

2020 Annual Report

Irrawang High School



8562

Introduction

The Annual Report for 2020 is provided to the community of Irrawang 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

Irrawang High School

Mount Hall Rd

RAYMOND TERRACE, 2324

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

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

4987 4687

School vision

Irrawang High School's purpose is to support its students to build successful futures. In developing a positive learning culture to create successful and effective learners, individuals and citizens, it balances its focus on the social, personal and academic development of each student, including programs to overcome local aspects of disadvantage and expand students' opportunities. Its leadership and management are directed to achieving a supportive, respectful, caring culture and environment which is inclusive of all people within our community, and in which excellence is valued and rewarded. It aims to assist students to develop as responsible learners, leaders and citizens whose impact on and contributions to their global community are positive; who are able to become productive and contributory participants in their community and the world.

School context

Irrawang High School is situated in the lower-Hunter region in Raymond Terrace.

The school was established in 1983 and attracts students primarily from Medowie, and Wirreanda Public Schools in Medowie and Irrawang and Grahamstown Public Schools in Raymond Terrace.

Irrawang High School has an enrolment of 1029 students (Years 7-12), with 18% of students having an Aboriginal Torres Strait Island background. The school promotes excellence in academic, cultural and sporting performance and also provides a wide range of creative and performing arts opportunities and involvement in sport. The school has implemented a range of strategies to support the education of gifted and talented students. Significant equity funding allows the school to implement a number of successful initiatives that assist the wellbeing and academic education of students and support for families. The school has six support classes. A strong transition program is in place with our partner primary schools. The schools Positive Behaviour for Learning expectations are Respect, Responsibility and Personal Best. There is an extensive support staff that includes an Aboriginal Education Worker, Community Liaison Officer, Defence Transition Mentor and School Chaplain. The school enjoys the strong support of an active P&C and the local business community. Irrawang High School is an integral part of the Lakeside Learning Community and works closely with the Youyouong Local AECG.

Further information is available on the school website <http://www.irrawang-h.schools.nsw.edu.au/> and facebook page.

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1

Student Outcomes: Developing positive learning elements for successful 21st century learners and citizens

Purpose

Students need to be equipped for membership and success in a changing world which is increasingly a global community. Aspects of economic, social and educational disadvantage in a significant section of the community can be overcome through educational success and mastering the essential elements of learning to increase their expectations and opportunities. Students will gain the skills, knowledge and attributes which will enable success in their work, relationships and community membership as responsible citizens. This will be achieved through the development of quality curriculum and assessment, including VET courses, and the application of effective teaching and learning and assessment practices that build educational aspirations and responsibility among our students.

Improvement Measures

- NAPLAN results show increasing proportion of students above minimum standards; increasing proportion of students with above-average growth in Year 9.
- In HSC results, more courses improve their Z Scores and Average Growth performance.
- Faculty programs incorporate school-wide literacy strategies 7-10
- Faculty programs indicate further incorporation of 21st Century skills.
- TTFM surveys indicate higher levels of engagement and valuing of schooling outcomes among students in Years 7 to 11.
- Student, parent and community surveys indicate high levels of satisfaction with students' and school' progress and development
- Attendance and retention rates of ATSI students are improved
- ATSI achievements in Year 9 NAPLAN equal or exceed those of non-ATSI students

Overall summary of progress

NAPLAN data indicates improvement over the three year planning cycle. The school has seen growth in NAPLAN value added (7-9) trend over the last 3 years consistently at Delivering. The percentage in top two bands for Year 9 in Numeracy increased by 6% and has remained steady in reading from 2018 to 2020. Targeted Intervention in 2018 & 2019 has seen increase in number of students achieving Band 9 & 10 results in Numeracy. Increasing focus on data informed practices - consistency of teacher practice (explicit teaching and feedback) an area for ongoing development. A whole school literacy approach with a focus on sentence structure will see further growth in the future.

HSC data has seen variations in improvement between school achievement and state results from year to year across most faculties. Most faculties achieving some good results with individual or a small number of students achieve a result above Band 4 or higher. Most subject's examination mean is lower than state. CAPA faculty has had consistently strong results in Dance, Drama and Visual Arts. Improving trends over the last 2 years in English and Mathematics. Analysis revealed student attendance as a major indicator of achievement. Attendance and engagement of students throughout Stage 6 will be a major focus. Senior Study mentors, afternoon Snack and Study will be annually reviewed to support student HSC achievement. Staff mobility and transition will be monitored as this also determines the stability of teaching practice that determines student HSC achievement and instils and maintains a supportive culture of high expectations.

