Port Hacking High School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Port Hacking High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

At Port Hacking High School, students excel in all fields of endeavour: they are regularly placed in the top ranks of the Higher School Certificate; our sports and performing arts programs attract many talented students. Virtually all of our graduates find places in tertiary institutions, traineeships or full–time employment. We insist on high standards of dress and behaviour from our students and, in return, we offer high standards of teaching, a structured and caring community supported by high quality wellbeing programs and a wide variety of learning experiences. At Port Hacking High School we teach and nurture qualities such as self–motivation, discipline and respect for others so that our students graduate as well rounded, confident and responsible young adults. The entire staff of Port Hacking High School work with parents as school partners in guiding student development to adulthood. They are committed to building relationships based on respect with their students, and to focusing students on success in learning.

School context

Port Hacking High School has a population of 1117 students with strong connections to its community. The school emphasises a balanced education for all students, with a focus on academic achievement along with extra–curricular opportunities in sport and creative and performing arts. The expert staff support all students to strive to achieve to their potential. The school produces well–rounded and respectful young men and women who have the knowledge, skills and values needed to shape their lives and contribute productively to 21st Century society. Port Hacking High School provides extension classes for talented academic students, specialist support for literacy and numeracy, a special education unit, expert tuition in the performing arts, an outstanding student leadership program and high quality well–being programs that support a range of student needs. The school's strategic directions focus on innovation and excellence in:

– learning and well–being

– teaching and professional growth

– leading and managing school practices and procedures

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

Strategic Direction 1

Excellence and Innovation in learning and student wellbeing

Purpose

To provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively.

Improvement Measures

School–wide faculty programs, lessons and formative and summative assessment with increasingly embedded differentiation strategies.

Surveys demonstrate students' skills in collaboration, creative thinking, critical thinking and communication have improved..

Tell Them From Me surveys and internal wellbeing data demonstrates improvement in student wellbeing and discipline.

Student voice and feedback demonstrates increasing community connections and identity.

Improvement on 2017 TTFM baseline data on the three areas of Intellectual Engagement.

The educational outcomes of our Aboriginal students are equal to or exceeds the achievement of non–Aboriginal students.

Progress towards achieving improvement measures

Process 1: **Differentiation throughout the Teaching and Learning Cycle**

Build the capacity of teachers to understand and implement appropriate differentiation strategies across the cohort, from gifted through to low ability students.

Evaluation	Funds Expended (Resources)
Postponed until next year – What do staff need to continue to improve their pedagogical practice? How can evaluation of practice and measuring impact be nurtured and facilitated in the school?	TPL Tuesday

Process 2: **Future Schools Project: Project Based Learning**

Prototype possible model/s for implementation of Future Focused PBL.

Evaluation	Funds Expended (Resources)
Evaluate Year 7 PBL– teachers, parents and students Do Yr8 prototype units need to be adjusted to respond to evaluation of Yr7 PBL program?	$1100. Funding and relief for Yr8 programming days

Process 3: **Student Wellbeing & Discipline**

Review and evaluate current student wellbeing programs and identify best practice in addressing wellbeing needs of our students.

Evaluation	Funds Expended (Resources)
• The executive and staff feedback on the new system was positive overall – feedback was evaluated and implemented where appropriate in final documentation	Laminated A3 Colour Posters for display in each classroom ($1000)

Progress towards achieving improvement measures	
• Documents and process for the new Wellbeing Structure were completed ready for implementation at the commencement of the 2020 school year.	Teacher release days (4 days) to enable team meeting to collaborate and refine wellbeing process ($2000) **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3000.00)

Process 4:   Aboriginal Education

Grow and foster in our Aboriginal and non–Aboriginal students a transformational understanding of the cultures and experiences of Aboriginal people. Build the capacity of teachers to understand and address the specific learning needs of Aboriginal students.

Evaluation	Funds Expended (Resources)
1. HTTL put in charge of SLSO staff. Staff have been organised to complete all IEP's for ATSI students. All IEP's completed and disseminated to staff via Sentral PXP. Staff have been made aware of these documents and guided through their use. 2. 90% student success in accomplishing a Sound or better result in their yearly reports. Decrease in negative incidents recorded on Sentral 3. The space is regularly utilised not only during recess and lunch time but for designated events/ timetable periods.	1. SLSO time allocation to write IEP's and reviewed for each individual student. $2000 allocated for relief days to complete IEP's. 2. Tutoring, mentoring, SLSO funding was allocated for individual literacy and numeracy initiatives. App $5000 allocated and spent on relief time. 3. Tutoring, mentoring, SLSO funding was allocated for individual literacy and numeracy initiatives. App $5000 allocated and spent on relief time. **Funding Sources:** • Targeted student support for refugees and new arrivals ($7000.00)

Strategic Direction 2

Excellence and Innovation in teaching and professional growth

Purpose

To implement the most effective strategies to improve teaching and learning by sharing and embedding good practice.

Implement innovative practice that are continually evaluated, refined and allow for success to be measured.

Improvement Measures

Observations, feedback and reflection demonstrates increased teacher knowledge of the teaching of Literacy and Numeracy.

Performance and Development Plans show increasing links to the Australian Professional Standards for Teachers and school priorities.

An increase in the number of students in top two bands in NAPLAN in reading, writing and numeracy.

Internal and external data shows increased growth in literacy and numeracy.

Feedback and internal survey data from beginning and new teachers indicates an induction program increasingly meets and is responsive to professional needs.

An increase in the number of teachers in undertaking and successfully completing accreditation at HAT and Lead.

An increase in the number of HSC written items of 4 mark value or higher where the school mean is higher than the state mean.

Progress towards achieving improvement measures

Process 1:   Literacy and Numeracy

Build capacity of staff and develop systematic processes for student growth in Literacy and Numeracy. Implementing strategies for individual improvement and for measuring student growth.

Evaluation	Funds Expended (Resources)
The NAPLAN Data Analysis Tool for faculties AND individual teachers has been developed and is ready for teachers to complete early next year (first twilight session). This tool will provide faculties and teachers with the information they will require to differentiate the literacy and numeracy requirements of individual students and their classes as a cohort.	NIL. Tool developed during Data team meetings at lunch and in team members own time.

Process 2:   Culture of Professional Growth

Develop a whole school culture of professional growth whereby staff identify and achieve individual professional goals according to their level of development which are aligned with the Australian Professional Standards for Teachers.

