



Mosman High School

Situational Analysis

Term 4, 2020

The enclosed Situational Analysis was constructed by the Mosman High Executive in collaboration with all teaching staff as a foundation upon which to base the 2021-2024 Strategic Improvement Plan. The focus of this report is to identify using a variety of measures where the School is placed at the end of 2020.

Situational Analysis Contents

Situational Analysis Overview and Context	page 3
Focus Area - Enrolment	page 4
Focus Area – Student Performance	page 6
Focus Area – Wellbeing	page 10
Focus Area – Human Resources	page 13
Focus Area – Finance	page 15
SEF	page 18
Appendix 1 – Data Source list	page 30
Appendix 2 – Contributors	page 31

Situational Analysis 2020 – Overview and Context

Mission Statement

A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning.

School Motto

Only effort earns success

Code of Behaviour (School Diary)

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
To feel safe	To behave safely and to ensure the safety of others, including when travelling to and from school
To learn	To be in class on time and prepared to learn and let others learn
To be treated with dignity and respect	To show respect at all times to teachers, other school staff and helpers, students and parents
To work, play and study in a quality environment	To care for and respect their own learning environment
To feel all property is protected	Use appropriate steps to care for property belonging to themselves, the school and others

The Mosman High School Situational Analysis focuses on the five elements of the School Dashboard (SCOUT), specifically:

Indicators and targets:

- Wellbeing
- Student performance

Influencing factors:

- Enrolment
- Human resources
- Finance

Focus area and analysis - Enrolment

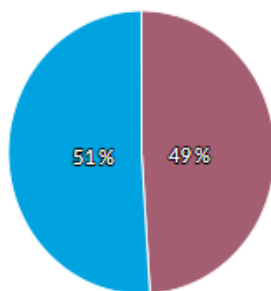
- In 2020 there were 1102 students enrolled at Mosman HS of which 36% NESB (Language background other than English), 6.3% EAL/D (English as another language or dialect), 2 students identifying as ATSI.

Students

Total enrolments:
1102

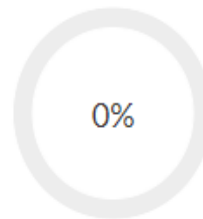
Boys 558

Girls 544

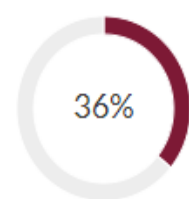


Full-time equivalent enrolments: 1099.3

Indigenous
students

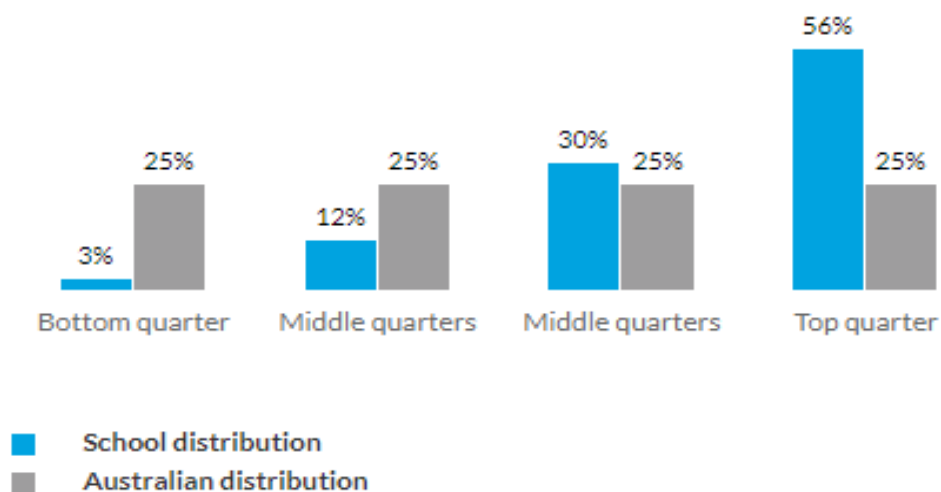


Language
background
other than
English



- Support unit – N/A
- ICSEA – 1123

Distribution of Socio-Educational Advantage (SEA)

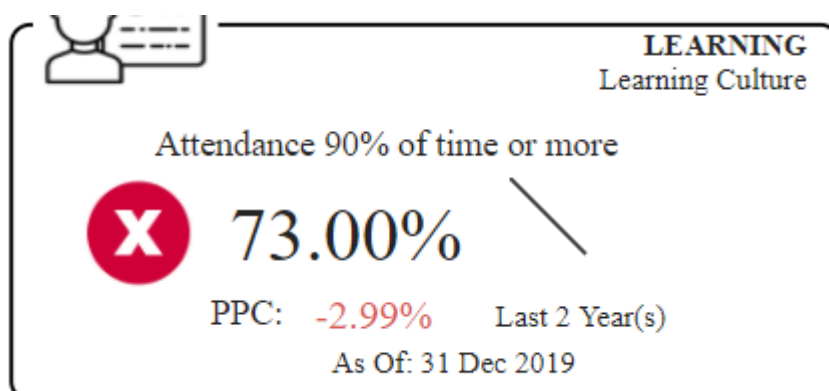


Percentages are rounded and may not add to 100

- FOEI – 12
- Attendance – this is an area of concern and will be a target for improvement within the Strategic Improvement Plan for 2021-2024.

Mosman High enrolls a number of local students in Stage 5 from the Independent and Catholic systems who are looking for a “fresh start”. These students require considerable wellbeing support and encouragement to attend school.