Progress towards achieving improvement measures

Process 1: 1. Project/Independent-Based Learning.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Students continued to be provided with activities where they have designed, developed and produced project based work. Exhibitions could not occur in 2020. The school will continue to provide the professional learning for staff and additional funds to acquire the resources to support project based | PL Funds Equity Funds - Staffing, Technology |

Progress towards achieving improvement measures

learning in 2021.

Process 2: 2. Aboriginal Education.

| Evaluation | Funds Expended (Resources) |
|---|-------------------------------|
| Aboriginal Torres Strait Islander (ATSI) students at or above average growth in writing, spelling, grammar and punctuation and numeracy domains, overall achievements below non ATSI students but the gap has been closed in all domains. | Equity - Staffing PL funds |

Process 3: 3. Literacy and Numeracy enhancement program - LASTS select students for and conduct LEXIA Reading program

Numeracy Withdrawal and Extension programs - support teacher employed to organise and conduct withdrawal program; Maths staff organise and conduct enhancement program with small groups.

| Evaluation | Funds Expended (Resources) |
|--|--|
| The school has continued to provide Literacy and Numeracy programs and NAPLAN results have seen student achievement maintain growth in all domains vs SSSG and better than average growth in all domains vs State average except reading. Faculties will expand on this foundation work and update programs to ensure they include differentiated strategies developed from the latest evidence-based research. Implementation of these strategies for all students, with extra support for students in small groups, is ongoing and is effective in assisting students to achieve continual growth in reading and numeracy. | Equity Funds - Staffing, Technology Integration Funds PL Funds |

Process 4: 4. Incorporation of "21st Century Learning Skills" across KLAs:

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

| Evaluation | Funds Expended (Resources) |
|--|---------------------------------|
| The implementation of 21st century Learning skills is evident in teaching and learning platforms and has been embedded into all aspects of curriculum. Staff confidence and expertise in the use of the of these learning skills was accelerated due to the learning from home phase. Collaboration amongst staff has been greatly enhanced through the professional learning provided by the technology team and other experts across the school. | PL Funds Equity - Technology |

Strategic Direction 2

Teacher Quality: Fostering a professional learning community for the development of excellent teaching and leading elements

Purpose

To improve student outcomes, and for the school community to further improve, staff need to continually grow and develop. By supporting the further development of professional attitudes and learning among staff with innovative and instructional leadership and development, including working with our partner primary schools, the school will be better able to assist the development of its students. Staff and students will work together, informed by best practice research and experience in education (in particular the Australian Professional Standards for Teachers), to become highly effective leaders and learners. Processes to support continuing reflective learning and data-driven planning will support continuing improvements in elements of teaching within the school, ensuring world-class teaching. Staff will be supported to maintain currency with the NESAs, and with Vocational Education and Training requirements.

Improvement Measures

- All beginning teachers achieve proficiency in the Australian Teaching Standards
- All staff participate in professional development, equally divided between in-school and externally and the impact will be evident and observable in teaching practice and programs.

Overall summary of progress

Professional Learning (PL) patterns indicate that school based PL and online learning were the most highly attended. School-based survey data is collated on Professional Development Plan (PDP) goals, Standards and PL needs, to strategically inform planning and implementation of PL. Professional learning in 2020 was significantly impacted by COVID-19, this did lead to high levels of collaboration with most PL occurring online and at school, where possible. Professional learning being strategically aligned to both the SIP, evidence based best practice and PDP's will be a major area for on-going focus in 2021 targeting teaching, learning and leadership development across all domains of the school.

Progress towards achieving improvement measures

Process 1: 1. NESAs Accreditation - Professional Learning Program (including PDPs) linked to school plan and to staff accreditation in Professional Teaching Standards and VET competency requirements;

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| All staff completed a Professional Learning Plan and the school provided a Professional Learning program that met the Departments mandatory requirements and provided Professional learning time for individuals to complete learning that linked to school plan and the staff's PDP. Much more online training was completed by staff as a result of the restrictions due to COVID 19. | PL Funds VET Funds |

