

# Nyngan High School

## 2019 Annual Report



8353

## Introduction

The Annual Report for 2019 is provided to the community of Nyngan 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

Nyngan High School maintains a dynamic approach to the education of our young people, with a strong focus on developing students who will be productive and valuable community members. We respectfully acknowledge that our school site is on the land of the Wongaibon nation; this is, was and always will be Aboriginal land. We acknowledge the elders past, present and emerging and are grateful to use this land for the education of our young people.

During 2019 our school began new phases of development under the 2018–2020 School Plan. Refinements to our strategic directions has seen the school develop two major areas of focus: excelling teacher practice and quality learning opportunities. These focus areas incorporate the continued development of teaching and learning which drives improvement in school results, whilst maintaining the strong community engagement and holistic educational approach on which Nyngan High prides itself.

During 2019 we continued to make significant improvements to the school site and educational resources, so that the students of today, benefit from the funding available. These included:

\*Phase 1 of a technology upgrade of Teaching and Learning spaces and resources, including 45 new laptops and laptop trolleys, 6 new Smartboards and a computer room upgrade.

\*The painting of additional classrooms, staffrooms and learning spaces across the whole school site.

\* Additional staff to meet student needs

In 2019 we enjoyed great collaboration with the Nyngan High School Parents & Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Both associations shared in the development of school initiatives, equity funds management, financial planning and opportunities for students to represent Nyngan High School. Similarly, both associations alike, are committed to ensuring equity exists for our students and the school provides quality opportunities for student learning and development.

Our school continued to provide a well-rounded education for our students in 2019. The blend of academia, culture, sport, creative and employment opportunities provided to our students is exceptional. Nyngan High

School will continue to develop and deliver sustainable, quality educational opportunities for all students. I thank all staff whom relieved and supported the seamless running of the school during 2019 and am proud of where we are coming from and where we are going in the future.

Benn Wright

Principal

### Message from the school community

Nyngan Local Aboriginal Education Consultative Group

#### President Annual Report

Over the past 12 months, The Nyngan Local AECG have met in Week 4 and Week 8 of each term, this has been very successful, with all school having the opportunity to present reports to the AECG committee and members to keep us informed of the each schools events.

We have total of 58 Members. 14 Full members and 44 Associate members

We have encouraged schools to adhere to the Partnership agreement, our core business is to see our jarjums (children) succeed and ensure schools are providing every opportunity to learn and keep them engaged.

I have participated in Interview panels, cultural activities within the community, round tables discussions and attended community interagency meetings.

Major fundraising this year has been the Hotdog stall at the Nyngan Public school fete, canteen meal days at Nyngan Public School. I would like to personally thank the parents and carers for assisting with these days without your support these events would not happen. These activities have enabled parents to come together to not only fund raise but socialise and make new connections. The funds enable us to purchase awards for the school community and students are given the awards at school presentation nights.

Raylene Weldon (Deputy Chairperson) and I have represented Nyngan Local AECG at Western 2 forums. Keeping ourselves abreast with the changes in Aboriginal education.

We have participated in our NAIDOC week of celebrations and we are very proud all children can learn Aboriginal dance and promote the awareness of our culture within the community. Our NAIDOC week of celebrations are planned and executed perfectly each year. Our events are getting bigger and better each year.

We thank Mrs. Angie Bush for stepping up and being the NAIDOC dinner MC at short notice and taking on the leadership role as acting principal at Nyngan High.

We have farewell Mr. Michael Gibson and welcomed Mr. Benn Wright into our fold.

On behalf of the Nyngan local AECG Committee, I wish to thank everyone who has given their time and happily assisted the AECG.

I extend my gratitude to the AECG committee for their support and encouragement to ensure our AECG is active and welcoming.

The committee for 2019 was me as President. Vice president Raylene Weldon. Secretary Veneta Dutton and Melissa Selfe as treasurer.

Regards

Marie Johnson

President

P and C Report

Being involved with the Nyngan High School P and C is very rewarding and I am thankful to have the opportunity to contribute in the role of President.