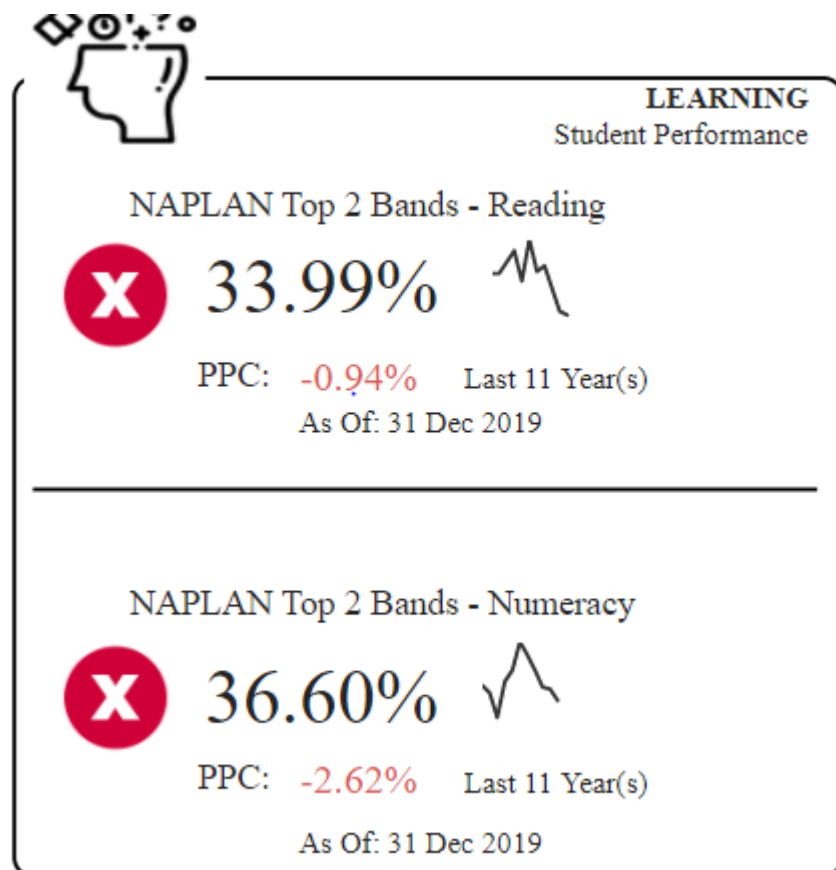
These students are supported in Year 10 to a TAFE program or in some cases Distance Education.



Focus area and analysis - Student performance

Top 2 NAPLAN bands:

- Year 7: Reading 45% Numeracy 50%.
- Year 9: Reading 34% Numeracy 37%.



There are a significant proportion of students above the state, and similar to the number of students in Metropolitan North.

Strategies to improve student literacy and numeracy results in the top two bands continue to be a priority.

In 2019, our actual for reading for Years 7 and 9 was 34%, our lower bound was 45% and our upper bound was 50%. In 2020, our upper bound was 50% and lower bound 45%. In 2021, our upper bound is 50%, and lower bound in 45%; and similarly for 2022.

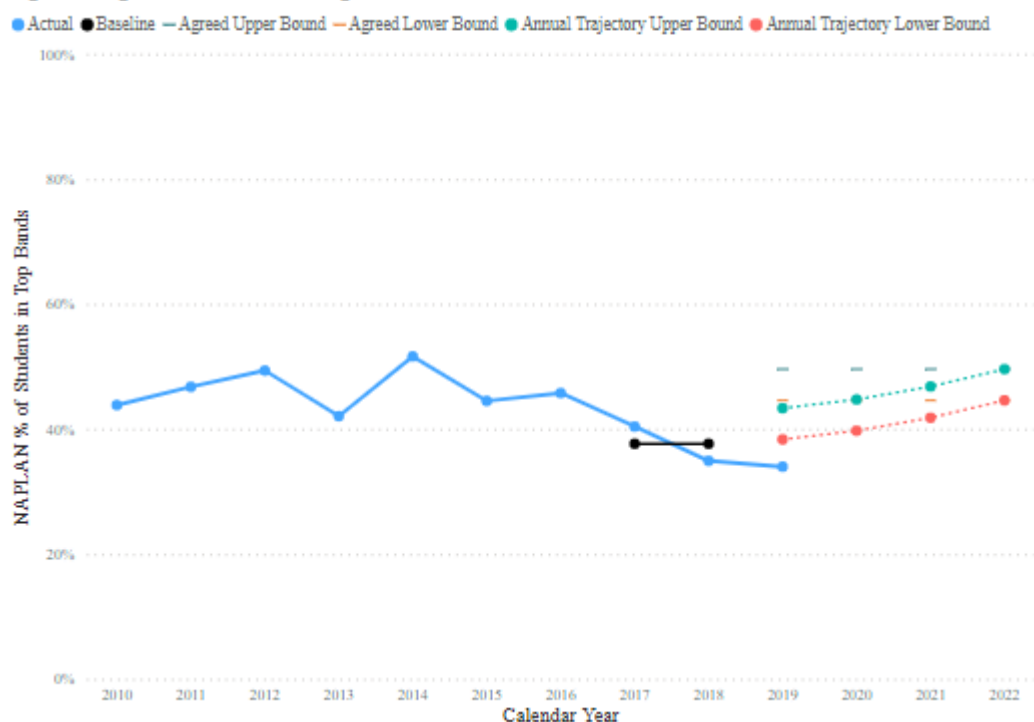
In 2019, our actual for numeracy for Years 7 and 9 was 37%, our lower bound was 50% and our upper bound was 55%. Our targets for 2020, 2021 and 2022 are the same.