Process 2: 2. Great Teaching Inspired Learning

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Staff Induction and staff handbook have been embedded and continually updated. A professional mentoring process enables the school to support all staff, particularly new staff with the deployment of the HT Teaching and Learning. Beginning teachers were provided with a mentor and coaching support in 2020. All staff requiring support for AITSL maintenance or proficiency were successful in obtaining the required status. | |

Process 3: 3. Quality Teaching

| Evaluation | Funds Expended |
|------------|----------------|
|------------|----------------|

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|---|-------------|
| Due to the CoVID restrictions, the Quality Teaching rounds were unable to be facilitated as originally intended. Educational opportunities were provided to staff that enabled a high level of collaboration with some activities moving to Zoom and Teams that enabled the sharing of ideas and good practice due to the nature of remote learning. This remains a priority area for 2021. | |

Process 4: 4. Professional Learning and Leadership

| Evaluation | Funds Expended (Resources) |
|--|-------------------------------|
| Educational leadership opportunities were provided to staff but were impacted due to the nature of remote learning. This remains a priority area for 2021. | |

Strategic Direction 3

School Environment: Creating a supportive culture of high expectations among all members of the school for respectful, responsible participation in the school and community

Purpose

Students and staff work more effectively in a caring, supportive environment in which respect, responsibility and striving for personal best lead all members of the community to work together for the betterment of all. By valuing all members of the community, recognising and acknowledging achievement in the varied areas in which the school works, and working together to create better individuals and a better community, we will create a culture which will support student and staff learning and development. The school will employ strategies and practices which support the cognitive, emotional, social, physical and spiritual wellbeing of its students. Linking the school, including learning activities, within the wider community will enhance learning and foster the development of good community participation.

Improvement Measures

- Proportion of students necessitating behavioural intervention is further reduced
- Proportion of staff awarding commendations, and percentage of students receiving them, increase
- Suspensions and negative referrals of students in Millennium are reduced
- Increase in proportion of students indicating a sense of belonging at school in TTFM surveys
- Increasing proportion of students indicating engagement in TTFM surveys

Increase the proportion of staff involved in the PBL team and ensure all new staff are inducted and are familiar with the PBL process of behaviour management.

Progress towards achieving improvement measures

Process 1: 1. Positive Behaviour for Learning (PBL)

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| The school successfully completed a Positive Behaviour for Learning (PBL) School Evaluation Tool (SET) and Benchmark of Quality (BoQ) in 2019 and at the start of 2020. A team of staff completed Tier 2 training. PL with the District PBL coach was completed and a PBL action plan was developed and then has been implemented as the school moves to embed Tier 2 PBL processes in 2021. | PL Funds Equity Funds |

Process 2: 2. Student wellbeing

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| The proportion of students consistently demonstrating the school's expectations of Respect, Responsibility and Personal Best has declined slightly from a peak in 2018 but remains above the norms expected for a Tier 1 school. Tier 2 systems such as Check in and Check out and Check and Connect show promising signs in supporting those students in maintaining their engagement with learning and will be a continued focus in 2021. | Equity Funds |

Process 3: 3. Staff well-being

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2020, COVID-19 disruptions, increased opportunities for collaboration and team work. Leadership ensured that professional learning was targeted based on staff feedback. PL resources and time was made available to ensure staff were supported in meeting the needs of students during the remote learning phase.. Positive feedback is reflected in surveys. | Equity Funds PL Funds |

Progress towards achieving improvement measures

Opportunities for staff to share good practice and support each other will be a continued focus in 2021.