Evaluation	Funds Expended (Resources)
The development of an executive and faculty "brand" through the branding activity mid–Term 4, allowed for professional dialogue regarding an executive and faculty ethos. What were the principles that would underpin the work that we do? How would that culture be developed and strengthened?	NIL. The culture of professional growth activities were completed during a twilight session and in faculty meeting time.

Process 3:   Extended Writing Project

Build capacity of staff to teach quality extended writing to students Year 7 – HSC focussing on the three levels of writing: whole text, sentence level and word level.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Through ongoing professional learning, progress was made throughout 2019 in increasing teacher understanding of effective explicit writing strategies across the curriculum, and subsequently, the embedding of these strategies into teaching and learning programs, and the implementation of these strategies in the classroom. A consistent approach to paragraph structure was devised by the executive team and effectively adopted across faculties. There is evidence of teacher confidence in creating subject–specific explicit writing strategies into teaching programs as a result of teacher feedback following professional learning sessions. Student feedback indicates understanding of the consistent paragraph structure approach and increased confidence using this structure.	NIL – action learning took place in after–school professional learning time.

Strategic Direction 3

Excellence and innovation in leading and managing school practices and procedures

Purpose

The purpose of this strategic direction is to develop excellence and innovation in leading and managing the school. This will occur through rigorous evaluation, greater efficiency in communication and the implementation of a range of school practices, process and procedures.

Improvement Measures

Increasing staff engagement and expertise in using Sentral as part of their day to day school administrative practices.

School policies and procedures are increasingly reviewed and modified based on evaluation recommendations.

Increased engagement with professional learning to develop deeper understanding of educational needs of students within Special Education.

An increase in the use of relevant digital communication and engagement with our school community.

Students increasingly develop a greater appreciation of the needs of special education students through ongoing participation and integration in to whole school activities.

Progress towards achieving improvement measures

Process 1:   Improved School Communication

The school will continue to increase the use of Sentral to its full capacity. Redevelop school website. Further develop the use of social media.

Evaluation	Funds Expended (Resources)
CANVAS implementation was delayed Parent portal was launched on Sentral Parent teacher night not yet on Sentral Facebook finished the year with 1527 followers School website populated with content and updates	$37,973.50

Process 2:   Policy and Procedure Review

Systematic ongoing review of procedures both school developed and linked to department policies

Evaluation	Funds Expended (Resources)
Students were under the restrictions of the new mobile phone policy from weeks 6–10 in term 4. There were days when up to 70 devices were confiscated however there were still issues around consistent reinforcement that would be considered in the SDD in Term 1 2020.	NIL. Policy developed by a team who meet and developed the policy in their own time.

Process 3:   Special Education Unit

Staff in the Special Education unit to develop policies, practices and procedures that supports the integration of the unit into the PHHS community.

Evaluation	Funds Expended (Resources)
By the end 2019, the permanent Special Education teachers worked cohesively and collaboratively as a team to meet the diverse needs of	$70000 over the year to provide two additional SLSOs

Progress towards achieving improvement measures	
students with disabilities, including the creation of an autism integration class, a new life skills curriculum and a range of teaching and learning programs were adapted and developed to meet student learning needs. Mainstream teachers working within the faculty developed an understanding of the behaviour support system and their responsibilities in relation to the disability standards, gaining confidence in teaching students with complex needs. Communication with parents is an ongoing area of focus for further work in 2020.	$50000 to support the quality of the environment – walkway, garden and seating, blinds for staffroom
Head Teacher Special Education completed the Berry Street Education Model Training for Trauma Impacted Students and integrated strategies into the classrooms of special education to improve learning outcomes for students who have experienced traumatic backgrounds.	$800 Berry Street training for HT Special Ed
Zones of Regulation introduced for students to self–regulate emotions and identify when sensory interventions are necessary.	$800 SLSO and teacher MAPA (Management of Actual or Potential Aggression) training
SLSOs and teachers trained in Management of Actual or Potentially Aggressive Students. (MAPA)	
Positive Partnerships training through Aspect for DP, HT Special Ed and targeted parents to build positive relationships to support students with complex needs in responding to behaviour.	
Student behaviour management processes were refined	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$60,373	EALD funding was allocated to support the employment of a third deputy principal. This allowed increased capacity of the three deputy principals to provide greater curriculum support for the differentiation of programs to meet the needs of students from EALD backgrounds. EALD teacher allocated on a a partial load to support students from EALD backgrounds. A weekly routine of withdrawal of small numbers of ESL students was undertaken addressing the educational needs of the students at that time. Liaison with teachers who have ESL students in their classes and investigating areas of study that need to be focused on.
Low level adjustment for disability	$184,629 Learning and Support Teachers Ms Skinner: 5 days a week Ms Lord: 2 days a week Ms Northey: 2 days a week Student Learning Support Officers Ms Hildred: 4 days a week Ms Hope: 4 days a week Ms Bowes: 2 days a week	Students with learning and physical disabilities were supported through various measures including in–class support, withdrawal groups and adjustment to teaching programs and practises. Funding was provided through specified Student Support and Learning Support to assist students with disabilities. Student Learning Support Officers (SLSO's) provided both in class support as well as planning support for teachers. Learning Support Teachers assisted with the facilitation of withdrawal groups from Term 4. Students identified as requiring extra support in literacy and numeracy were assisted through intensive reading comprehension support with Learning Support Teachers, use of Webox reading cards and assistance with assessment tasks. Identified students were also supported through Maths Club and Strive Hive, which was established from term 4. Additional school–based programs provided further support for identified students. The Reading Tutor program was conducted with low literacy students from year 7. As part of this program, year 11 students worked in conjunction with identified students as reading tutors in order to build fluency and comprehension. Identified students also completed reading during roll call classes at the beginning of the day. As a result of the broad range of these programs, students demonstrated improved confidence in reading as well as higher academic and NAPLAN results.
Socio–economic background	$79,588	Students were identified through Pastoral Care investigations, Wellbeing and Learning Support meetings, out of home care assistance, student's assistance determinations and information communicated through caregivers and community groups. Identified students were

Socio–economic background	$79,588	supported through targeted assistance for literacy, numeracy and socio–emotional wellbeing. Learning Support Team members created IEP's and PLP's for all identified students and included adjustments. This information was accessed by staff and supported them in catering learning to the student's individual needs. This process was reviewed by the Learning Support team and involved conducting of meetings with specialists, year advisors and counsellors. A review meeting was held at the end of the year to evaluate practices. EALD funding was allocated to support the employment of a third deputy principal. This allowed increased capacity of the three deputy principals to provide greater curriculum support for the differentiation of programs to meet the needs of students from EALD backgrounds.
Support for beginning teachers	$155,430	Two experienced teachers were engaged to provide mentoring to beginning teachers and support beginning teachers through their accreditation. Beginning teachers were funded for timetable release, that is reduced teaching load. Additionally, they were provided casual release, often with the support of an experienced teacher, to complete school reports and whole year marking. Beginning teachers were also funded for a range of professional learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	580	577	559	577
Girls	567	563	554	584