In terms of growth, in the 2019 NAPLAN the school recorded minimum growth in reading and numeracy in the top two bands in both Years 7 and 9. The growth was below the state and the like-school average. This low growth reflects that students took the test online for the first time and the technology experienced by students from ACARA was unsatisfactory. This growth is significantly lower than value added for previous years.

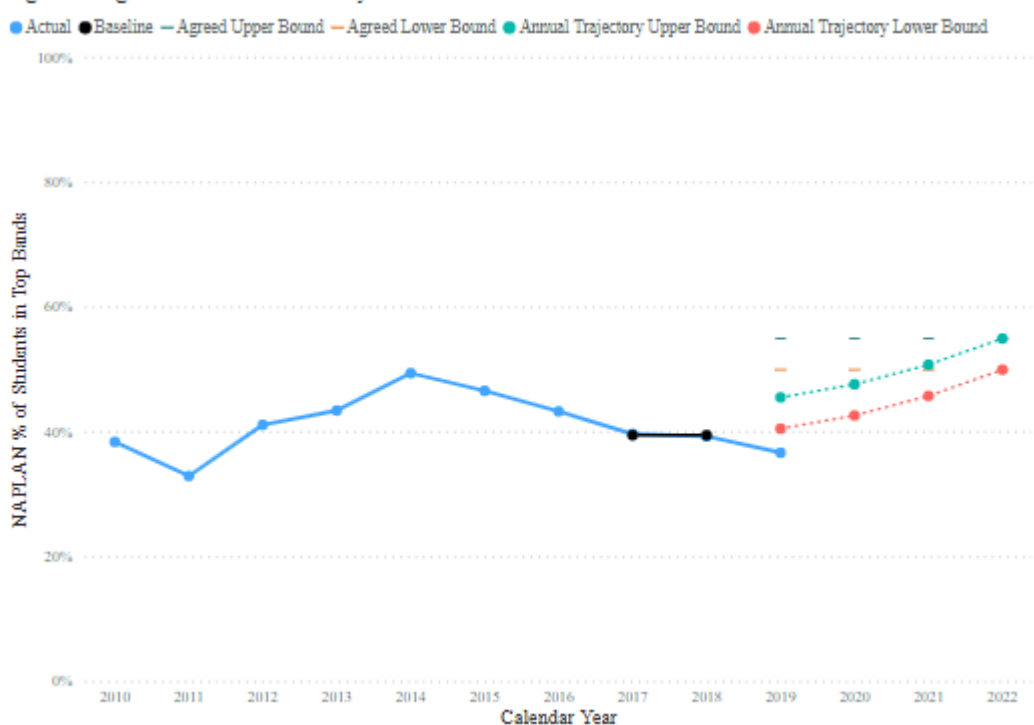
Gap analysis of NAPLAN 2019 identifies focus areas in Reading, including audience and paragraphing. Recent Check-In 2020 data highlighted nuance, inference and comprehension as focus areas.

NAPLAN, 2019 identified focus areas in numeracy included probability, measurement and data analysis. Recently, Check-In 2020 data highlighted measurement, fractions, decimals and percentages as focus areas.

Agreed Targets vs Actual - Reading



Agreed Targets vs Actual - Numeracy



HSC:

- Number of students achieving top two bands in HSC is above the state and like school average. 81% of students achieved in the top three bands, and 51% in the top two bands.
- Our base line was 48% and in 2019 it was 51%.
- Value added has been positive and consistently above the state and either above or equivalent to the like school average over recent years.
- The need for a whole school targeted HSC strategy to move more students into the top two HSC bands has been identified and will continue into 2021.
- EAL/D students are not proportionally represented. In some subject areas, additional support and professional learning for teachers is needed in targeted faculties.

The NESA RAP package, including z-score analysis and item analysis, identifies the need for support of our expert students, who have high skills and require high challenge.

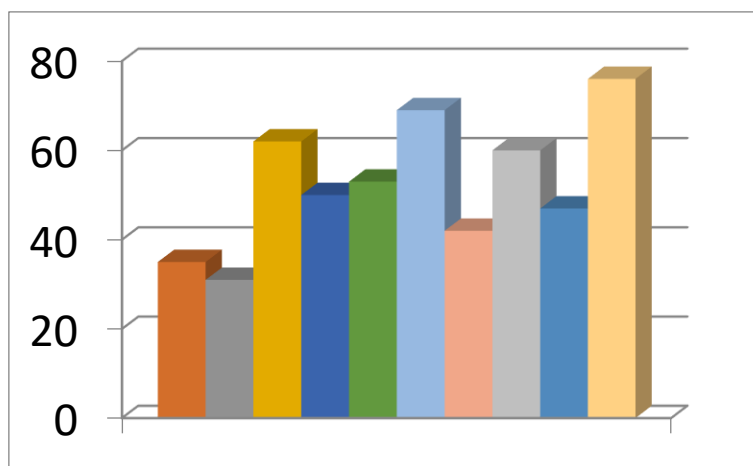
RAP data is used consistently between faculties and teachers to inform teaching practices.

The early identification of student underachievement will require targeted support to achieve further improvement in the top two bands.