Process 4: 4. Community Partnerships

| Evaluation | Funds Expended (Resources) |
|---|-----------------------------------|
| The school's investment in having a Community Liaison Officer and a Communication strategy enabled the school to stay connected with parents and the community throughout 2020. The utilisation of a variety of platforms kept students, staff, parents and community in contact and up to date during the COVID 19 period and beyond. The data collected from Facebook indicates an increase in users and page views with the vast majority of responses to school communication being positive. | Equity Funds PL Funds |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | Aboriginal Funding Equity Funding PL Funding | Aboriginal Torres Strait Islander students were strongly supported by all staff within the school (working in partnership with the Aboriginal Community Liaison Officer, HT Learning, Engagement and Transition, 3 Aboriginal SLSO's and the CLONTARF Academy). Genuine partnerships with Youyoong AECG, parents and community are having increasingly positive impacts on student achievement supported by these strong connections with the local Aboriginal community. The average scaled growth in all domains of literacy and numeracy increased with Year 9 students. |
| English language proficiency | EALD Funds | EALD students were provided with learning support. The school maintain an ongoing connection throughout the learning from home phase and internal data collected and has shown positive growth in literacy and numeracy in 2020. |
| Low level adjustment for disability | Integration Funds Equity Funds | The school employed 5.0 Student Learning Support Officers (SLSOs) to assist students both in class and around the school. During remote learning, they maintained regular contact with students and parents/carers to ensure students maintained a level of engagement with their learning. They continue to work closely with staff and parents to provide targeted support for selected individual students, including assistance with organisation, homework, basic academic skills and social skills. |
| Socio-economic background | Equity Funds | The school continued to provide support through the homework centre (Snack-and Study) and morning breakfasts. It increased the number of banks of lap-tops was crucial in supporting remote learning and many were lend out to support students and families while students were learning from home. Staffing and resourcing are also allocated to ensure students have access to the full curriculum both inside and outside the curriculum with extra-curricular activities supported. Targeted literacy and numeracy support programs were continued to raise students' skills in these areas. The number of classes in each year group of Stage 4 was increased by one to maintain smaller class numbers to increase teacher student engagement. |
| Support for beginning teachers | Beginning Teacher Funds | All beginning teachers were supported with mentoring and coaching. All staff needing to update AITSL maintenance or proficiency were successful in 2020. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 359 | 427 | 457 | 509 |
| Girls | 358 | 401 | 448 | 499 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 91.6 | 88.3 | 90.2 | 91.9 |
| 8 | 87.9 | 85.6 | 85.9 | 89.8 |
| 9 | 85.4 | 83.3 | 88.7 | 86.6 |
| 10 | 84.5 | 78.8 | 80.7 | 84.5 |
| 11 | 82.5 | 75.7 | 84.9 | 80 |
| 12 | 87.7 | 81.9 | 84.7 | 87.1 |
| All Years | 86.7 | 83 | 86.3 | 87.3 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 | 7 | 17 |
| Employment | 0 | 12 | 38 |
| TAFE entry | 1 | 7 | 13 |
| University Entry | 0 | 0 | 16 |
| Other | 0 | 5 | 5 |
| Unknown | 0 | 3 | 11 |

Year 12 students undertaking vocational or trade training

27.03% of Year 12 students at Irrawang High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Irrawang High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 55.8 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 18.77 |
| Other Positions | 1.8 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,006,024 |
| Revenue | 13,687,833 |
| Appropriation | 13,471,826 |
| Sale of Goods and Services | 8,461 |
| Grants and contributions | 206,769 |
| Investment income | 577 |
| Other revenue | 200 |
| Expenses | -13,902,186 |
| Employee related | -12,395,402 |
| Operating expenses | -1,506,785 |
| Surplus / deficit for the year | -214,354 |
| Closing Balance | 791,670 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 287,985 |
| Equity Total | 1,581,484 |
| Equity - Aboriginal | 193,290 |
| Equity - Socio-economic | 990,462 |
| Equity - Language | 46,079 |
| Equity - Disability | 351,652 |
| Base Total | 10,492,960 |
| Base - Per Capita | 226,565 |
| Base - Location | 0 |
| Base - Other | 10,266,396 |
| Other Total | 605,657 |
| Grand Total | 12,968,086 |

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.

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.

