

Kariong Mountains High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kariong Mountains 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

I am proud of the academic, social and co-curricular achievements of our students and the collaborative, reflective practice of school staff to initiate and support strategies aimed at achieving our school's vision of developing students into respected and successful citizens of the twenty-first century.

A key initiative was the introduction of professional learning streams, which provided a collaborative learning environment for staff to develop and refine skills in areas such as formative assessment, future-focussed learning and using Google Classroom for effective teaching. These actions reinforce the commitment of our staff to undertake professional learning and critically reflect on their practice in order to provide the most relevant and quality learning experiences for our students. Additionally, the introduction of interest projects in Stage 4, sees our learning opportunities expand to include life-long activities that arise from the passion of staff and students and build general capabilities to enhance overall educational outcomes.

Students continued to represent the school in a range of endeavours that demonstrated their embodiment of our school values. Even though there were limited successes in school team sports, once again our students were commended for their positive attitude, sense of fair play and persistence.

These qualities were also evident in our students who participated in Max Potential, music festivals and fundraising for bushfire support. Individual students represented at international, state and national level. These examples highlight just some of the successes and opportunities that have been available to students in 2019.

We have achieved much throughout 2019 and this report provides information on our school's progress. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account

Anne Vine BSc MSc MEd MACEL

School background

School vision statement

Kariong Mountains High School is committed to challenge students to reach their full potential, having the skills necessary to be respected and successful citizens in an ever changing society. The school values of 'Unity Knowledge Respect' are embedded in all practices. In 2019, a partnership with IBM's P-Tech program was commenced, which will lead to enhanced career opportunities for our students.

School context

Kariong Mountains High School is a comprehensive Years 7–12 school, which opened in 2010 with a mandate to focus on the biosciences and technology and has now refined that focus into enhancing twenty-first century learning with STEAM in Stage 4. A middle school operates in Stage 4 with curriculum designed to maximise student potential and wellbeing. The first HSC cohort was in 2014 and from this time forward, school enrolment figures have averaged around 540, with 4% acknowledging Aboriginality. The school has formed links with local industries, TAFE and universities and is providing students with relevant future-focussed learning opportunities. The school has a strong partnership with its Learning Community of Schools and is committed to enhancing a continuum of learning across K–12. It is a proud member of the Cooina AECG and has a small, but very supportive P&C who engage with the school in governance and resourcing to enhance opportunities for all.

School priorities are to implement quality teaching programs that support the needs of all students, now and for future success, utilising the evidence based framework of John Hattie's Visible Learning and Dylan William's work on formative assessment. The importance of a growth mindset is communicated to the school community and underpins the school's expectations of success.

Wellbeing of students and staff is evident in the range of programs and support structures in place across the school. The student services room, Ngara Ngunga and the Personalised Learning Plans/Mentoring for Aboriginal students are examples of such support. In addition, a range of programs are in operation, for example 'Food Forest', to provide support at time of need. There is a commitment to student voice and the student leadership team drives change associated with the Positive Behaviour for Learning house system.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The results of this process indicated that in the School Excellence Framework **domain of Learning:**

Our school is sustaining and growing in the elements of learning culture, wellbeing, assessment and reporting. We are excelling in curriculum and delivering in student performance measures. Within each element there are particular themes in which we have demonstrated that we are excelling and these include: transitions and continuity of learning, caring for students, curriculum provision, teaching and learning programs, summative assessment, whole school reporting and student reports. **Future steps include:** further development of our attendance procedures to have greater involvement of teachers, parents, students and the community working together to ensure that student absences do not impact on learning outcomes; deepening teachers' understanding of formative assessment to better meet the needs of each student and continued analysis of data from Years 10–12 to better understand and, hence, adjust as required, programs and pedagogies to improve student growth.

The results of this process indicated that in the School Excellence Framework **domain of Teaching:**

Our school is excelling in the elements of effective classroom practice and learning and development and sustaining and growing in data skills and use and professional standards. In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. This has been evident through our introduction of 'professional learning streams'

(some of which are NESAs registered) in which each teacher committed to learning research and implementation in a teaching area that had been identified as an area needing consolidation. The effectiveness of our approach to analysis of data was evident in our successful approach to HSC Minimum Standards, in which 98% of our students met the standard by the end of Year 12, and 2% did not complete the testing due to their absences. **Future steps include:** further development of the 'Aspirational Highly Accomplished' group of teachers to have some staff ready to formally start the process in 2020; further learning, and time for staff, to gain deep understanding of formative assessment and its role in informing future practice and development of school strategies to support high potential and gifted students.

