Wollumbin High School

2019 Annual Report

8596

Introduction

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

Wollumbin High School (WHS), established in 1995, is a small, comprehensive, rural school situated in Murwillumbah. We expect our students to make learning a priority, to act safely and be respectful within an environment fostered by staff of high expectations, educational excellence and student success. The professional and experienced staff are student focused and dedicated to providing a full range of curriculum and extracurricular choices for students from Years 7 to 12. Our small class sizes, learning support centre and academic extension classes provide students with the opportunity to succeed in their learning. Aboriginal and Torres Strait Islander students negotiate personal learning plans, are represented in leadership and all levels of achievement within the school.

We work closely with our partner primary schools (CoS) and actively with the Tweed (T5) high school network on shared professional practice and opportunities for students. Academic, citizenship, sporting and cultural achievements are acknowledged in the awards structure. Many students achieve at state level in academic, sporting and cultural areas. The Student Representative Council is an active leadership group within the school. The newly introduced Showcase of Events, band, choir, sporting teams, debating, photography club, robotics club, future teachers' club and Korean sister school activities provide additional opportunities for students. Quality education is further enhanced when the school, parents and community work in partnership to support student learning. Strong parent and community support is evident through our volunteer tutor program and the quality portfolio program. The Parent & Citizens Association is an active group who work closely with the school to support all students.

I am constantly impressed with the achievements of students, the dedication of staff and the support of parents and community. During 2019 we shared many success stories with our community through our newsletter, the Wollumbin Talkabout. The 2019 Annual Report is further testimony to the achievement of our students, the partnerships forged with our community, the challenges faced by the school and our commitment to continuous improvement.

I certify that the information in this report is the result of rigorous school self –evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karen Connell

School background

Our students will be informed, active learners who embrace opportunities and contribute positively to their communities.

School context

Education has been traditionally about acquiring knowledge. Wollumbin High School (WHS) recognises the importance of core knowledge and skills and explicitly teaches these. We also focus on developing capabilities which prepare students to take their place in a global, complex and competitive world. Thus teaching and learning activities focus on cultivating critical thinking, collaboration, creativity and communication skills through engaging, challenging, and meaningful experiences.

To be future ready our students need to be self–reflective, willing to take ownership of their learning and feel supported so they accept mistakes and challenge is a component of learning. Staff are responsive to the needs of students, and increasingly utilise data and research to guide practice within a culture of collaboration.

Close partnerships with parents, our educational community and the broader local community are essential to maximise learning outcomes for students and continues to be a focus of our school.

At Wollumbin High School we are committed to the provision of high quality educational experiences for every student.

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

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 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.

The executive charted progress against the milestones identified in the school plan. Reflection and our self–assessment process will further assist the school to refine strategic priorities in our school planning. Evaluation of evidence enabled mapping of progress against the School Excellence Framework. Future directions evident from the School Excellence Framework were embedded into the 2020 milestones as part of the 2018–2020 Wollumbin High School Plan to drive further improvements in the delivery of education to our students.

In the domain of Learning, our focus has continued to be on student engagement and learning through Key Learning Area (KLA) identified action research projects supported by targeted professional learning. Positive Behaviour for Learning strategies are used to explicitly teach behaviours designed to settle students into learning promptly and builds on the successful implementation of non–classroom setting expectations. School expectations are explicitly taught to all students by the deputy principal and reinforced by staff. The wellbeing team strategically drives the implementation of the Wellbeing Framework in the school. The Learning Support Team and Learning and Support Teachers address the identified needs of individual students. Attendance is regularly monitored and action is taken promptly to address issues with individual students. Community involvement through the learning and support program and the quality portfolio program contributes to a positive learning culture within the school. We are continuing to Sustain and Grow in this domain.

In the domain of Teaching, an evidence based approach increasingly guides teaching. Teachers analyse and use data to understand the learning needs of students and adjust their teaching accordingly. Detailed data from the Wollumbin Community of Schools (CoS) enhances transition from Year 6 to 7 as WHS staff access this information. Learning and Support Teachers work closely with teaching staff and parents to support student learning. Teachers access personalised learning pathways of Aboriginal and Torres Strait Islander students to support their learning. Collaborative practice is evident amongst staff with professional learning opportunities enabling reflection and evaluation of KLA action research project outcomes. Teachers participate in professional learning targeted to school priorities and their professional needs. Technology is strategically being updated and staff provided with professional learning to support teaching and learning strategies. We are continuing to Sustain and Grow in this domain.