2020 NAPLAN

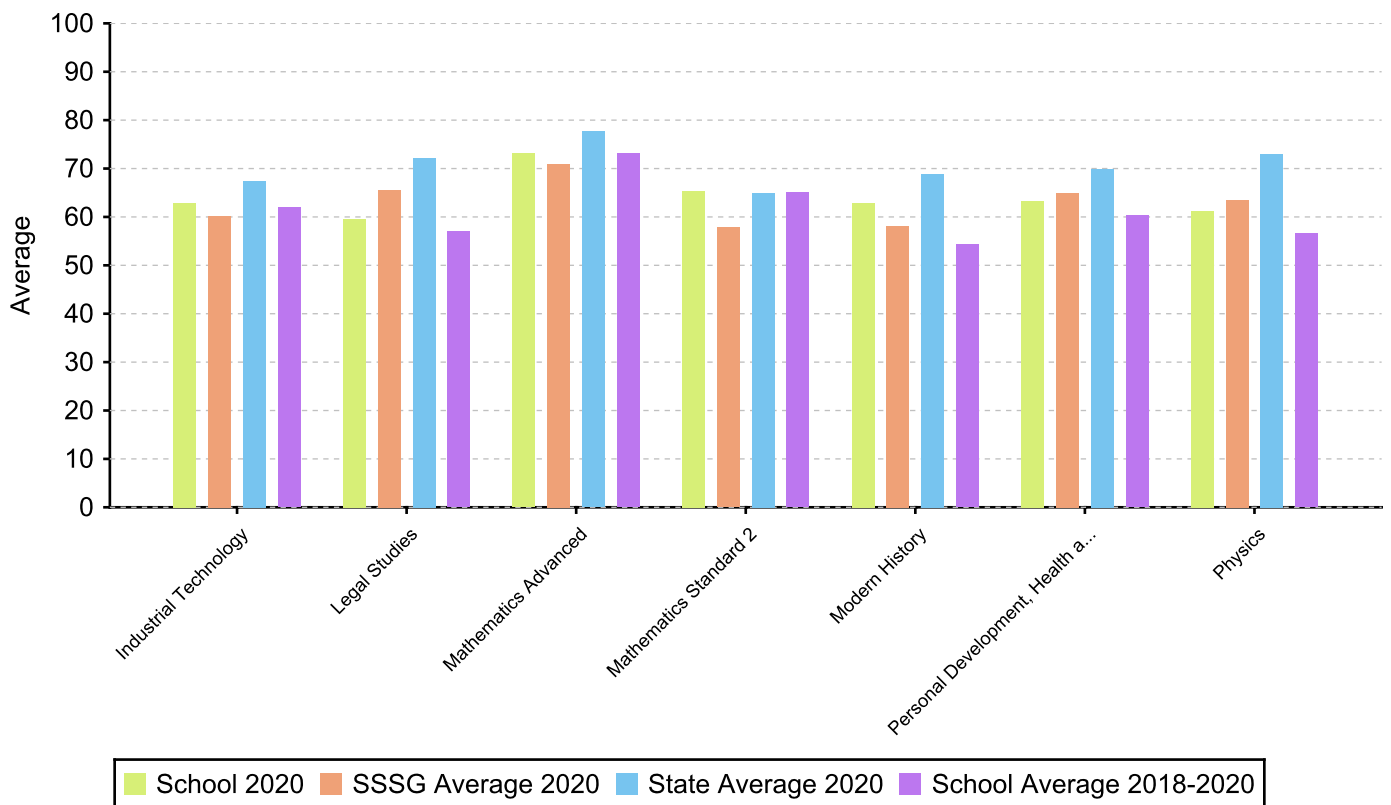
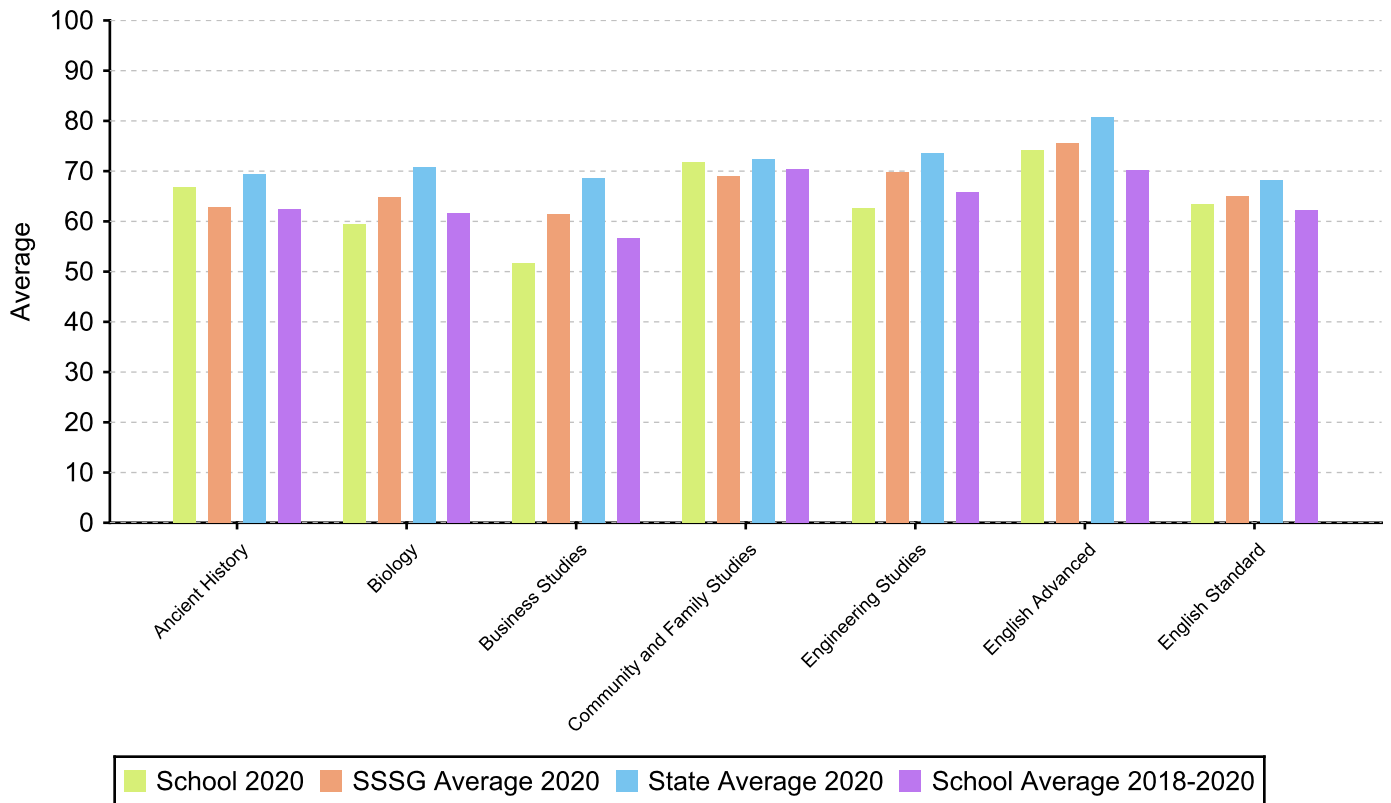
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 | SSSG | State | School Average 2018-2020 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 66.8 | 62.8 | 69.4 | 62.3 |
| Biology | 59.4 | 64.9 | 70.8 | 61.6 |
| Business Studies | 51.6 | 61.5 | 68.6 | 56.6 |
| Community and Family Studies | 71.7 | 69.0 | 72.4 | 70.5 |
| Engineering Studies | 62.6 | 69.8 | 73.6 | 65.8 |
| English Advanced | 74.1 | 75.5 | 80.8 | 70.2 |
| English Standard | 63.5 | 65.0 | 68.1 | 62.2 |
| Industrial Technology | 62.9 | 60.2 | 67.5 | 61.9 |
| Legal Studies | 59.6 | 65.5 | 72.1 | 57.0 |
| Mathematics Advanced | 73.1 | 71.0 | 77.7 | 73.1 |
| Mathematics Standard 2 | 65.4 | 57.8 | 64.9 | 65.1 |
| Modern History | 62.9 | 58.1 | 68.9 | 54.3 |
| Personal Development, Health and Physical Education | 63.3 | 64.9 | 69.9 | 60.3 |
| Physics | 61.2 | 63.5 | 73.0 | 56.6 |