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	94.8	95.1	93.3	94.3
8	94	92	92	92.3
9	89.9	91.1	89.4	90.6
10	90.3	88.2	90.1	88.5
11	92.3	91.4	89.2	91.9
12	94.2	93.1	91.5	92.3
All Years	92.5	91.8	90.9	91.6
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	0
Employment	1	5	23
TAFE entry	1	7	10
University Entry	0	0	45
Other	1	1	3
Unknown	0	0	19

Year 12 students undertaking vocational or trade training

28.57% of Year 12 students at Port Hacking High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.7% of all Year 12 students at Port Hacking 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)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	1,288,916
Revenue	13,717,174
Appropriation	12,718,089
Sale of Goods and Services	58,449
Grants and contributions	843,945
Investment income	12,148
Other revenue	84,543
Expenses	-13,831,634
Employee related	-11,669,479
Operating expenses	-2,162,155
Surplus / deficit for the year	-114,460

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,013,433
Equity Total	340,433
Equity - Aboriginal	15,842
Equity - Socio-economic	79,588
Equity - Language	60,373
Equity - Disability	184,629
Base Total	10,038,149
Base - Per Capita	262,565
Base - Location	0
Base - Other	9,775,584
Other Total	599,552
Grand Total	11,991,566

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.
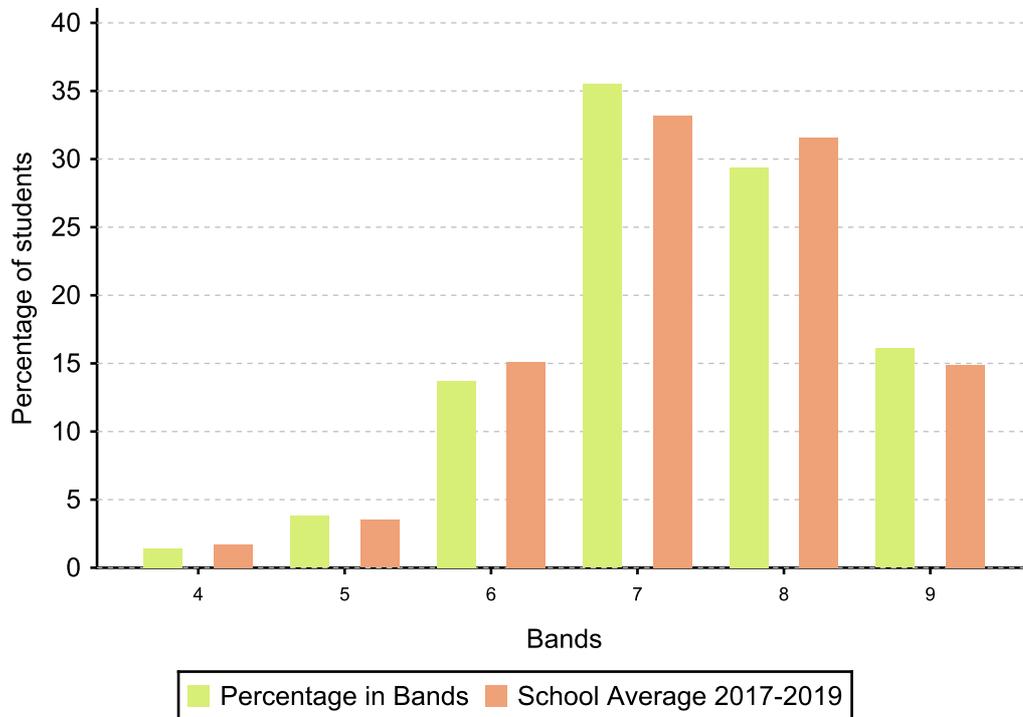
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
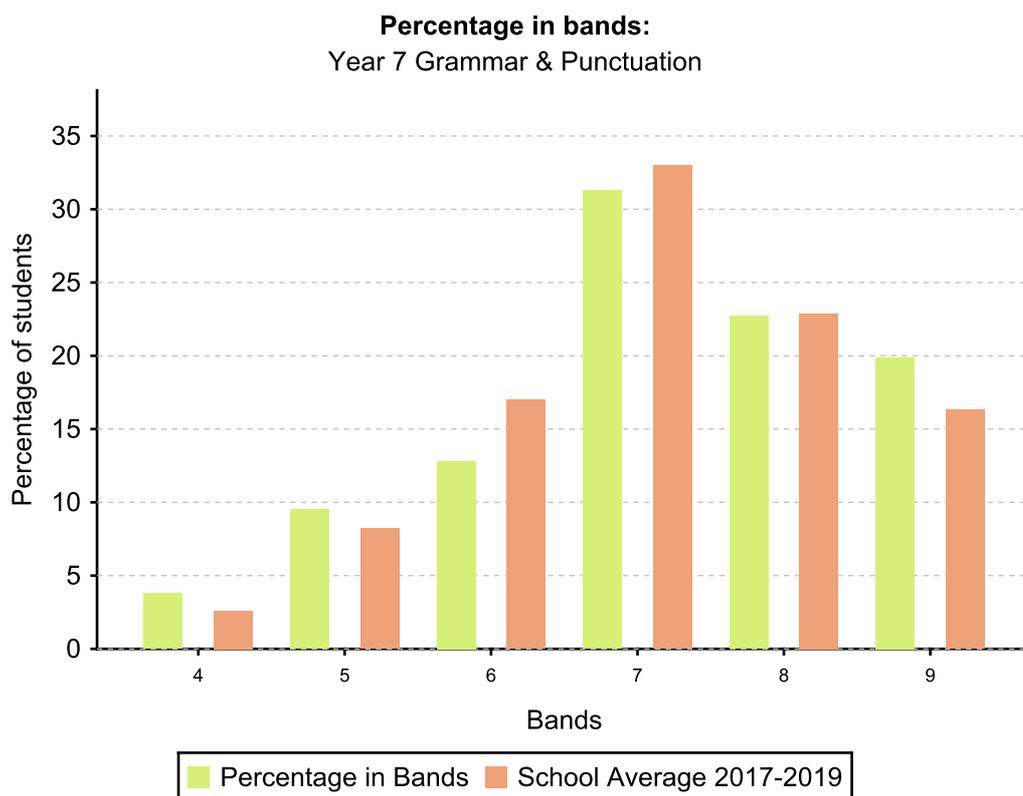
Band	4	5	6	7	8	9
Percentage of students	3.8	9.5	12.8	31.3	22.7	19.9
School avg 2017-2019	2.6	8.2	17	33	22.9	16.3