Key target areas identified were:

- The HSC results for 2019 indicated that a number of subjects received no Band 6 or very few for the number of students presenting in their subject. This will need to be a focus for those subject areas.
- However, in many subjects there were no students in the bottom two or even three bands. Another area for continued focus.
- Analysis of the data still shows large numbers of students with high Band 5 in subjects. Teachers are required to reflect on this within their faculty and continue to focus on strategies to move the Band 5 students into Band 6 and Band 4 students to Band 5.

The following graph shows the percentage of students in an HSC cohort that achieved all Band 5 or greater.



- An HSC strength is the number of students being nominated and selected for their major works (22 in 2019 up from 18 in 2018) and this reflects the creative focus and effort put into major works by staff and students. This target will continue into the next four-year plan.
- Almost forty of our students received early entry to university. Students indicate that this helps with reducing stress before the HSC and enables them to achieve their best. The school will work with the Careers Adviser to continue to support this opportunity for HSC students.
- The numbers of students achieving Band 6 definitely (a target for 2019) increased and this has seen our ranking improve to 110 in the state. However, our aim is to be within the top 100 within the next two years.
- The mathematics faculty was ranked fifth in the state for comprehensive schools. This achievement will be a target for English as well as mathematics.

Targets:

- Percentage of students achieving expected growth numeracy in 2019 – baseline 66%, actual 58%, lower bound 64% and upper bound 68%
- Percentage of students achieving expected growth reading in 2019 – baseline 68%, actual 71%, lower bound 69% and upper bound 73%
- Percentage of results in top 2 HSC bands in 2020 – baseline 48%, lower bound 49% and upper bound 50%
- Percentage of results in top 3 HSC bands in 2020 – baseline 80%, lower bound 81% and upper bound 83%
- Percentage students in top 2 Numeracy bands in 2019 – actual 37%, lower bound 50% and upper bound 55%
- Percentage students in top 2 Reading bands in 2019 – actual 34%, lower bound 45% and upper bound 50%
- In 2020 Check-In assessment:
 - Reading percentage with correct questions: school 74%, SSG 67% and state 58%.
 - Numeracy percentage with correct questions: school 68%, SSG 66% and state 53%.

Focus area and analysis – Wellbeing

At Mosman High 822, students completed the 2020 Tell Them From Me (TTFM) survey. The survey looks at ten measures of student engagement and five drivers of student outcomes.

TTFM (Tell Them From Me) – areas of lowest performance in student surveys relate to:

- High skill high challenge. Students are indicating that teachers are not adjusting their teaching to the correct level of challenge that is either too much challenge or not enough challenge for what the students believe are their skill set. A TTFM Increase by 3% above 2020 baseline in the high expectations data in particular High Skill/High Challenge is required. The GATS policy states that 20% of students should be high performing but we need to identify Year 7, 9 and 11 students who are in this top 20% and support their learning needs

A planned approach to wellbeing

Wellbeing	Wellbeing - Advocacy at School	Wellbeing - Expectations for Success
		

Ref. Scout data 2021.

- Students also rated the value of school lowly. This however was not supported by every other measure of engagement. Analysis would suggest that students from a high socio-economic background might be confident that their family would support them in employment but in every other way, the students are positive about school.
- There is a need to develop student skills in goal setting and teacher skills in supporting goal setting.

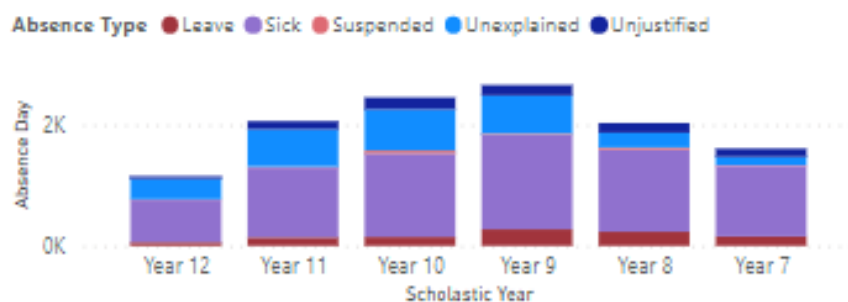
Areas of lowest performance in the teacher TTFM surveys are:

- Teacher collaboration with other teachers in developing cross-curricular or common learning opportunities. Other areas that rated lower than expected were other teachers share their lesson plans, other materials, and the discussion of learning goals with other teachers. By re-instating our cross-curricular groups or Quads, we hope to redress these concerns.

Targets:

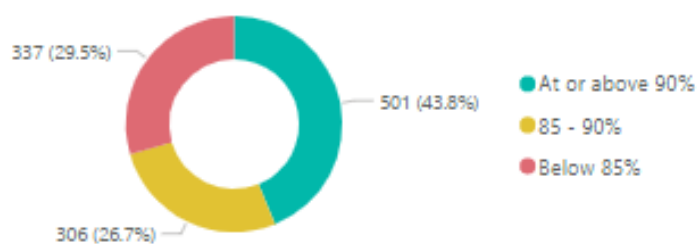
- Scout data reflects Mosman High attendance in 2020 is 93.1% which is above the Network group of 91.3% and the SSSG of 87.6%. This is very pleasing considering the challenges of COVID-19. However, the percentage of unexplained absences is relatively high and should be a target for improvement in 2021.