Parent/caregiver, student, teacher satisfaction

Parent/Carer Satisfaction - Due to restrictions in relation to COVID 19 it was complex to obtain parent/carer feedback throughout the year. Many events normally held involving transition, subject selection and parent teacher night did not occur and this limited participation in surveys and other methods of gathering feedback. The school however received positive feedback from parents and partner primary schools relating to the responsive and flexible transition plan that was adapted to support Year 6 into 7 transition and the support provided during the learning from home phase during the year.

Parents were also engaged to provided feedback on the school to inform the Situational Analysis of the school, which supported the development of the 2021-2024 Strategic Improvement Plan (SIP).

Student Satisfaction - Tell Them From Me (TTFM) is the main survey used to gauge student satisfaction. Due to COVID-19 in 2020, TTFM was not implemented. Positive Behaviour for Learning (PBL) focuses on Respect, Responsibility and Personal Best. PBL data in 2020 reflects the fidelity of the program and correlates with the vast majority of students across all year groups having a high sense of belonging and advocacy. This is being attributed to the school culture of mutual respect and working together in genuine partnership.

Staff Satisfaction - 15% of staff (17 of 113 staff) completed the People Matter Survey of the Department of Education in 2020. The highest scoring items were regarding collaboration, team work, being inspired to do my best and proud of their workplace. The areas for concern regarding the system include learning and development, grievance processes and action on survey results.

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.