Percentage in bands:

Year 7 Reading
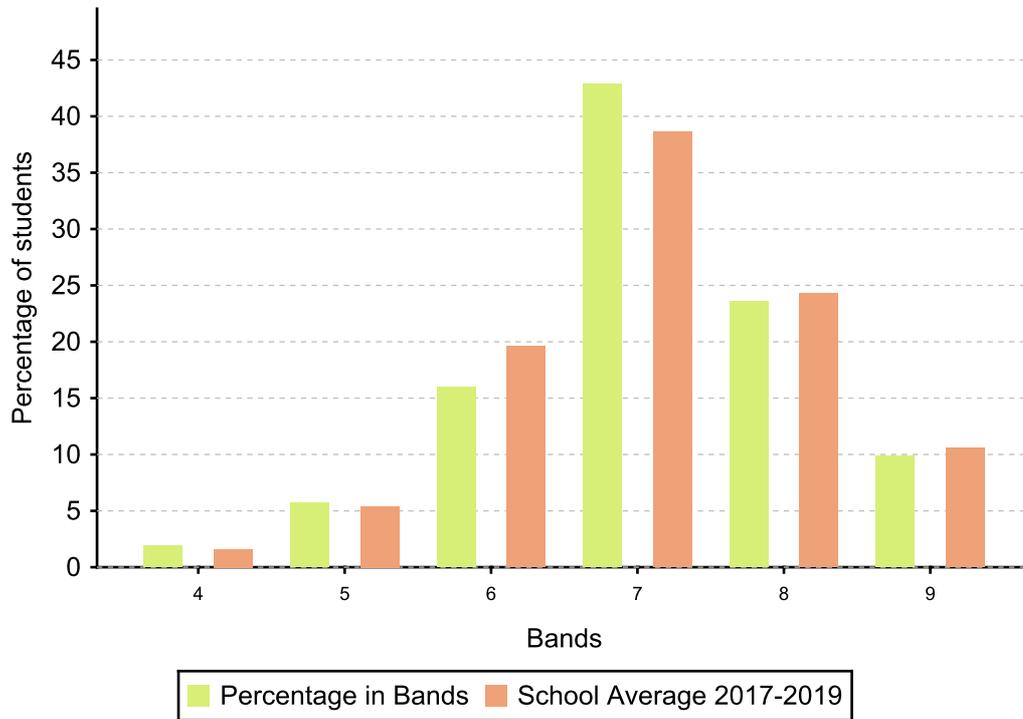
Band	4	5	6	7	8	9
Percentage of students	1.9	5.7	16.0	42.9	23.6	9.9
School avg 2017-2019	1.6	5.4	19.6	38.6	24.3	10.6

Percentage in bands:

Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	1.4	3.8	13.7	35.5	29.4	16.1
School avg 2017-2019	1.7	3.5	15.1	33.2	31.6	14.9

Percentage in bands:
Year 7 Writing
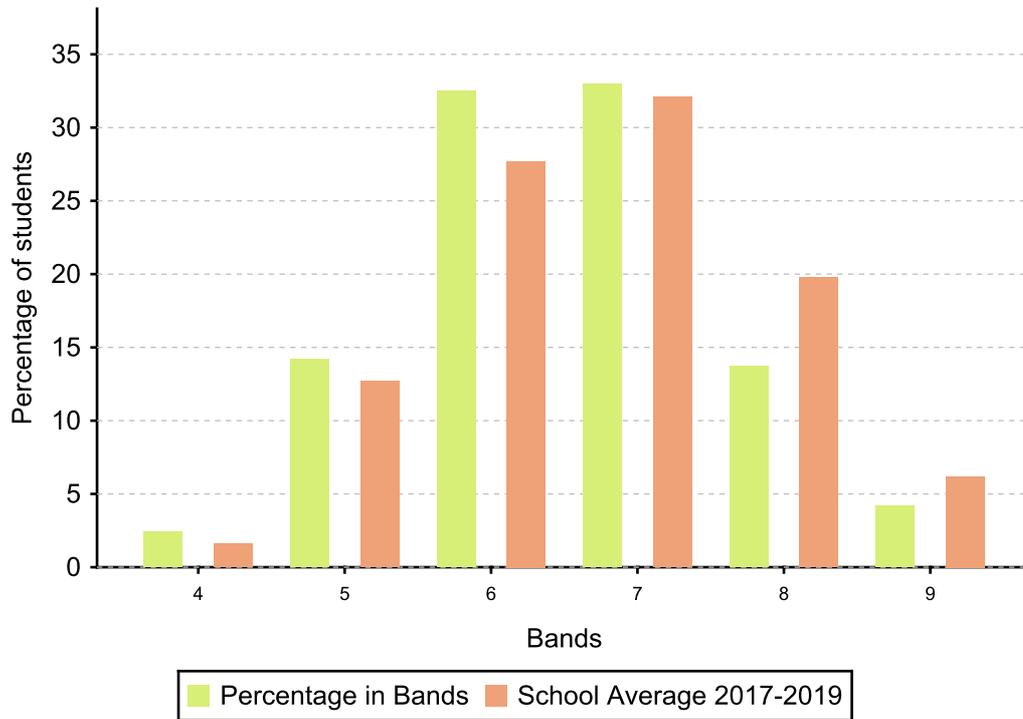
Band	4	5	6	7	8	9
Percentage of students	2.4	14.2	32.5	33.0	13.7	4.2
School avg 2017-2019	1.6	12.7	27.7	32.1	19.8	6.2