Absences by Cohort, Absence Type

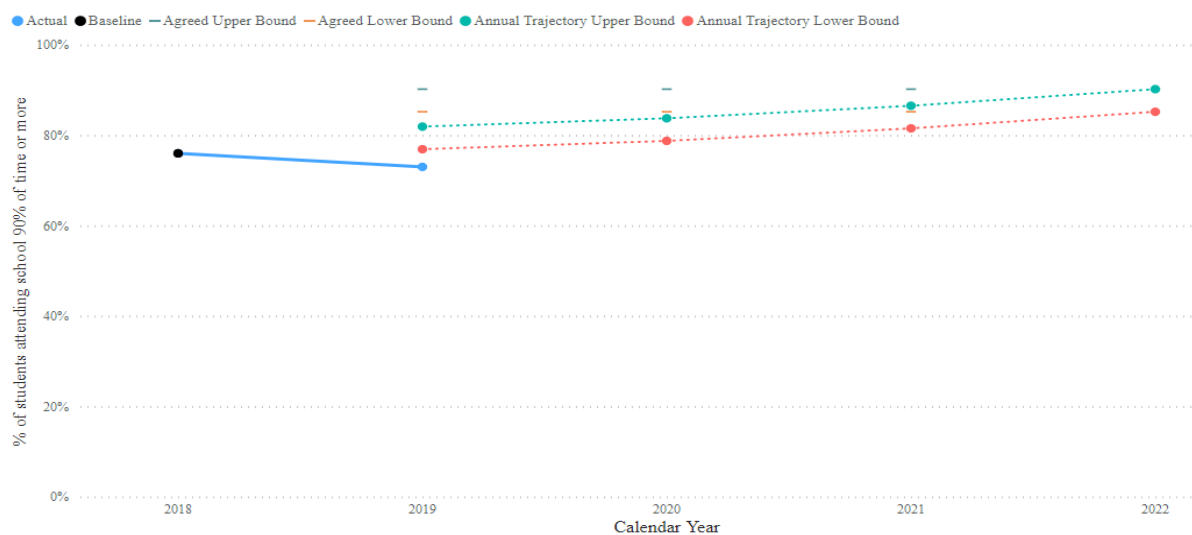


A number of students continue to have an attendance below 85% and this will be a target to improve for the Stage wellbeing teams

Attendance Level



Agreed Targets vs Actual



Mosman High's overall school complexity is average with no support classes or refugee students, however the numbers of students with disability as well as International students are high.

Suspensions**% of Student Suspended**

Reason Category Name	2015	2016	2017	2018	2019	2020
Long Suspension	0.49%	0.47%	1.03%	1.45%	1.09%	0.86%
Criminal Behaviour Relation to the School		0.09%	0.09%	0.54%	0.55%	
Persistent or Serious Misbehaviour	0.20%		0.09%	0.54%	0.27%	0.10%
Physical Violence		0.38%	0.28%		0.18%	0.48%
Possession or Use of Illegal Substance	0.10%		0.47%	0.27%	0.09%	0.19%
Prohibited Weapon, Firearm or Knife	0.20%		0.09%		0.36%	0.10%
Use of Implement as a Weapon				0.09%		
Short Suspension	1.17%	0.76%	0.75%	0.91%	1.91%	0.86%
Aggressive Behaviour	1.07%	0.19%	0.37%	0.64%	0.82%	0.29%
Continued Disobedience	0.29%	0.57%	0.37%	0.27%	1.18%	0.67%
Total	1.46%	0.95%	1.78%	2.18%	2.64%	1.62%

It is pleasing to note that the number of students being suspended has decreased over the past four years. However, strategies on goal sharing will be instituted with all students returning from suspension.

Focus area and analysis - Human resources

Staff: 2020 (see SBAR 2020 for full detail)

We are anticipating similar allocations in 2021 as enrolments are stable. All permanent teachers are accredited as proficient, and no teachers are accredited at Highly Accomplished or Lead. All teaching staff are graduates and 12% hold post-graduate degrees.

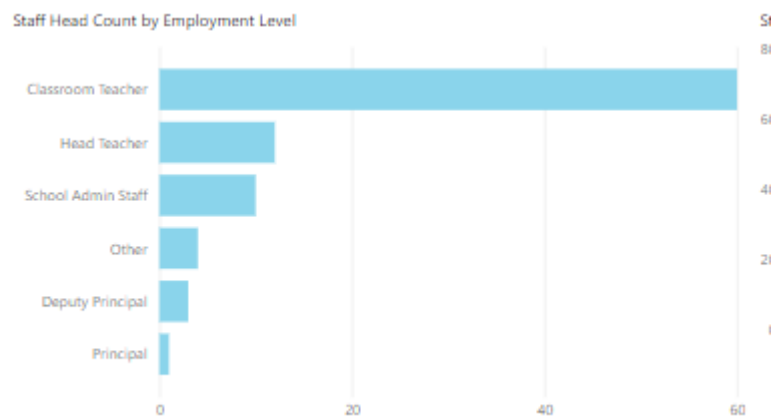
With 85% stability of staff in 2020, the school is able to build on the Professional Learning experienced by teachers as well as their PDP goals. All new teachers receive a consistent Induction Program that extends throughout the year and are given a mentor within their faculty. Furthermore, induction programs for Beginning Teachers and Early Career Teachers with the Lower North Shore Community of Schools has been operating for five years.