Our Principal, Mr Wright and Deputy, Mrs Bush are to be commended for their dedication to our school and the support they give the P and C. I'd also like to sincerely thank them and our other dedicated teachers and staff for the time and effort they spend on and with our children. They go above and beyond to support our children in their academic, sporting, cultural and extracurricular activities and wellbeing.

Nyngan High School P and C Association always commits to a few fundraising activities throughout the year. We man the gates for the Nyngan Show and Nyngan Senior Rugby League at home games and sell raffle tickets at the Nyngan RSL Club and I thank these committees for continually giving us these opportunities. Parents and carers volunteer their time to ensure these shifts are filled and tickets sold, a big thank you to all who contributed their time. Each year the P and C donate \$1,500 towards scholarships for those leaving Yr 12 and moving on to either University or TAFE. We also donate \$150 for three prizes for 'All Rounder' awards. During the school year we provide rewards for the students such as ice blocks and drinks.

We have a very good relationship with the Nyngan AECG .We work together to ensure the students have a positive and rewarding education at Nyngan High School.

The P and C needs new members to continue to grow and support our school and students. The P and C is not just about fund raising, it is about having a say in our child's education and ensuring the school is heading in the direction we want it to be. Our input is always respected and valued and the more people we get involved the better. P and C has always been strong at Nyngan High School and I would like to see it continue that way. When we do raise funds we aim for projects that benefit every child in our school.

By attending our meetings, you keep up with what is happening in the school. The P and C also helps you to build relationships in the school community. It is extremely rewarding.

In 2017 we lost a treasured member of our school, Shelley Lane. Shelley was in Year 7 and always had a beautiful smile and a very caring nature. The P and C awards a perpetual trophy in honour of Shelley at the annual presentation evening. It is the P and C award for positivity, kindness and empathy towards other in honour of Shelley Lane. To be eligible for this award you must receive a positive education award during the year and then names go to staff to vote.

Our P and C is a vital part of the school community and I am very proud to be a part of it.

Thank you

Neralie Quarmby – President

## School background

### School vision statement

Nyngan High School fosters safe, respectful learners in a culture of integrity. The school provides a holistic education for all students, focusing on equity and the development of individuals whilst promoting wellbeing, inclusivity and excellence. Our students enjoy quality experiences and successes in academic, sporting and cultural endeavours.

### School context

Nyngan High School (NHS) is a comprehensive high school in remote/ rural NSW. We respectfully acknowledge the traditional custodians of the land on which we provide education, the Wongaibon nation. The school has an enrolment of approximately 180 students each year, approximately 37% of whom identify as Aboriginal or Torres Strait Islander.

The school receives equity funding to support the education and developmental opportunities for students from a variety of backgrounds and learning needs. Outstanding facilities are available to the school community in all learning spaces.

Positive partnerships exist between the school and its five partner schools – Nyngan, Hermidale, Girilambone and Marra Creek Public Schools and St Joseph's Primary School. A highly effective Transition Program assists Year 6 students in their progression to high school.

The school works in close partnership with its community and is actively supported by both the Nyngan High School Parents and Citizens Association and the Nyngan Local Aboriginal Education Consultative Group. Strong connections also exist with business and interagency partners of the school.

The school is committed to producing well-rounded students. Students are offered a broad curriculum choice in Stage 6 promoting academic, industry, creative, technological and interest based pathways. This includes: VET courses, TAFE, STEM, GATS and Aurora College. A Multicategorical Student Support Unit integrates students within a broad culture of learning across the school. LOTE classes deliver traditional Ngiyampaa language to all Stage 4 students.

A committed Learning Support and SLSO Team provides effective strategies and adjustments, integrated across the whole school learning environment.

The teaching staff have a range of experience, supported by a cohesive Executive staff and highly experienced Student Administrative Support team. Aboriginal Education is enhanced by specialist guidance from an Aboriginal Education Officer. Teacher and Leadership quality is a focus for the school, supported by identified professional learning and a school wide focus on evidence based classroom practices.

## 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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards 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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Excelling Educational Practice

#### Purpose

To develop all staff at Nyngan High School to have a positive impact on student learning through: reflective and collaborative practices, evidence based learning and leadership development in a cohesive team environment.