Percentage in bands:
Year 9 Grammar & Punctuation
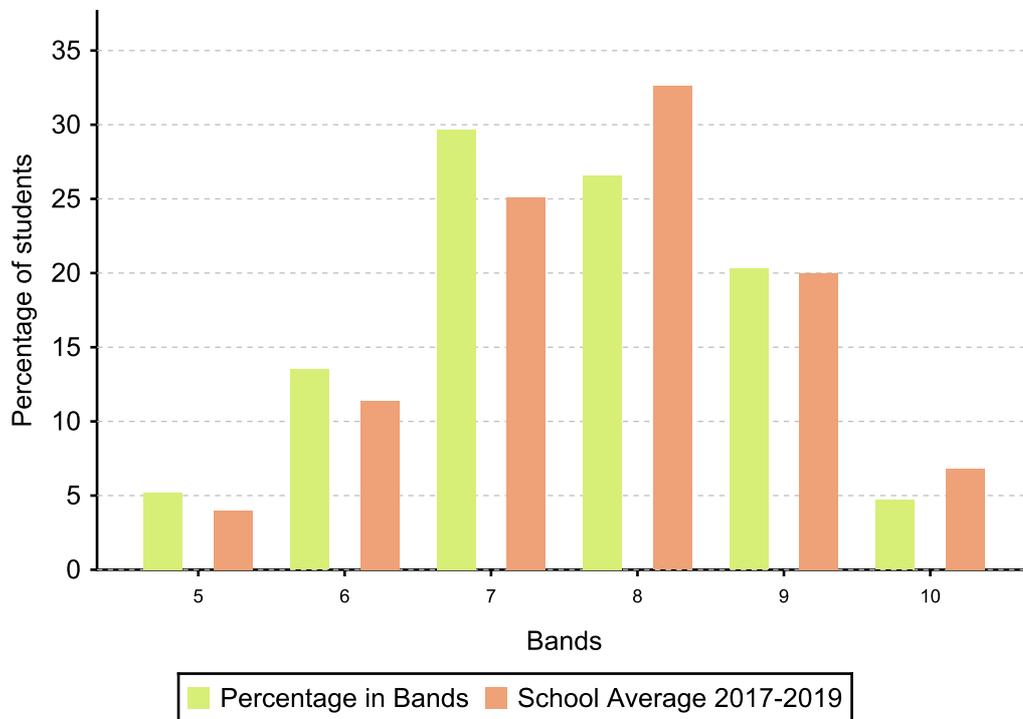
Band	5	6	7	8	9	10
Percentage of students	5.2	13.5	29.7	26.6	20.3	4.7
School avg 2017-2019	4	11.4	25.1	32.6	20	6.8

Percentage in bands:
Year 9 Reading
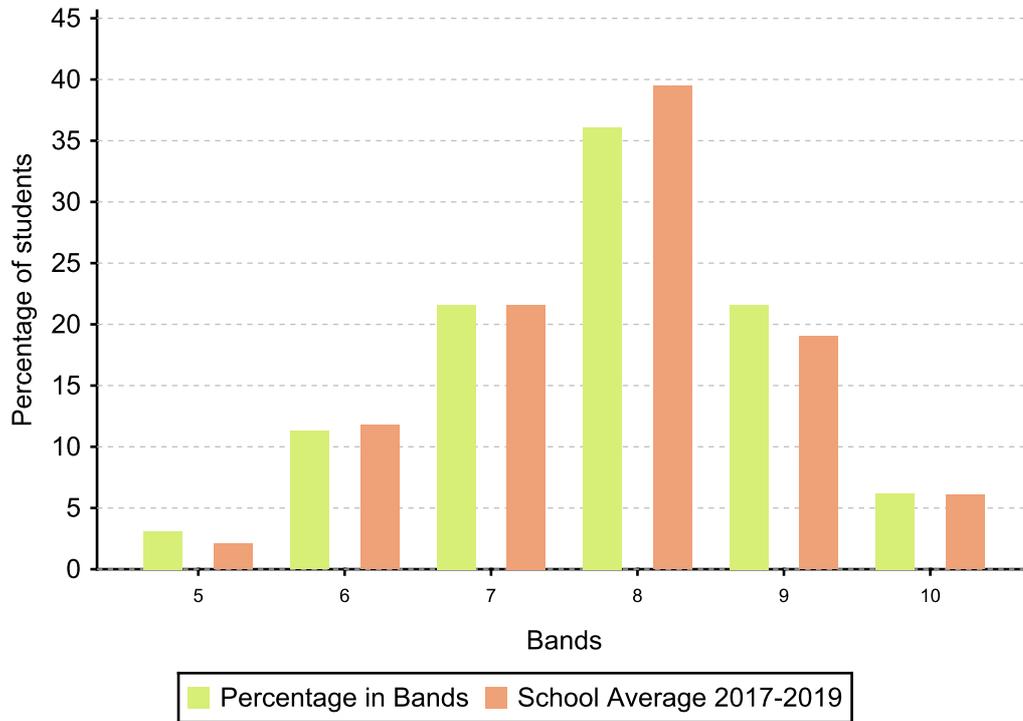
Band	5	6	7	8	9	10
Percentage of students	3.1	11.3	21.6	36.1	21.6	6.2
School avg 2017-2019	2.1	11.8	21.6	39.5	19	6.1

Percentage in bands:
Year 9 Spelling
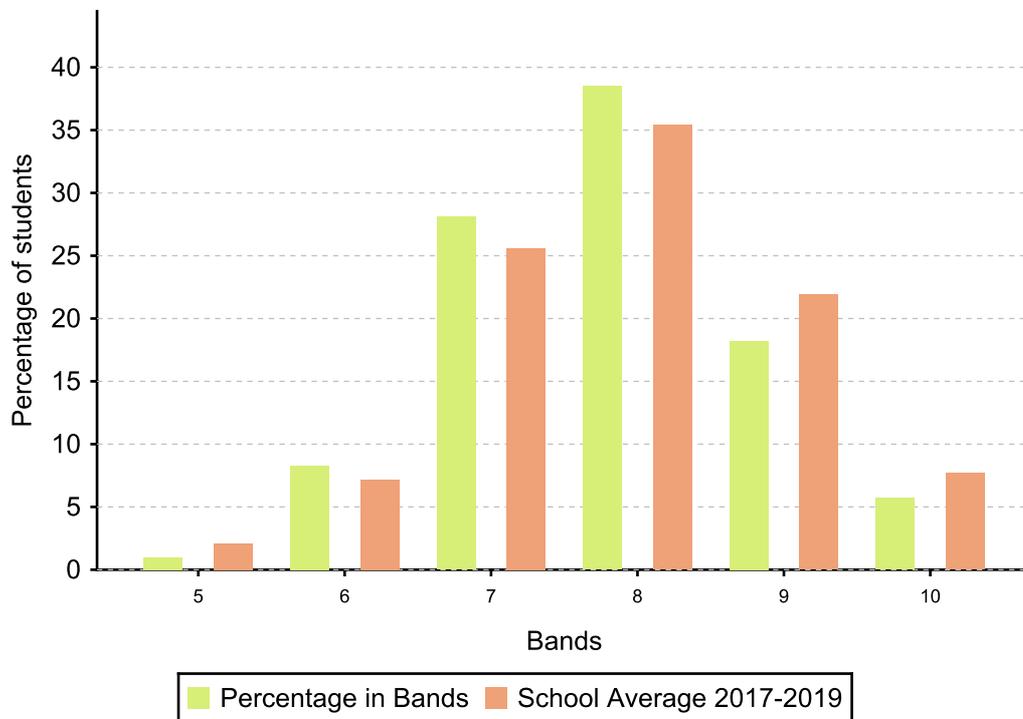
Band	5	6	7	8	9	10
Percentage of students	1.0	8.3	28.1	38.5	18.2	5.7
School avg 2017-2019	2.1	7.2	25.6	35.4	21.9	7.7

