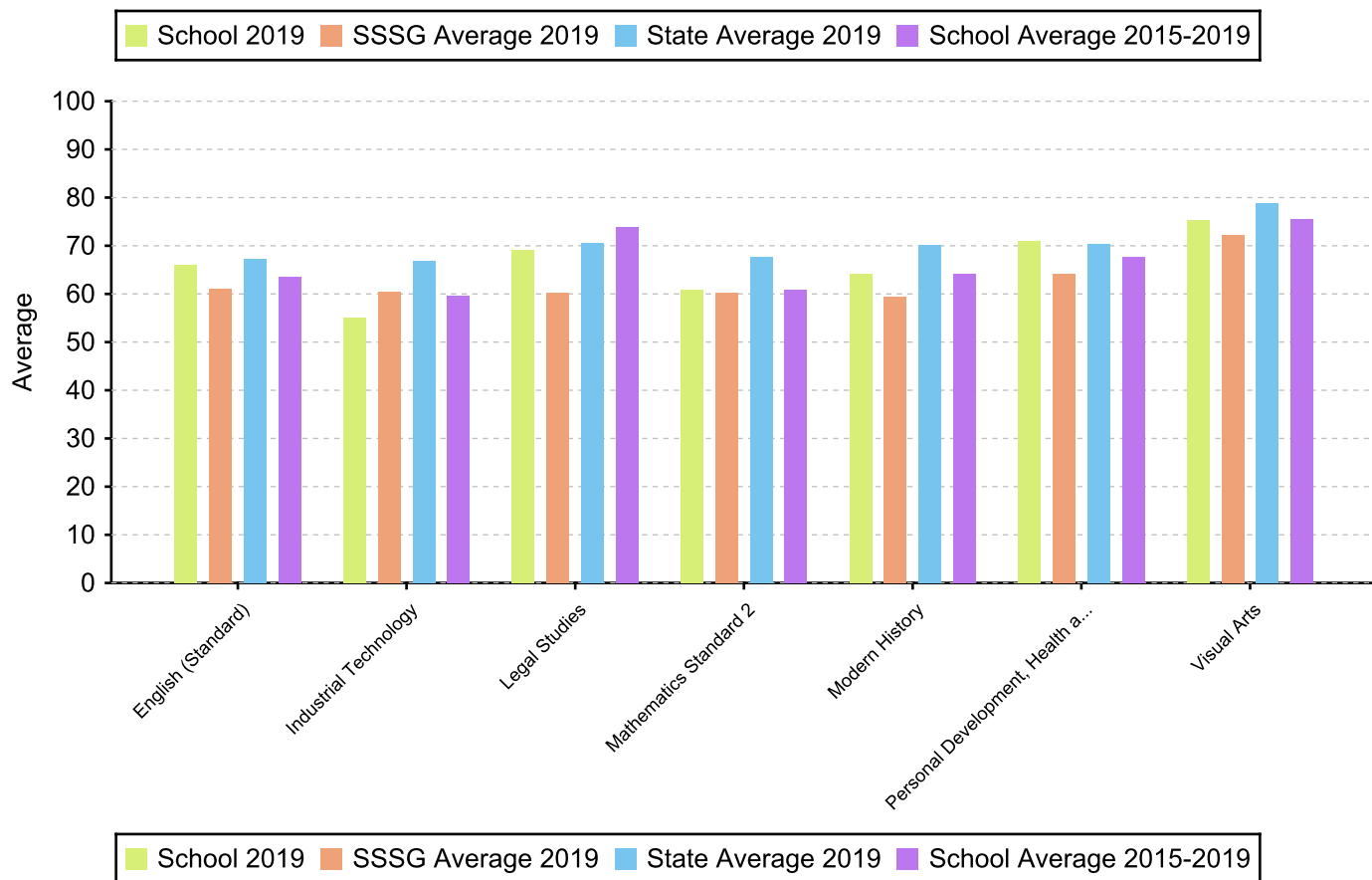
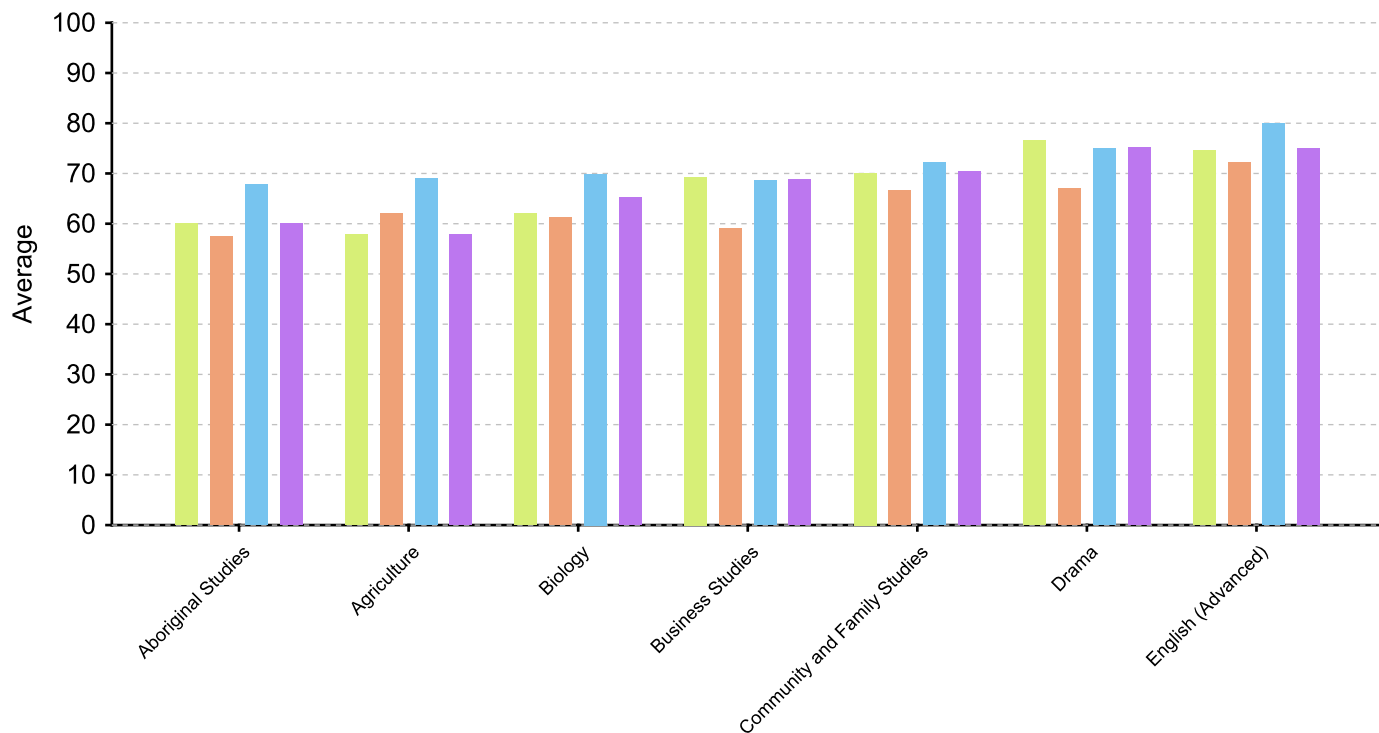
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