#### Improvement Measures

% Increase the percentage of students demonstrating expected growth in literacy and numeracy.

% Increase in the proportion of staff engaged in professional learning activities within allocated PL time

#### Progress towards achieving improvement measures

##### Process 1: Reflective and Collaborative practices

Evaluation	Funds Expended (Resources)
<p>This completed PL logs shows a range of professional learning experiences and a commitment to self improvement in teaching staff.</p> <p>Given in evidence is the HT English/HSIE PL log as an example.</p> <p>With embedded expenditure and practice, staff are delivering more consist and high achieving lessons. Educational practice is increasingly consistent across the school and students know processes and procedures in most settings across the school</p>	<p>Professional Learning Budget accessed for individual and collective Professional Development and Implementation.</p> <p>CIN consulting finishing 3rd year of implementation of CIN pedagogical practice.</p> <p>All staff are to keep their PL logs up to date.</p>

##### Process 2: Evidence Based Learning

Evaluation	Funds Expended (Resources)
<p>Over the past three years clear evidence exists that the key intention of the Nyngan High learning program, to build the capacity and confidence of teachers and teacher leaders to consistently implement evidenced based teaching practices and improve student learning outcomes, is being achieved. The future challenge for Nyngan High School will be to ensure the consistent implementation of this team based focus on teaching and learning.</p>	<p>Final CIN report for 2019/ Year 3 of the Rural &amp; remote project</p>

##### Process 3: Leadership Development

Evaluation	Funds Expended (Resources)
<p>All staff were provided with leadership opportunities through release time for PD. Staff took on roles in relieving in executive positions. Staff faculties have developed leadership through strong 2IC practices including HT relieving for DP. Systems were made to ensure capacity is built and ownership of the position can occur. Staff committees nominated leaders and presenters.</p> <p>Some staff have formed collaborative networks. in subject specific areas. They undergo PL opportunities together, share resources and create assessment tasks aligned with new syllabuses.</p>	<p>Staffing allocation for development.</p> <p>TRS financed for in built casual and time for staff collaboration.</p> <p>Professional learning budget for targeted development courses</p>

## Strategic Direction 2

### Quality Learning Opportunities

#### Purpose

To provide effective and inclusive learning environments for students, with a holistic focus on: personalised learning, learning for life and understanding of culture and identity.

#### Improvement Measures

- % Reduction in negative incidents and suspensions
- % Increase overall engagement of students as evident in the 'Tell Them From Me' data

#### Progress towards achieving improvement measures

##### Process 1: Personalised Learning

Evaluation	Funds Expended (Resources)
<p>Every Aboriginal &amp; Torres Strait Islander identified student had a PLP developed during 2018. All students developed goals for their own PLP in 2018, however, the milestone was not fully achieved.</p> <p>A small percentage of staff were unsure how to find PLP's and IEP's. Not all plans are uploaded onto the school drive. There is some evidence of plans used in some programs. This needs to continue to be a focus and area of improvement in 2020.</p>	<p>Administration time for upload and development of documents.</p> <p>PLP sessions funded from equity funding to draw parents and students to create a greater community</p>

##### Process 2: Learning for Life

Evaluation	Funds Expended (Resources)
<p>The sessions we have run throughout the year both in Year Advisor workshops and on specific days have enabled our staff and students to gain a better understanding of the real world and issues such as Harmony day and career opportunities available for them including further study. The activities have also strongly supported student personal growth and development.</p> <p>There was a significant increase in the variety of wellbeing programs offered to students in 2019 and an increase in overall student involvement. Wellbeing programs which focused on dealing with anxiety, engagement with school, boys education, attendance and a full array of Aboriginal education programs were implemented with great effect.</p>	<p>SES funding</p> <p>Aboriginal equity funding</p> <p>Staffing allocation and time funded to coordinate and arrange our events and procedures</p>