In the domain of Leading, teams which comprise all staff, have been successful in leading initiatives and professional learning at staff meetings and school development days. WHS executive are active within the T5 network sharing strategies and resources, building capacity of staff and providing collective learning opportunities for senior students. Aspiring leaders within the school are provided with professional learning opportunities appropriate to their professional development plans which align with the Australian Professional Standards for Teachers. The school leadership team communicates clearly about school priorities and practices, has accountability and evaluation practices aligned with the school plan and system requirements in place and focuses on quality curriculum delivery. Financial management practices support curriculum delivery. We are continuing to Sustain and Grow in this domain.

Our self–assessment process will assist the school to refine the strategic priorities in our 2018–2020 School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Successful Learners

Purpose

Students with the ability to be discerning citizens and an understanding of digital and personal wellbeing will be better prepared to meet the challenges of 21st C citizenship.

Improvement Measures

Increase the incidence of positive engagement in class and school through students meeting WHS expectations.

Improved student understanding of the relationship between school success and a positive future.

20% of students in Year 9 will achieve in the top two bands in NAPLAN for Reading, 16% for Numeracy and 10% for Writing.

Overall summary of progress

Sentral data indicates an increase in positive engagement and a decrease in negative incidents. Analysis of mobile phone misuse entries on Sentral indicates that students have respected the introduction of tighter controls whereby students may only use mobile phones in class under the direction of teachers for learning activities. The reinforcement of safe and ethical use of technology through an introductory assembly by the Deputy Principal and reinforced through mentoring and classroom lessons has been implemented. A guest speaker from Safe on Social addressed Year 8, 11 and 12 on safe use of social media. Student input supported revisions to the Award structure which will enable broader opportunities for student success and acknowledgement. A strategic approach to wellbeing implementation not only focused on student support but was expanded to include parent and staff information. The strategic approach to HSC minimum standards has enabled success for students in meeting standards supported by a whole school approach to literacy and numeracy and targeted student support.

Progress towards achieving improvement measures

Process 1: Implement whole school approach to implementation of safe and ethical use of technology including social media platforms

Evaluation	Funds Expended (Resources)
Analysis of Sentral data provides baseline for 2020 comparisons.	DP LaST

Process 2: Implement whole school approach to the wellbeing framework.

Evaluation	Funds Expended (Resources)
Mentoring 2020 planned	Mentoring planning team
Wellbeing directions planned for 2020	Wellbeing team
PBL directions for 2020 set based on data analysis	PBL team

Process 3: Implement whole school approach to Literacy & Numeracy.

Evaluation	Funds Expended (Resources)
HSC Minimum Standard Online Test Results. Literacy and Numeracy Whole School Program 2020 planned. Year 10 and 11 students who will need additional support in 2020 identified	HT English, HT Maths, Literacy and Numeracy Team

Next Steps

The school will continue with the strategies implemented for safe and ethical use of technology. Sentral data will be monitored. The introduction of a new merit awards structure will occur at the beginning of 2020 with mentoring teachers explaining the process. The Resilience Doughnut program wile incorporated in to PDHPE lessons. The new structure is included in the student planner supplied to all students. We will maintain our successful approach to supporting students in the areas of literacy, numeracy and achieving HSC minimum standards. Department of Education targets for numeracy and writing will be incorporated into 2020 school plan milestones.

Strategic Direction 2

Engaging Educational Experiences

Purpose

Students actively involved in deep and authentic learning, critical thinking and mastery through effective, evidence –based teaching within a positive learning environment will achieve progress as learners.

Improvement Measures

Technology that supports learning is available and integrated into lessons by teachers.

Student engagement more closely reflects TTFM state norms through high skill and high challenge learning activities.

All staff demonstrate commitment to improving professional knowledge and practice.

Overall summary of progress

Executive staff participated in 4C professional learning through a Tweed 5 initiative during 2019. English KLA successfully trialled inquiry based learning initiatives and will expand this learning in 2020. Use of technology by teachers to enhance student learning continues to expand. Tell Them From Me data demonstrates that we are moving toward the state norm. The Technology and Applied Studies teachers have been involved in professional learning to prepare for implementation of the Technology Mandatory course in 2020. The Drama, Music, Visual Arts and Science staff engaged in a cross KLA task which culminated in a theatre production for stage 3 students from our partner primary schools.

Progress towards achieving improvement measures

Process 1:   Focus on problem based learning, embedding independent learning strategies and reflective practice.