The results of this process indicated that in the School Excellence Framework **domain of Leading:**

Our school is excelling in all elements. In schools that excel, leadership supports a culture resulting in whole school improvement. During 2019, the focus on distributed institutional leadership has led to a greater focus on decreasing the gaps in student achievement. **Future steps include:** A new, individualised professional learning process will be introduced in 2020 to enable a self-sustaining and self-improving staff that continues to support the highest levels of learning; involvement in "Tell Them From Me" to better understand the community's understanding of what the school does and what is expected from the local school in order to increase community satisfaction.

Our self-assessment 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:

Strategic Direction 1

Quality Teaching and Learning

Purpose

To ensure that all curriculum programs and assessments are designed to maximise student learning outcomes, within a growth mindset framework, through application of best practice pedagogical strategies, quality feedback and use of data to provide evidence of success.

Improvement Measures

The percentage of Year 9 students in the top two NAPLAN (reading and numeracy) Bands has increased by 10% to 27% and 28% respectively from 2017 data (17% and 18%).

70% of Year 10 students meet the NESA HSC minimum standards in 2020 (baseline data 2019).

The percentage of students achieving in the top two bands of the HSC increases from 17% (2015–2017 average across all courses) to 25% (2018 – 2020 average across all courses).

80% of students value add to their results across all KLAs as they move across Stages 4 or 5 (based on school developed measures from 2018 data).

Overall summary of progress

Professional Learning Streams, introduced in 2018, proved to be an effective model in delivering collaborative professional learning linked to school goals and individual needs. In 2019, they provided opportunities for staff to develop project based learning teaching programs, advance their skills in use of the Google Suite for online learning, provide a forum for deeper understanding of effective feedback, formative assessment and also support staff aspiring to higher levels of accreditation.

A selected group of staff participated in the Central Coast's High Impact strategy, which highlighted our advanced status with respect to learning intentions and success criteria.

Each KLA identified a particular focus area for which they would collect post and pre knowledge data to measure the extent to which value adding was occurring due to explicit teaching. Focus areas were chosen to represent aspects of the curriculum that are not assessable in a testing situation. Analysis at the end of the year, across all KLAs, showed a measurable positive effect on learning outcomes.

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement and embed a quality whole school approach to programming that explicitly demonstrates differentiated teaching and learning programs.

Implement and embed a systematic and evidenced based approach to analysing data for student improvement.

Implement and embed research based authentic assessment practices across all years.

Evaluation	Funds Expended (Resources)
<p>Program samples indicate that feedback strategies are core aspects of teaching programs.</p> <p>SCOUT data indicates that higher percentage of students are meeting the Premier's targets in literacy and numeracy.</p> <p>All KLAs have analysed data with reference to the value added focus.</p> <p>New reporting format finalised for 2020 roll-out.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40000.00)• Low level adjustment for disability (\$100000.00)

Next Steps

- Student learning will continue to be a significant focus for our school, driven by data that reflects our students' achievement and skills and is designed to support significant value added growth.
- Develop a 2020 implementation plan for a future focussed learning strategy in Stage 4.
- Implement a focussed and supported approach to developing staff skills in formative assessment.

Strategic Direction 2

Inclusive school culture supporting individual growth

Purpose

To develop a positive school culture that promotes diversity, encourages student voice and is aspirational through recognition of individual pathways to success and a positive behaviour to learning approach.

Improvement Measures

The percentage of Year 9 students showing at or above expected growth in NAPLAN increases from 2017 baseline data of 60% reading, 56% writing and 71% numeracy to 70% reading, 65% writing and 75% numeracy by 2020.

Measureable improvements by 2020 in positive relationships are evidenced by 20% decrease in referrals linked to conflict (60% of total in 2017).