Total staffing allocation (82.572) includes:

- Executive staff above entitlement
 - A third deputy principal was funded from the School Support Allocation (Principal Support) from an existing Head Teacher position. This ensures that the School has a deputy responsible for each Stage. Outcomes include improved wellbeing of students within the Stage.
- Teaching staff above entitlement
 - 0.5 Learning and Support teacher is employed from RAM equity funding (6100). The School receives 0.5 as part of the SBAR; however, with increasing numbers of students on Learning Plans this was considered an area requiring further support. The outcomes include that students have regularly updated Learning Plans with consultation between the School and parents. Students are supported in classrooms throughout the week and the LaST is an active member of the Learning and Support committee.
 - 0.8 English Language Proficiency funding did not ensure an ESL teacher for every year group. The School using RAM equity funding employed a 0.4 ESL teacher so that every year group had an EAL/D teacher. The outcome is that all students who are developing or consolidating their use of English Language have improved significantly.
 - Using RAM equity funding a literacy expert was employed as 1.0 entitlement to support students in NAPLAN Year 7 and Year 9 as well as the HSC minimum standards and literacy development across all faculties. This has been extremely successful as indicated by 2020 Check-in data and that all Year 12 students in 2020 had achieved their HSC minimum standards in Literacy.
 - Using RAM equity funding in semester 2, 2020 a numeracy expert was employed at 0.5 to support students in numeracy for NAPLAN and the HSC minimum standards. All Year 12 students in the 2020 HSC cohort achieved the HSC minimum standard in numeracy.
- Non-teaching staff FTE 12.572)
 - General Assistant employed for 0.4 days. Mosman High is a very old school requiring considerable maintenance. This employment has provided considerable improvement to the amenity and maintenance of the school.
 - Effectiveness of over-entitlement SLSOs who were funded through flexible equity loadings was evaluated. This has proven extremely successful with SLSO support in

the classroom for students with integrated funding as well as Learning Plans being of significant value to student learning.

- An extra music assistant has been employed for 0.2 in second semester 2020, to coordinate and support the huge music program.



Focus area and analysis – Finance

6100 – Summary - SBAR + opening balances + budget adjustments

- School budget allocation for 2020 is \$10 802 265 of which \$9 429 155 is for staffing. Then \$300 019 is for equity including English Language Proficiency and Low Level Adjustment for Disability
- \$9 837 265 (92%) of funds were budgeted. Of the budgeted funds, \$965 000 was unspent. All 6100 was spent which refers to the SBAR allocation per year. The 6300 from community sources supplemented the 6100.
- Total unspent funds to be carried over to 2021 opening balance equalled \$965 000. Mosman High has been given approval for a new building, the balance carried over is needed for upgrading technology and other innovative 21st century features not covered in the build fund allocation.

SBAR 2020 - we are anticipating similar in 2021, however the budget roll over at the end of 2021 is approximately \$28 000

Targeted funding:

- Integration funding support for 2020 was \$211 604. This funding is linked directly to SLSO support in the classroom for students with an identified disability. Strategic Direction 2 in the 2021-2024 Strategic Improvement Plan (SIP) with a focus on Wellbeing will target support for students with Disabilities.
- Mosman High receives no funding for Refugee Student Support and New Arrivals Program.

Equity:

- 2020 funding was fully expended and evaluated as per 2020 Key initiative impact statement..
- Equity loadings – flexible (FTE staffing in HR above). In our SIP from 2021, we will link these loadings to initiatives in our strategic directions.
- SBAR equity allocation 2021 will we estimate be similar to 2020 of approximately \$300 019 and includes staffing and flexible funding. (see SBAR)
- Flexible:
 - Due to Mosman HS's very high socio-economic background and FOEI the amount received is \$18 446. This represents the total equity loading.
 - In 2020, Mosman HS had three Aboriginal students resulting in flexible funding of \$2043. This money was used for writing Individual Learning Plans for students and providing resources as required.
 - English Language Proficiency was \$134 752 of which 0.8 was FTE (\$87 507) and was expended on a temporary teacher providing EAL/D classes in Years 7 and 8 as well as supporting the development of online learning resources for EAL/D students during the COVID-19 lockdown
 - Low Level Adjustment for Disability was \$144 778 of which 0.7 was FTE (\$76 569) and was expended on a Learning and Support Teacher. This was supplemented to provide full-time Learning and Support Teachers. In 2021 the school will use this and extra funding to provide two Learning and Support Teachers full-time.

Operational funding:

- Per capita \$264 386 was expended on upgrading the Art Block amenity with floor coverings, furniture, air-conditioning and a Hufkor dividing door. Also a number of outdoor settings were provided in passive areas for students.

Initiative funding:

- Professional learning funding was \$79 517 and was spent supporting the PDP goals of the staff. The focus in 2020 was on improved Literacy for students as well as numeracy, however with COVID-19 and the subsequent lockdown considerable Professional Learning funds were used to support upskilling in the use of technology and technology platforms.
- Beginning teacher support was approximately \$55 000. Beginning Teachers used this money for days spent working with their mentor as well as programming, reporting and planning days.
- School Support Allocation (Principal Support) \$54 820 was used to hire a third deputy principal for Stage 4 and provide release for the SAM to work on finance.