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
Aboriginal Studies	60.1	57.5	67.8	60.1
Agriculture	57.9	62.0	69.0	57.9
Biology	62.1	61.3	69.9	65.3
Business Studies	69.3	59.1	68.6	68.8
Community and Family Studies	70.1	66.7	72.2	70.5
Drama	76.5	67.0	75.0	75.3
English (Advanced)	74.5	72.1	80.0	74.9
English (Standard)	66.0	61.1	67.3	63.6
Industrial Technology	55.1	60.5	66.8	59.7
Legal Studies	69.1	60.2	70.6	74.0
Mathematics Standard 2	60.9	60.2	67.7	60.9
Modern History	64.2	59.4	70.2	64.3
Personal Development, Health and Physical Education	71.0	64.1	70.5	67.6
Visual Arts	75.3	72.2	78.8	75.6

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey data and the Employees Matter Survey formed the basis of evidence for school community satisfaction. The parent survey response, while positive, was small. The parent feedback was positive in relation to teacher relationships and support for learning at home. There were concerns in both student and parent feedback on school safety, but clear evidence that students found advocacy and support from their teachers and other staff members.

The feedback from the Employees Matter Survey has provided an area for improvement. While staff felt supported by their peers and within their faculties, there were questions raised for the senior leadership of the school. This is a focus for improvement in 2020.

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.