Evaluation	Funds Expended (Resources)
Plan for IBL in all 2020 courses for English	English KLA
4Cs strategies in 2020 programs	Executive

Process 2:   Teaching and learning is rigorous, dynamic and includes evidenced based teaching strategies.

Evaluation	Funds Expended (Resources)
Staff survey on use of technology	Technology Team
PDHPE & Vis Arts analyse data and compare to initial data	PDHPE & Vis Arts staff
CAPA season of events evaluated for 2020	CAPA staff, HT English

Process 3:   Develop a cross–KLA approach to assessment and learning for years 7 – 10.

Evaluation	Funds Expended (Resources)
Stage 4 STEM Program evaluation guides 2020 implementation	TAS staff
Technology Mandatory Scope and Sequence and units ready for 2020	Quality Teaching team
Cross KLA scope and sequence in place ready for use by teams in 2020	

Next Steps

The English KLA will be incorporating further inquiry based learning opportunities in their classes. Technology Mandatory

will be introduced to Stage 4 in 2020. Teacher Teams for Years 7, 8, 9 and 10 will continue to examine student engagement strategies and cross KLA opportunities in 2020. CAPA productions will engage students in further authentic learning opportunities in 2020. PRIME project to commence professional learning component in 2020 and some trialling of strategies. Podcast facility to be established with initial podcasts being trialled. Collaborative Response Model professional learning implemented in 2020. Further upgrading of technology resources, utilisation of new software applications and expansion of the laptop banks utilised by students is planned for 2020.

Strategic Direction 3

Strengthen Educational Partnerships

Purpose

Engaging in partnerships which are collaborative and sustainable will support enhanced student wellbeing, engagement and achievement.

Improvement Measures

60% of parents have connected with the school through the parent portal.
CoS engagement continuums build on previous practice.
Increased parent response rate to feedback processes.

Overall summary of progress

Parent portal access has increased but is not yet at 60%. Instagram and Facebook have been introduced to provide information and engage with the community. Using text and email to invite parents to participate in the Tell From Me Survey generated a slight increase in response from previous years. Sentral email system has increased use by staff to communicate with parents. Parental involvement in assessing student Science projects was successful.

Progress towards achieving improvement measures

Process 1:   Expand parent and community partnerships in learning.

Evaluation	Funds Expended (Resources)
TTFM response rate of parents analysed to guide 2020 planning.	DP

Process 2:   Management practices and processes are responsive to feedback.

Evaluation	Funds Expended (Resources)
Data gathered during 2019 guides planning for 2020	Exec
Social media in place for communication. Expanded use of Sentral to communicate to parents.	Non Teaching staff

Process 3:   Collaboration with CoS communities to enhance learning opportunities.

Evaluation	Funds Expended (Resources)
2020 plan in place in support of Department and Premier's targets for reading and numeracy.	CoS Principals and WHS executive

Next Steps

An English stage 4 writing initiative will engage with stage 3 students from partner primary schools. A promotions team will increase our use of social media platforms for community engagement. Involvement in the Educational Pathways Project, for rural schools, will enhance links to the community and employment opportunities for students. School sporting grants sought to expand opportunities for skills development in a range of sports utilising community expertise. P&C are planing a series of parent workshops. Maintain parent involvement in marking science projects. CoS collaborative focus on reading and numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Team **Funding Sources:** • Aboriginal background loading ($23 100.00)	In 2019 funding from Aboriginal Background loading enabled significant student support. All Aboriginal and Torres Strait Islander students are supported through the development of Personal Learning Pathways (PLPs) and student profiles that target individual needs. An Indigenous mentor was employed 1 day per week to support Aboriginal and Torres Strait Islander students to supplement the Broncos mentoring program. Students attended a camp at Emu Gully. Ongoing work on the Bush Tucker Garden is providing a valuable learning resource for students. Senior students were offered tutoring to assist with senior studies. Aboriginal dance instructor supported students prepare welcome dances for the 2019 Showcase event.
Low level adjustment for disability	LaST **Funding Sources:** • Low level adjustment for disability ($168 807.00)	Students have been supported through engagement with a number of programs created and offered at the school, including intensive reading and peer tutoring during Mentoring. All students involved in the programs have shown improvement in their reading rate, accuracy and comprehension. Additional LaST employed one day per fortnight. Learning and Support Teachers (LaST) and School Learning and Support Officers (SLSO) supported teachers and students through a combination of allocated lessons in the learning support room and in–class support across all KLAs. Students showed increased confidence in the completion of tasks and improved outcomes. LaSTs accessed additional relief days to conduct parent meetings, attend student enrolment interviews, work with teachers on modification and adjustments for learning, and compiled student profiles. LaSTs coordinated the community volunteer tutor program. Students benefited from the additional 1 on 1 support and small group tuition.
Socio–economic background	Staff HTs **Funding Sources:** • Socio–economic background ($222 536.00)	An additional Learning and Support Teacher employed for 2 days per week. Teacher release to support the quality portfolio program to encourage reflection and student focus on learning. Technology resources including laptop banks for student access in KLAs, software, robotics, Maths on Line and Study Skills on Line. Resources and texts for KLA programs and library to enhance learning programs.