Increase in engagement with learning is evidenced by a 10% increase in % of STARS awards issued in 2020 from 2018 baseline data.

The 'Advocacy at School' aspect of the Drivers of Student Outcomes increase to meet or exceed the NSW government norm (baseline 5.3% for the school compared to 6% in the 2017 TTFM student survey).

The 'Students with High Levels of Academic Self-Concept' aspect of the 'Social-Emotional Outcomes' increases to meet or exceed the NSW Government norm for students (baseline 51% for the school compared to 65% in the 2017 TTFM student survey).

Overall summary of progress

A SMART goal was introduced in to the PLPs and this was the focus of follow up PLP discussions during the second semester. A more consistent process to ensure all PLP reflections are documented will occur in 2020, to better support student progress.

The introduction of Best Start Year 7, allowed the Learning and Support teachers to more effectively diagnose student learning needs and provide targeted support, at an earlier stage, in Year 7.

Evaluation of wellbeing programs saw some being dropped as not being effective in meeting student needs. This review will continue into 2020.

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement a whole school integrated approach to student wellbeing that is linked to improvement in student learning and wellbeing outcomes.

Implement staff wellbeing local practices for better staff performance and wellbeing.

Review and strengthen practices that support responsive teaching for specific student groups (Aboriginal, EALD) to ensure that they are achieving success targets and this data informs future practice.

Evaluation	Funds Expended (Resources)
<p>Data analysis indicates that greater than 70% of student identified value added goals have been achieved.</p> <p>Systematic approach to supporting high achievers has been developed.</p> <p>A whole school approach, from a staff wellbeing context, is embedded in current practices.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$16000.00)• Socio-economic background (\$63000.00)

Next Steps

- Staff professional learning on formative assessment to better meet the needs of each student, in their learning
- Development of procedures to support the implementation of the High Potential Gifted Education Policy
- Introduction of a transition advisor position to support students to more successfully transition from school to work or further study.

Strategic Direction 3

A Successful Centre of Learning

Purpose

To be valued by the community as a school in which staff actively engage in professional learning to provide relevant and rigorous educational opportunities to students that enhance their capacities to thrive as successful future focussed learners.

Improvement Measures

Survey of students' attitudes to future–focussed learning activities indicates that more than 70% are actively engaged and motivated

Attendance in Stages 4 and 5 increases from 90.8 (2017) to 93% (2020)

The 'Relevance' aspect of Eight Drivers of Student Learning increases to meet or exceed the NSW Government norm (2017 baseline of 4.7% compared to 5.8% for NSW from the TTFM student survey)

The 'School Supports Learning' aspect in the TTFM parent survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.9% compared to 7.3%)

The 'Technology' aspect of Eight Drivers of Student Learning in the TTFM teacher survey increases to meet or exceed the NSW Government norm (2017 baseline of 6.5 compared to 6.7 for NSW).

Overall summary of progress

STEAM (Science, Technology, Engineering, Arts and Mathematics) was successfully implemented across Stage 4. Student engagement was very high.

The deputy principal (future focussed learning) worked with staff to develop a model for implementation in 2021.

'Futures' professional learning was successfully delivered through a newly developed professional learning streams process. Data from participant surveys, indicate a high percentage of staff implemented specific strategies.

Communication with our community has been co–ordinated across the school website, Facebook, Instagram and email to ensure that families are well informed and connected to what is happening at the school.

Progress towards achieving improvement measures

Process 1: How will we achieve our goals by 2020?

Implement professional learning and contemporary practices to build capacity of all staff in delivering future focussed learning.

Refine and update current courses against Australian curricula outcomes/ competencies and current research.

Implement communication protocols and procedures that inform and connect to the community.