Percentage in bands:
Year 9 Writing
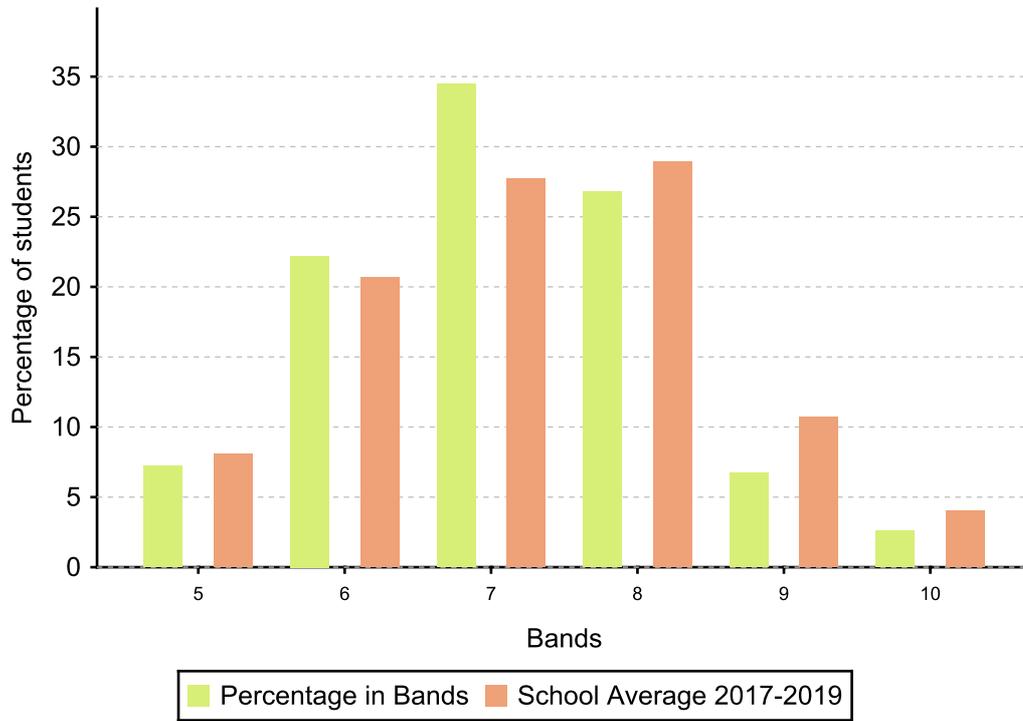
Band	5	6	7	8	9	10
Percentage of students	7.2	22.2	34.5	26.8	6.7	2.6
School avg 2017-2019	8.1	20.7	27.7	28.9	10.7	4

Percentage in bands:
Year 7 Numeracy
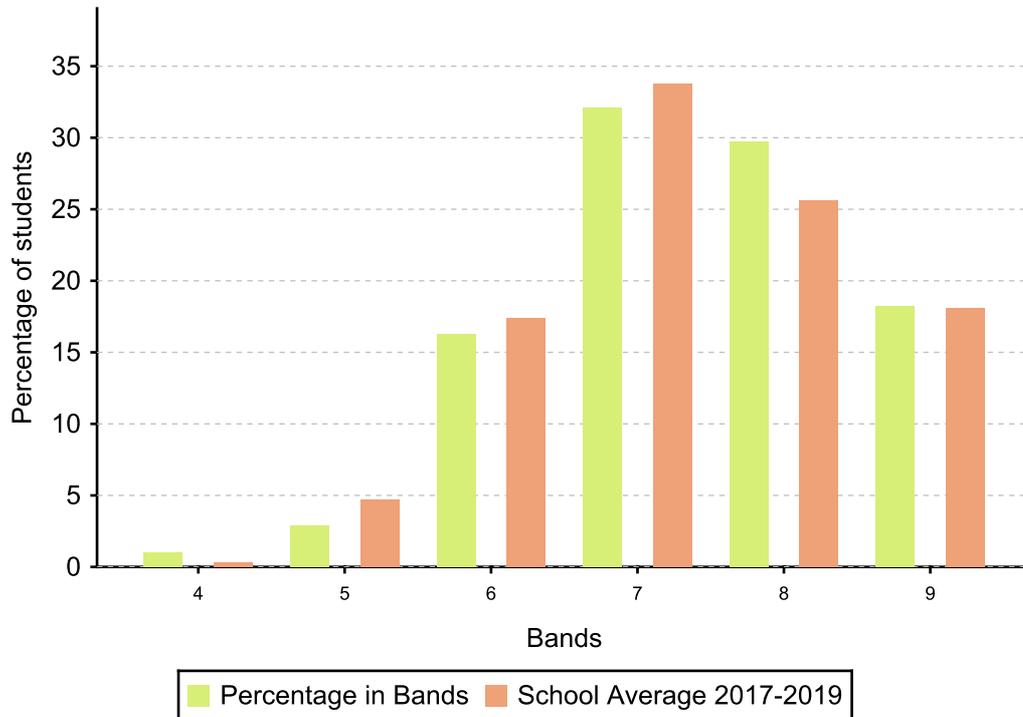
Band	4	5	6	7	8	9
Percentage of students	1.0	2.9	16.3	32.1	29.7	18.2
School avg 2017-2019	0.3	4.7	17.4	33.8	25.6	18.1

Percentage in bands:

Year 9 Numeracy
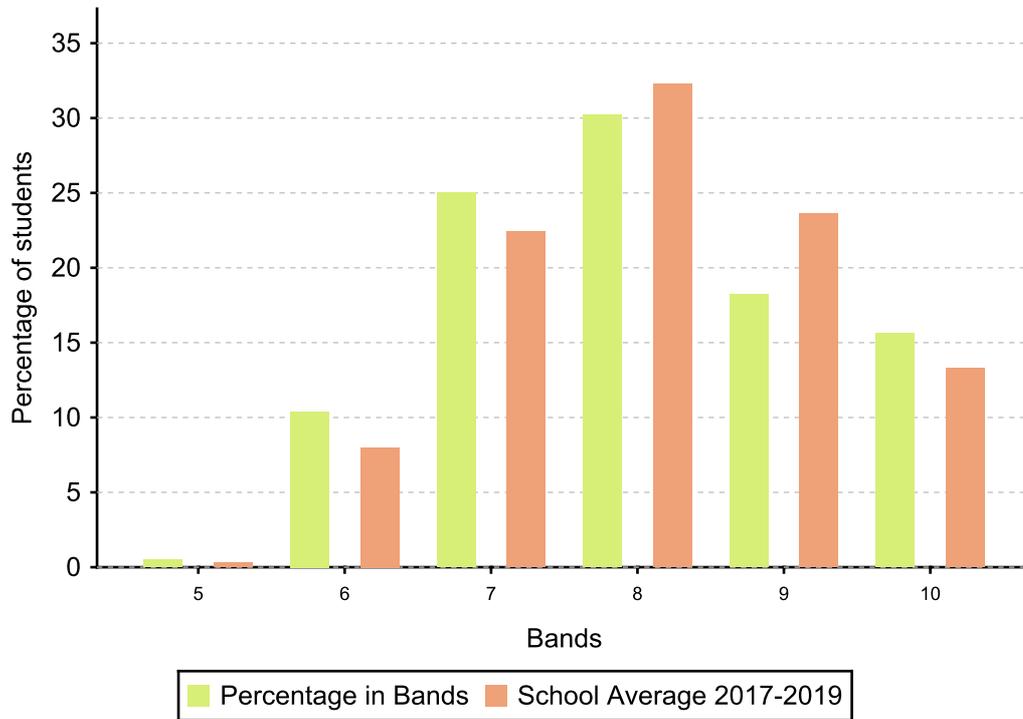
| Band	5	6	7	8	9	10
Percentage of students	0.5	10.4	25.0	30.2	18.2	15.6
School avg 2017-2019	0.3	8	22.4	32.3	23.6	13.3

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.
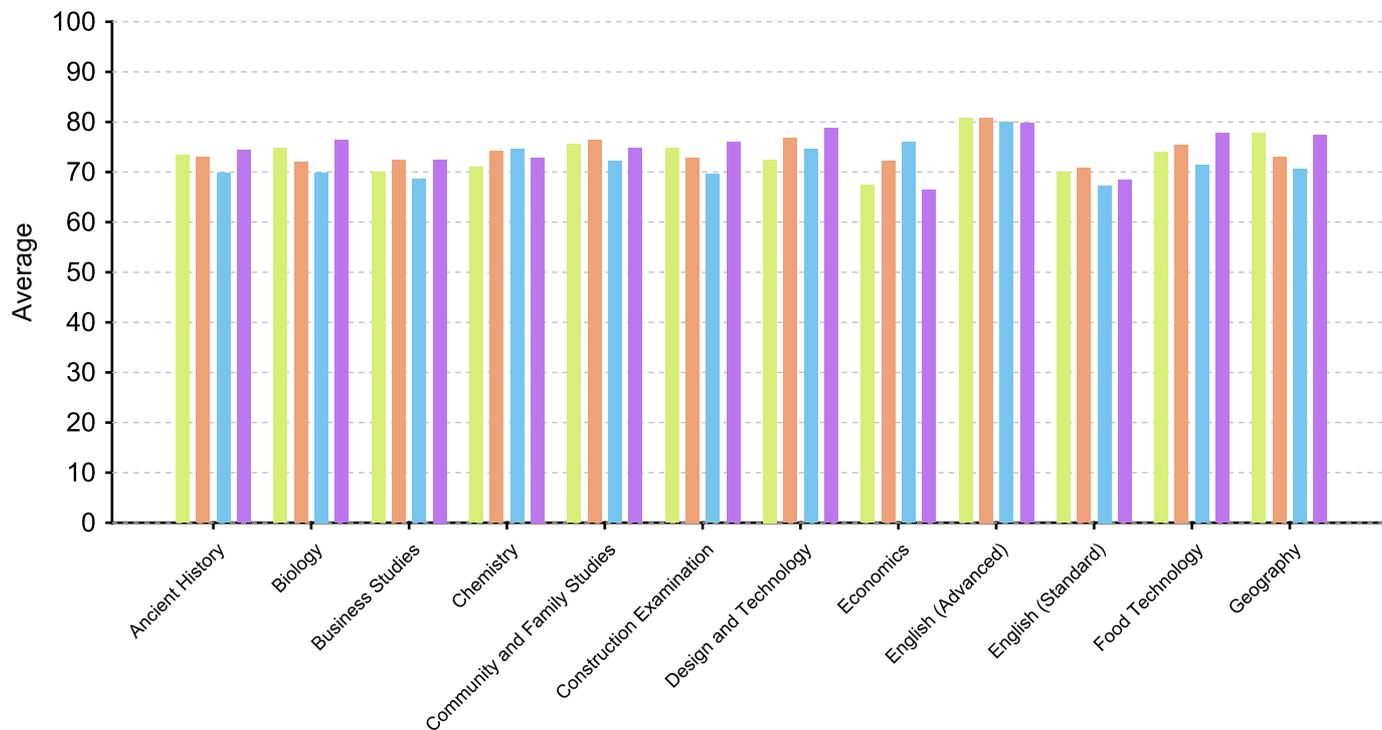
Legend: School 2019, SSSG Average 2019, State Average 2019, School Average 2015-2019
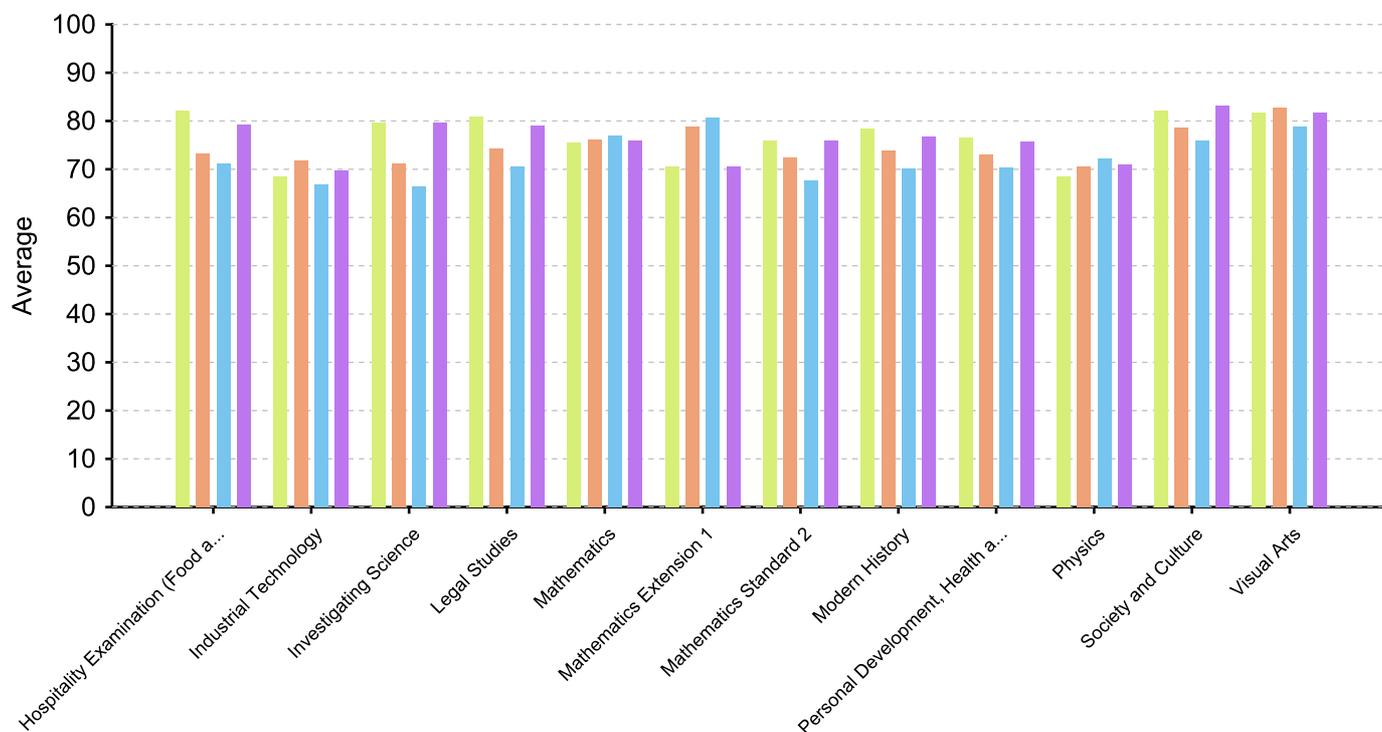
Legend: School 2019, SSSG Average 2019, State Average 2019, School Average 2015-2019