| Socio–economic background | Staff

HTs

Funding Sources:
 • Socio–economic background ($222 536.00) | Transition to high school program to encourage positive engagement with high school.

Student wellbeing support through year adviser release and peer mediation training.

Head teacher and teacher release to implement KLA action research projects and team plans.

Additional staff professional learning and resources.

Student support programs such as student assistance (uniforms, footwear, school fees and excursions), senior success program, HSC tutoring, homework help and student planners to enhance equity of educational opportunity.

A Technology Support Officer was employed to ensure the technology operates effectively for students and staff. |
|---|---|---|
| **Support for beginning teachers** | | One permanent teacher continued their progress toward gaining their accreditation at Proficient Teacher level. Mentor support by the Head Teacher. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	231	217	215	194
Girls	245	229	227	210

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	93.3	90	91.5	91
8	91.9	90	89.2	90.3
9	91.3	88.1	89.1	88.5
10	89	86.6	88.6	89.8
11	89.1	81	90.5	90.9
12	93.1	84.3	90.1	89.8
All Years	91.2	86.9	89.8	90.1
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

Rolls for Years 7 to 11 are marked in mentoring each morning in addition to period by period marking by classroom teachers. Year 12 are marked period by period by classroom teachers. Parents are contacted by sms, phone or by letter if absences are not explained promptly. Concern regarding student attendance is raised with parents by the deputy principal and year advisers. The home school liaison officer supports the school with individual cases.

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	4
Employment	3	12	25
TAFE entry	11	19	9
University Entry	0	0	42
Other	2	2	2
Unknown	0	3	18

The percentages for Year 10 and Year 11 reflect the students who left during 2019 or at the end of the school year. Some Year 12 students did not respond to our request for post school destination information when contacted at the beginning of 2019.

Year 12 students undertaking vocational or trade training

35.09% of Year 12 students at Wollumbin High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Wollumbin 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)	6
Classroom Teacher(s)	25.8
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	6.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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.

The school was allocated $52,601 for professional learning. Staff were involved in activities within and beyond the school. These included workshops, conferences, training days, program development and T5 collegiate activities. Focus topics included syllabus implementation, Vocational Education Training (VET), implementation of literacy strategies,

curriculum focused conferences, quality teaching, technology skills development, leadership opportunities, Positive Behaviour for Learning and workshops to support student welfare. Staff also utilised technology to access professional learning opportunities.

The school development days focused on quality teaching strategies, data analysis using SCOUT, CPR, anaphylaxis, a guest speaker from Southern Cross University on wellbeing for children and young people in education, a guest speaker presented the Accidental Counsellor strategies by Human Connections, differentiated learning and a combined Tweed 5 school executive and aspiring leaders program on implementation of 4Cs strategies for learning engagement.

The executive team participated in two T5 combined executive afternoons.

Head teachers met once per term with other T5 KLA head teachers and focused on student engagement, curriculum development and sharing of best practice.

Additional funds were drawn from the Resource Allocation Model (RAM) equity funding providing additional opportunity for professional learning for staff including STEM initiatives, senior curriculum requirements and engagement strategies.

Staff ensured any knowledge or strategies gained through professional learning was shared with colleagues. Professional learning contributed to the professional growth of staff and improved student outcomes at Wollumbin High School.

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	863,903
Revenue	6,241,474
Appropriation	6,076,387
Sale of Goods and Services	9,317
Grants and contributions	136,628
Investment income	5,651
Other revenue	13,490
Expenses	-6,365,539
Employee related	-5,693,574
Operating expenses	-671,966
Surplus / deficit for the year	-124,065

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.