Mosman High School (8326)
2021 SBAR



School Budget Allocation dataset

[Training](#) [Help](#)

2021 SBAR	Approved 2020	Planned 2020	Approved 2019	Planned 2019	>
--------------	------------------	-----------------	------------------	-----------------	---

[Read the SBAR essentials](#)

Targeted funding

	Allocation
Integration Funding Support	\$169,304
Targeted funding total	\$169,304

Equity loadings

	FTE	Staffing	Flexible	Total
Socio-economic	0.000	\$0	\$15,608	\$15,608
Aboriginal	0.000	\$0	\$1,532	\$1,532
English Language Proficiency	1.000	\$112,118	\$48,599	\$160,717
Low Level Adjustment for Disability	0.700	\$78,483	\$68,210	\$146,692
Equity loadings funding total	1.700	\$190,601	\$133,949	\$324,549

Base school allocation

	FTE	Allocation
⊕ Staffing - Base	83.472	\$9,435,909
⊕ Staffing - Other	1.000	\$437,790
⊖ Operational	0.000	\$625,446
School Operational Funding	0.000	\$312,975
Utilities	0.000	\$32,369
Per Capita	0.000	\$261,209
Urgent Minor Maintenance	0.000	\$18,893
⊖ Initiatives	0.000	\$135,897
Professional Learning	0.000	\$83,002
School Support Allocation (Principal Support)	0.000	\$52,895
⊕ Site Specific	0.000	\$37,325
Base school allocation total	84.472	\$10,672,367

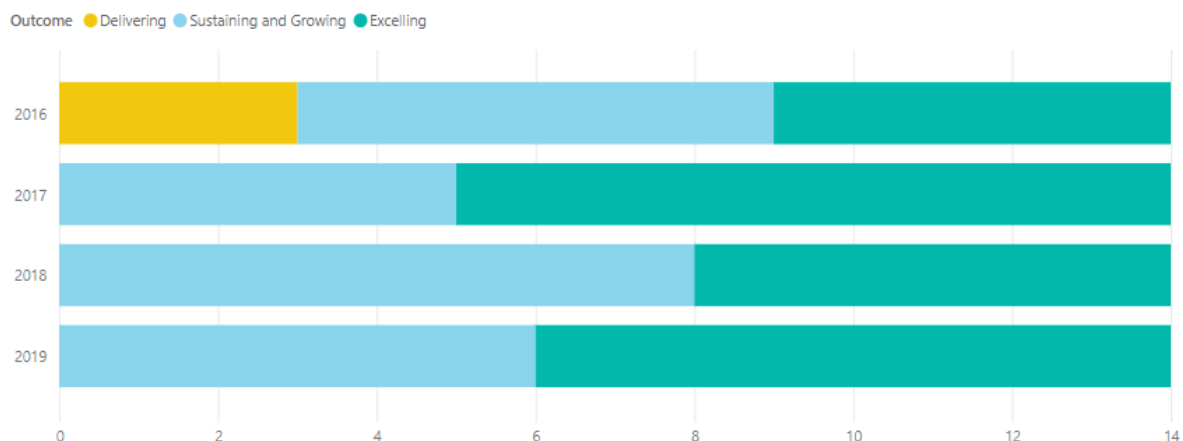
Summary total

\$11,166,220

The above table derived from Scout indicates an SBAR which is similar to previous years which indicates that the complexity at Mosman High is derived from the number of students with disabilities and need in English Language Proficiency.

SEF

Over the past five years and acknowledging the change to descriptors within the SEF, at Mosman there has been a determination based on whole school involvement that in many areas the school is sustaining and growing.



Ref Scout 2020

In 2020 the following SEF was determined through rigorous discussion using the staff Learning Groups:

LEARNING DOMAIN

LEARNING CULTURE	LEVEL	ELEMENT	EVIDENCE
High expectations	Sustaining and Growing	There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	Reports Markbooks Principal Awards Learning Plans Assessment Booklets
Transitions and continuity of learning	Excelling	The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.	Transition program School visits Orientation Learning and Support meetings Forum evenings

Attendance	Excelling	Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.	Rolls Stage/Welfare teams Learning and Support Counsellors Outside agencies e.g. HSLO	
WELLBEING	LEVEL	ELEMENT	EVIDENCE	
Caring for students	Sustaining and growing	Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.	Mentoring RAISE Top Blokes Stage teams Counsellors Peer Support	
A planned approach to wellbeing	Sustaining and growing	The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	TTFM Student assessment surveys	
Individual learning needs	Sustaining and growing	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	Learning and Support team/meetings SLSOs ILPs Welfare teams Special Provisions Assessments	
Behaviour	Excelling	Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.	Behaviour policy Suspension records Assemblies/Year meetings Year Advisors SRC	
CURRICULUM	LEVEL	ELEMENT	EVIDENCE	

Curriculum provision	Sustaining and growing	The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.	Programs SDDs and professional learning Observations PDPs Registers ILPs	
Teaching and learning programs	Sustaining and growing	Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	Programs Assessment Registers	
Differentiation	Sustaining and growing	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.	Programs Assessments Registers ILPs Learning and Support	
ASSESSMENT	LEVEL	ELEMENT	EVIDENCE	
Formative assessment	Sustaining and growing	Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Programs Registers Student assessment surveys	
Summative assessment	Excelling	The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.	RAP/SCOUT/ NAPLAN data HSC analysis Registers	
Student	Sustaining and	Teachers share criteria for student assessment with students.	Notifications	