##### Process 3: Understanding of Culture and Identity

Evaluation	Funds Expended (Resources)
<p>The Aboriginal Education Team delivered Professional Learning in all Staff Meetings last year. This strengthened staff knowledge of cultural protocols, encouraged empathy and created a positive culture of professional dialogue and discussion among colleagues.</p> <p>It helped staff to be up to date on issues of Aboriginal affairs in Australia and strengthened their local community knowledge.</p> <p>All staff also completed the formal 'Facing up to Racism' which had many in-depth activities and resources, contributing to understanding and tolerance among teaching and SASS staff.</p>	<p>Staff meeting PL sessions</p> <p>Anti-racism training</p> <p>Community events and activities</p>



## Progress towards achieving improvement measures

All staff helped to organise and participate in NAIDOC ceremonies, art workshops, dance, cultural activities, community events, morning teas, attended PLP events, Harmony and Sorry events as well as facilitating cultural workshops throughout the year. This whole school commitment to organisation of different events demonstrated the improved attitude and approach to cultural awareness and activities at Nyngan High School.

While the cultural competency and empathy of staff is much improved, this will carry over into 2020 as it is an ongoing process and staff and students will continue to benefit from this milestone in future.

Connecting to Country will be delivered for 2020 Staff Development as well as continued PL through the Aboriginal Education Team, ARCO and AEO.

The Reconciliation Action Plan will continue to be reviewed and utilised in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$112,751	<ul style="list-style-type: none"> <li>• Aboriginal Education Officer and Aboriginal SLSO employment</li> <li>• Impact of programs: Ngiyampaa Language classes, dance, art groups, Bra–speak, Sista–speak and staff professional learning.</li> <li>• Impact of funds for Aboriginal equity</li> </ul>
<b>Low level adjustment for disability</b>	\$129,676	<ul style="list-style-type: none"> <li>• Impact of full–time LaST</li> <li>• Impact of 0.5 of an SLSO in the MC Support Unit</li> </ul>
<b>Socio–economic background</b>	\$146,395	<ul style="list-style-type: none"> <li>• Impact of 1.5 SLSO staff to support student learning needs across classrooms at Nyngan High School</li> <li>• Impact of additional teaching staff member at Nyngan High school. This teacher became a multi–faculty teacher and provided equity across the school, allowing for all teaching staff to receive 1.0 hour per fortnight as specific individual learning time.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	83	92	99	85
Girls	84	82	83	79

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	91.4	90	89.5
8	92.4	92.2	88.9	86
9	90.7	90.5	90.8	84.9
10	91.6	85.9	89.1	81.7
11	88.7	90.3	85.4	86.4
12	89.3	85.6	89.8	83.8
All Years	90.9	89.6	89	85.5
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	0	33
Employment	4	0	17
TAFE entry	0	0	0
University Entry	0	0	25
Other	4	20	8
Unknown	0	0	17

The information in the 'other' section demonstrates the percentage of students whom have accepted apprenticeships. The unknown section is gap year students whom have accepted University positions and have deferred for 1 year.

## Year 12 students undertaking vocational or trade training

55.56% of Year 12 students at Nyngan High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Nyngan High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2019 there were two students signed up as new School Based Trainees in the area of Childcare and Agriculture while one student to a School Based Apprentice in Plumbing. All are employed locally. In 2019 two students completed their traineeships in Agriculture and Business and were employed locally.

Four Year 11 students completed their Preliminary studies and then in November were successful in applying for apprenticeships with our local Aeris Mines while another left school to start a Traineeship in childcare with a local provider.

Two students travelled to Dubbo for 2 weeks to complete their "Shearing Training" as offered by Tafe Western, while 10 students completed their Quad and Motorbike Training. Our local Nyngan Tafe offered our stage 5 boys to have the opportunity to have a 'Taste of Tafe' through the Youth Engagement Strategy (YES) program. Eight students attended a week long camp run by Western Sydney University. Tafe Automotive continues to be a valuable course for our students and 2019 was the 7th year it was offered in Nyngan and as a result has assisted many students over the years find apprenticeships in this area.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	14.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration and Support Staff	7.38
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	416,248
<b>Revenue</b>	4,326,336
Appropriation	4,254,454
Sale of Goods and Services	4,870
Grants and contributions	62,948
Investment income	4,063
<b>Expenses</b>	-4,162,356
Employee related	-3,697,112
Operating expenses	-465,244
<b>Surplus / deficit for the year</b>	163,980

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	435,687
<b>Equity Total</b>	393,532
Equity - Aboriginal	112,751
Equity - Socio-economic	146,395
Equity - Language	4,055
Equity - Disability	130,332
<b>Base Total</b>	2,977,608
Base - Per Capita	44,675
Base - Location	97,945
Base - Other	2,834,988
<b>Other Total</b>	146,435
<b>Grand Total</b>	3,953,262

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](https://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.