Evaluation	Funds Expended (Resources)
Future focussed strategies evident in more than 70% of all Stages 4 & 5 teaching programs. SCOUT data indicates that increased percentage of students enrol in Year 7 2020. SCOUT data indicates that attendance in Stages 4 & 5 has improved by 2% above the 2018 data.	Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$30000.00)

Next Steps

- Refine and update our planning for future–focussed learning to ensure that all NESA requirements are met and that social–emotional competencies are also addressed.
- Build staff capacity in formative assessment, high potential and gifted education and literacy and numeracy to embed these skills in future–focussed teaching and learning programs.
- Refine organisational processes, to ensure better communication with our school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$21 000.00) 	<p>Aboriginal background enrolments were less than 5% of the total enrolment, making general statistical analysis invalid. Focus on individual students through the PLP process was therefore the prime determinant of supporting growth; teacher mentors had a positive relationship with students and families in developing PLP goals and held follow up meetings to discuss progress on goals in the second half of the year. Most students met their PLP goals. 0.2 Learning and Support Teacher allocated to provide additional targeted learning support and this was highly successful in Stage 6. Cultural projects and a new program for NAIDOC, along with continued connection with NAISDA saw students across the school develop positivity about their Aboriginal identity and heritage.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$2 400.00) 	<p>Identified students were supported in their learning through working with learning and support teachers and SLSOs. A dedicated support program was introduced to support students in meeting the HSC minimum standards and was 100% successful with all students who sat the tests.</p> <p>Use of the 'Education Perfect' program extended to Stages 5 & 6 students to support improved English proficiency.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$122 000.00) Socio-economic background (\$10 000.00) 	<p>0.8 HT Wellbeing position; relief for staff running programs such as 'food forest' and boys' and girls' supervisors; 0.2 additional learning and support teacher employed to work with teachers to provide support for them in their classes and to support teachers in providing appropriate adjustments to teaching programs. NCCD processes completed and homework and assessment support provided for students out of the Student Services space. Staff PL on developing student learner profiles to support individuals in the classroom.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$210 000.00) 	<p>Acting 0.6 DP appointed to:</p> <ul style="list-style-type: none"> improve effectiveness of wellbeing support for students in Years 7 lead enhanced communication and new strategies for transition to high school, leading to an effective start in Year 7 in 2020 lead projects in project based learning and in implementing a KMHS future focussed learning model in Stage 4. <p>Acting HT Technology position continued to support staff in developing effective technology skills.</p> <p>Financial assistance was provided to students for selected school initiatives.</p> <p>Additional teaching positions utilised to support student determined elective and Stage 6 choices; additional 0.2 SAO used to</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$210 000.00) 	improve quality of communications with our community and to create a 'Wellbeing' website for families to access, particularly during holidays and weekends, as required.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$6 500.00) 	Mentor support and PL opportunities for early career teachers and temporary teachers in their beginning years were coordinated as part of the Professional Development Plan process.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	265	268	258	252
Girls	318	292	279	264

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.5	93.3	92.5	89
8	90.3	90.5	89.6	88.7
9	88.8	89.6	87.1	88.3
10	85.8	86.9	86.9	86.6
11	84.5	87	90.4	86.5
12	85.7	90.4	87.6	87.6
All Years	88	89.4	89	87.8
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	3	5
Employment	1	9	10
TAFE entry	0	0	5
University Entry	0	0	24
Other	0	0	0
Unknown	0	0	56

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Kariong Mountains High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Kariong Mountains 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
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	29.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.08
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	1,319,772
Revenue	7,085,540
Appropriation	6,816,385
Sale of Goods and Services	1,149
Grants and contributions	256,980
Investment income	10,163
Other revenue	863
Expenses	-6,887,055
Employee related	-6,304,822
Operating expenses	-582,233
Surplus / deficit for the year	198,485

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	180,021
Equity Total	418,136
Equity - Aboriginal	21,245
Equity - Socio-economic	196,455
Equity - Language	2,400
Equity - Disability	198,036
Base Total	5,626,939
Base - Per Capita	126,071
Base - Location	0
Base - Other	5,500,867
Other Total	435,910
Grand Total	6,661,006