Wollumbin High School follows financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school. An annual school budget is planned to maximise the operation of the school within physical and financial resources, ensures appropriate application of existing resources to identified areas of need including school buildings and grounds, identifies and addresses workplace health and safety needs. The school maintains appropriate records in accordance with Audit requirements. The expenditure plans identified in the 2019F Annual Report to support implementation of whole school strategic directions , Key Learning Area and Team focus areas, grounds and building enhancement and resource acquisition in 2019 were implemented. Funds as budget adjustments for 2019 as reimbursement were expected early 2020.

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	95,519
Equity Total	414,443
Equity - Aboriginal	23,100
Equity - Socio-economic	222,536
Equity - Language	0
Equity - Disability	168,807
Base Total	5,004,906
Base - Per Capita	103,663
Base - Location	0
Base - Other	4,901,243
Other Total	419,737
Grand Total	5,934,606

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.

Funds were expended as outlined in the Key Initiatives section. The above figures also include wages.

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 website.

Literacy

Our school engaged in NAPLAN Online testing which is engaging for students and gives them a greater opportunity to demonstrate what they know. For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before. Due to the complexity of data analysis between paper test and online testing for some schools there may be variability in the results this year which is not consistent with the data of previous years. Our NAPLAN results indicated the whole school approach enabled students to maintain consistency of achievement in the new on line format.

30.6% of Year 7 students achieved in the top 2 bands for Reading and 8% of Year 7 students achieved in the top 2 bands for Writing.

14% of Year 9 students achieved in the top 2 bands for Reading and 11% of Year 9 students achieved in the top 2 bands for Writing. Our target for Year 9 is 20% for Reading and 10% for Writing by 2020.

Numeracy

Our school engaged in NAPLAN Online testing which is engaging for students and gives them a greater opportunity to demonstrate what they know. For students who did the tests online, the information we have about what they can do and what they need to learn is more accurate and detailed than before. Due to the complexity of data analysis between paper test and online testing for some schools there may be variability in the results this year which is not consistent with the data of previous years. Our NAPLAN results indicated the whole school approach enabled students to maintain consistency of achievement in the new on line format.

24% of Year 7 students achieved in the top 2 bands for Numeracy.

15% of Year 9 students achieved in the top 2 bands for Numeracy. Our target for Year 9 is 16% for Numeracy by 2020.