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	73.3	73.1	69.9	74.4
Biology	74.7	72.0	69.9	76.4
Business Studies	70.0	72.4	68.6	72.5
Chemistry	71.0	74.2	74.7	72.9
Community and Family Studies	75.5	76.4	72.2	74.8
Construction Examination	74.7	72.9	69.6	76.0
Design and Technology	72.5	76.7	74.5	78.8
Economics	67.4	72.1	75.9	66.4
English (Advanced)	80.7	80.9	80.0	79.8
English (Standard)	70.0	70.9	67.3	68.4
Food Technology	73.9	75.5	71.4	77.8
Geography	77.7	73.0	70.6	77.4
Hospitality Examination (Food and Beverage)	82.2	73.3	71.1	79.2
Industrial Technology	68.5	71.9	66.8	69.8
Investigating Science	79.7	71.1	66.5	79.7
Legal Studies	80.8	74.3	70.6	79.1
Mathematics	75.5	76.3	76.9	75.9
Mathematics Extension 1	70.6	78.9	80.6	70.5
Mathematics Standard 2	75.9	72.5	67.7	75.9
Modern History	78.4	73.9	70.2	76.7
Personal Development, Health and Physical Education	76.6	73.1	70.5	75.7
Physics	68.4	70.6	72.1	71.0
Society and Culture	82.1	78.7	75.9	83.2
Visual Arts	81.8	82.7	78.8	81.8

Parent/caregiver, student, teacher satisfaction

In 2019, the school utilised the *Tell Them from Me Survey. Tell Them from Me* is an evaluation system that includes dynamic web–based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes. Below is a brief overview of some of the survey outcomes.

Student Outcomes and School Climate

Social–Emotional Outcomes:
- 72% of students have positive sense of belonging, they feel accepted and valued by their peers and by others at the school, the NSW norm being 66%.
- 85% of students have positive relationships with friends at school that they can trust and who encourage them to make positive choices, the NSW norm being 78%.
- 95% of students report positive behaviour at school, the do not get in trouble at school for disruptive and inappropriate behaviour.

Drivers of Student Outcomes:
- 6.5 out of 10 students believe important concepts are taught well and class time is used effectively, the NSW norm 6.3.
- 6.5 out of 10 students feel classroom instructions is well–organised, with a clear purpose, the NSW norm 6.4.
- 6.2 out of 10 students have someone who consistently provides encouragement and someone that they can turn to for advice, the NSW norm 6.
- 6.4 out of 10 students feel teachers are responsive to their needs and encourage independence with a democratic approach, the NSW norm 5.7.
- 6.3 out of 10 students understand there are clear rules and expectations for classroom behaviour, the NSW norm 5.6.
- 7.3 out of 10 students believe staff emphasise academic skills and hold high expectations for all students to succeed, the NSW norm 7.
- 5.9 out of 10 students have someone at home or the community who consistently provides encouragement and can be relied on for advice, the NSW norm 4.5.
- 5.5 out of 10 students can overcome setbacks and challenges that are typical of the ordinary course of school life, then NSW norm 5.5.

1,052 students completed the survey between 20 March and 11 April 2019.

"Partners in Learning" – Perspectives of Parents
- 89% of parents advised the subjects their child wanted to study was available.
- 50% of parents would recommend the school to parents of primary school students.
- 57% of parents believe the school has a good reputation in the local community.
- 52% of parents are satisfied with the general communication from the school.
- 53% of parents expected their child to attend university.
- 90% of parents expected their child to complete year 12.
- 36% of parents expect their child to attend TAFE.
- 61% of parents agree the school is well maintained.
- 59% of parents agree the school's physical environment is welcoming.

Results based on data from 179 respondents.

"Focus on Learning: A Planning Tool for School Communities"

The Focus on Learning Survey is a self–evolution tool for teachers and schools. The questions in the survey were grouped to assess eight of the most important drivers of student learning and four dimensions of classroom and school practices, the School's score for each was just above or below the NSW norm.

46 respondents participated in in the survey.

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.