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

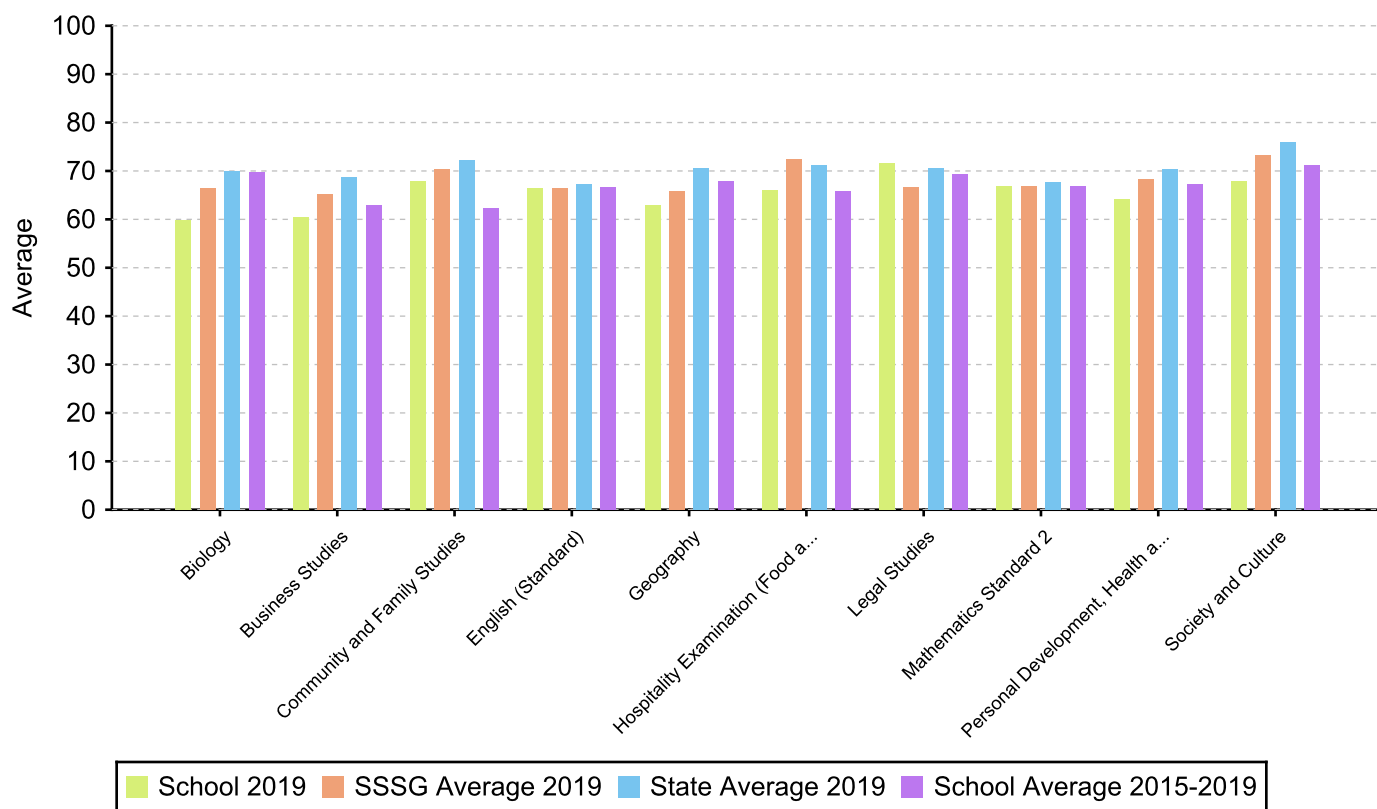
NAPLAN Online

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	59.8	66.4	69.9	69.8
Business Studies	60.4	65.3	68.6	63.0
Community and Family Studies	67.9	70.4	72.2	62.3
English (Standard)	66.5	66.4	67.3	66.7
Geography	62.9	65.9	70.6	67.9
Hospitality Examination (Food and Beverage)	66.0	72.4	71.1	65.8
Legal Studies	71.7	66.6	70.6	69.3
Mathematics Standard 2	66.9	66.9	67.7	66.8
Personal Development, Health and Physical Education	64.2	68.3	70.5	67.3
Society and Culture	67.8	73.2	75.9	71.2

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school. This included 'Tell Them From Me' (TTFM) surveys, the People Matter Survey, through discussions at P&C and the many discussions that arose from calls, emails, letters and during school activities. Student responses from the TTFM survey indicated that we had improved to be above State norm in the areas of teacher responsiveness to student needs and students' perseverance on task completion. There was also improvement in the areas of positive behaviour and academic focus.

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.