## Parent/caregiver, student, teacher satisfaction

In 2019 Nyngan High School utilised the Tell Them From Me survey platform as the main avenue to ascertain parent, student and teacher feedback on satisfaction with the school. In 2019 responses were received from:

\* 92% of students

\* 100% of teaching staff

\* 25% of parents/ caregivers

Responses of satisfaction for the school from students indicated that:

### **Students with a positive sense of belonging**

Students feel accepted and valued by their peers and by others at their school.

\* 57% of students in this school had a high sense of belonging. The NSW Government norm for these years is 66%.

\* 56% of the girls and 59% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 62% and for boys is 69%.

### **Intellectual engagement**

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

\* 37% of students in this school are intellectually engaged. The NSW Government norm for these year levels is 46%.

\* 42% of the girls and 34% of the boys in this school were intellectually engaged. The NSW Government norm for girls is 46% and for boys is 47%.

### **Students with high levels of optimism**

Students feel good most of the time.

\* 48% of students in this school had high levels of optimism. The NSW Government norm for these years is 43%.

\* 44% of the girls and 51% of the boys in this school have high levels of optimism. The NSW Government norm for girls is 40% and for boys is 47%.

### **Effective learning time**

Important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

\* In this school, students rated Effective Classroom Learning Time 6.4 out of 10. The NSW Government norm for these years is 6.3.

### **Relevance**

Students find classroom instruction relevant to their everyday lives.

\* In this school, students rated Relevance 5.6 out of 10. The NSW Government norm for these years is 5.8.

### **Positive teacher–student relations**

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

\* In this school, Positive Teacher–Student Relations were rated 6.4 out of 10. The NSW Government norm for these years is 5.7.

### **Positive Learning Climate**

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

\* In this school, students rated Positive Learning Climate of the Classroom 6.1 out of 10. The NSW Government norm for

these years is 5.6.

**The staff survey gathers information around eight 'Drivers of Student Learning', being key factors in providing a quality education for students.**

Responses of satisfaction for the school from teaching staff indicated that:

- \* In this school, staff rated Leadership as 8.0 out of 10. The NSW Government norm for this area is 7.1.
- \* In this school, staff rated Collaboration as 8.0 out of 10. The NSW Government norm for this area is 7.8.
- \* In this school, staff rated Learning Culture as 7.9 out of 10. The NSW Government norm for this area is 8.
- \* In this school, staff rated Data Informing Practice as 7.7 out of 10. The NSW Government norm for this area is 7.8.
- \* In this school, staff rated Teaching Strategies as 7.8 out of 10. The NSW Government norm for this area is 7.9.
- \* In this school, staff rated Technology as 7.2 out of 10. The NSW Government norm for this area is 6.7.
- \* In this school, staff rated An Inclusive School as 8.2 out of 10. The NSW Government norm for this area is 8.2.
- \* In this school, staff rated Parent Involvement as 6.8 out of 10. The NSW Government norm for this area is 6.8.

**The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.**

Responses of satisfaction for the school from parents indicated that:

- \* In this school, parents rated Parents Feel Welcome as 7.0 out of 10. The NSW Government norm for this area is 7.4.
- \* In this school, parents rated Parents are Informed as 6.5 out of 10. The NSW Government norm for this area is 6.6.
- \* In this school, parents rated Inclusive School as 5.7 out of 10. The NSW Government norm for this area is 6.7.
- \* In this school, parents rated Safety at School as 5.5 out of 10. The NSW Government norm for this area is 7.4.
- \* In this school, parents rated Parents support learning at home as 6.0 out of 10. The NSW Government norm for this area is 6.3.

# 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.