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.
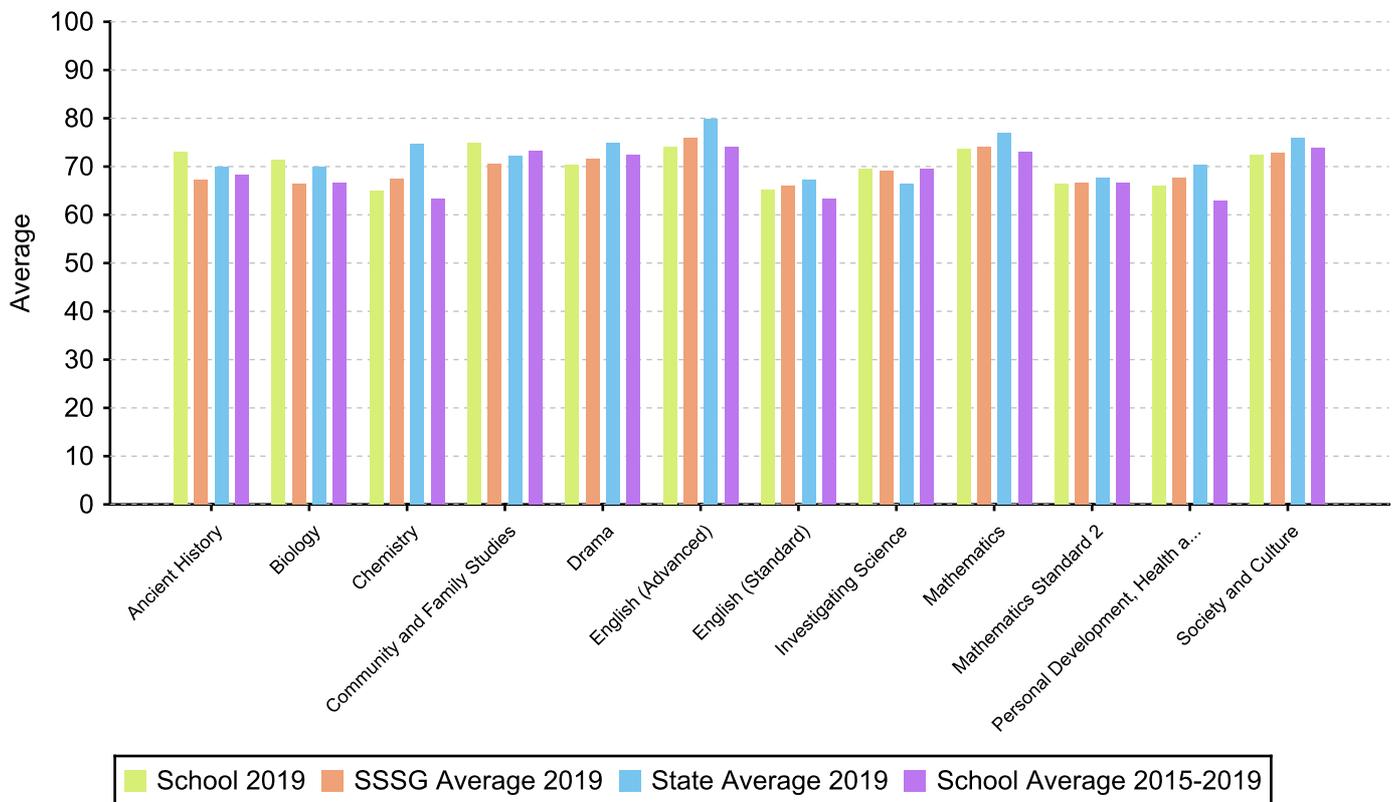
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	73.0	67.3	69.9	68.3
Biology	71.3	66.4	69.9	66.7
Chemistry	64.9	67.5	74.7	63.3
Community and Family Studies	75.0	70.5	72.2	73.2
Drama	70.4	71.7	75.0	72.4
English (Advanced)	74.1	76.0	80.0	74.2
English (Standard)	65.2	66.1	67.3	63.3
Investigating Science	69.6	69.2	66.5	69.6
Mathematics	73.6	74.0	76.9	73.1
Mathematics Standard 2	66.5	66.7	67.7	66.5
Personal Development, Health and Physical Education	66.1	67.7	70.5	62.8
Society and Culture	72.5	72.8	75.9	73.8

Parent/caregiver, student, teacher satisfaction

The 2019 Tell Them From Me Survey results indicated that compared to all public schools in the state, parent responses were noticeably more than the state averages in the following areas:

Parents

Feel welcome when they visit the school.

Feel well informed about school activities.

Written information from the school is in clear, plain language.

School's administrative staff are helpful when I have a question or problem.

Reports on my child's progress are written in terms I understand.

Any concerns with my child's behaviour at school, the teachers would inform me immediately.

Teachers would inform me if my child were not making adequate progress in school subjects.

My child is encouraged to do his or her best work.

Teachers expect homework to be done on time.

Teachers expect my child to work hard.

Teachers expect my child to pay attention in class.

School staff create opportunities for students who are learning at a slower pace.

My child is clear about the rules for school behaviour.

My child feels safe going to and from school.

My child feels safe at school.

More than 90 percent of all parents have been contacted once or more each term by teachers to talk about the child's learning or behaviour. Two thirds of all parents have been contacted more than twice.

Almost 90 percent of parents have attended a school meeting of some sort during the year.

75 percent of parents would recommend the school to primary school students.

Almost 90 percent say the school has a good reputation in the community.

92 percent feel the school environment is welcoming.

Students

Teachers and students have positive relationships.

The school has positive learning climate.

Positively engaged with extra–curricular activities.

Students have friends at school who they trust and encourage them to make positive choices.

Students display positive behaviours at school.

Students are encouraged and supported in their efforts at school by someone at home.

Students feel supported in their learning by teachers.

Almost 80% of students feel proud of their school, particularly the playground areas, classrooms and library.

Teachers

School leaders to create a safe and orderly school environment.

School leaders have supported me during stressful times.

Teachers discuss strategies that increase student engagement.

Teachers discuss learning problems of particular students with other teachers.

Teachers discuss their assessment strategies with other teachers.

Teachers give students written feedback on their work.

High expectations for student learning are supported.

Teachers use two or more teaching strategies in most class periods.

The school has establish and clear expectations for classroom behaviour.

More than 80% of staff indicate staff morale is good to very good.

Over 90% of staff feel school leaders are leading improvement and positive change.

Over 90% of staff feel school leaders clearly communicate their strategic vision and values for 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.