engagement	growing	Formative and summative assessments create opportunities for students to receive feedback on their learning.	Student assessment surveys In class feedback including 1-1s Google Classrooms	
Whole school monitoring of student learning	Sustaining and growing	The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.	RAP/SCOUT/ NAPLAN data HSC analysis Staff & faculty meetings	
REPORTING	LEVEL	ELEMENT	EVIDENCE	
Whole school reporting	Sustaining and growing	The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.	RAP/SCOUT/ NAPLAN data SENTRAL Semester reports Progress reports LaST/Staff/Faculty meetings	
Student reports	Sustaining and growing	Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.	Semester reports Progress reports ILPs	
Parent engagement	Delivering	Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.	Semester reports Parent/teacher evenings Letters home 1-1 meetings	
STUDENT PERFORMANCE MEASURES	LEVEL	ELEMENT	EVIDENCE	
Value-add	Delivering	The school's value-add is not significantly lower than the value	SCOUT data	

		added by the average school.	HSC results NAPLAN results	
NAPLAN	Sustaining and growing	At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	NAPLAN results	
Student growth	Delivering	The school identifies growth targets for individual students, using internal progress and achievement data.	SCOUT data NAPLAN results Assessment results Academic reports	
Internal and external measures against syllabus standards	Sustaining and growing	School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.	SCOUT/NAPLAN HSC results Markbook	

Teaching Domain

EFFECTIVE CLASSROOM PRACTICE	LEVEL	ELEMENT	EVIDENCE	
Lesson planning	Delivering	Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.	NAPLAN VALID RAP SCOUT Literacy Committee HOTS Check IN	
Explicit teaching	Excelling	A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is	ICAS TTFM NAPLAN VALID Check In Literacy/numeracy support	

		monitored, demonstrating growth.		
Feedback	Sustaining and growing	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Assessments In class feedback - 1-1s Value added Google Classrooms	
Classroom Management	Excelling	All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.	Observations TTFM Programs Staff/faculty meetings SDDs	

TEACHING DOMAIN

DATA SKILLS AND USE	LEVEL	ELEMENT	EVIDENCE	
Data literacy	Sustaining and growing	The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	RAP NAPLAN Check In SCOUT PLAN 2 SENTRAL	
Data analysis	Excelling	The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.	RAP NAPLAN Check In SCOUT PLAN 2 SENTRAL	
Data use in	Sustaining and	Assessments are	Programs	

teaching	growing	developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Assessments Registers Markbook	
Data use in planning	Sustaining and growing	There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.	Parent/teacher nights Reports Stage forums Min Stds LaST	

PROFESSIONAL STANDARDS	LEVEL	ELEMENT	EVIDENCE	
Improvement of practice	Sustaining and growing	Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	SDDs Staff meetings Beginning Teacher program Mentors Quads	
Accreditation	Sustaining and growing	The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.	PL PDPs Accreditation status Beginning Teacher Mentors Quads	
Literacy and numeracy focus	Delivering	The school provides/facilitates professional learning that builds	Literacy committee	

		teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.	Literacy/numeracy support Numeracy centre Min Stds	
LEARNING AND DEVELOPMENT	LEVEL	ELEMENT	EVIDENCE	
Collaborative practice and feedback	Excelling	The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.	PDPs Quads SDDs Mentors Morning tea	
Coaching and mentoring	Excelling	Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.	LNSCoS Mentors Quads SDDs	
Professional learning	Excelling	The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.	MyPL LNSCoS	
Expertise and innovation	Excelling	Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate,	Programs BYOD PBL - MOSH VR in STEM Differentiated PL	

refine and scale success.

Leading Domain

EDUCATIONAL LEADERSHIP	LEVEL	ELEMENT	EVIDENCE	
Instructional leadership	Sustaining and growing	Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.	PL team meetings Higher duty opportunities	
High expectations culture	Excelling	The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.	Exec/staff/faculty meetings Planning days Committees Quads	
Performance management and development	Excelling	The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.	Exec/staff/faculty meetings Planning days Committees Quads Observations PL opportunities	
Community engagement	Excelling	The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.	LNSCoS Various committees e.g. Art and Sports Art Express On Stage TTFM	
SCHOOL PLANNING, IMPLEMENTATION AND REPORTING	LEVEL	ELEMENT	EVIDENCE	

Continuous improvement	Excelling	The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.	LNSCoS Enrolment numbers Special programs Stage 6 retention	
School plan	Sustaining and growing	The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.	Exec planning days and meetings Staff meetings SDDs	
Annual report	Excelling	The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success. The annual report contains data that measures the impact of the plan in terms of student learning progress.	Executive meetings - milestones	
SCHOOL RESOURCES	LEVEL	ELEMENT	EVIDENCE	
Staff deployment	Excelling	The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.	Timetable Senior executive meetings TTFM Registers HSC results	
Facilities	Excelling	The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.	New build Executive meetings	

Technology	Excelling	Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.	Technology in all classrooms. Committee Support team Online learning Platforms	
Community use of facilities	Excelling	The school collaborates with the local community where appropriate on decisions about – and access to – school assets and resources, delivering benefit to both the school and the community.	Committees School events	
Financial management	Excelling	Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.	SBAR Staff allocation New Build	
MANAGEMENT PRACTICES AND PROCESSES	LEVEL	ELEMENT	EVIDENCE	
Administrative systems and processes	Excelling	The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.	Principal/SAM/HT Admin. Daily Bulletin Pay sheets Mandatory course records Accreditation	
Service delivery	Sustaining and growing	Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.	TTFM SENTRAL - Absences, Calendars Principal's updates Stage forums	
Community satisfaction	Excelling	The leadership team measures school community (parent and student) satisfaction and shares its	TTFM	

		analysis and actions in response to the findings with its community.	Principal's updates and newsletters Assemblies	
--	--	--	---	--

Appendix 1

Data Source List

The following data sources were used to inform the Situational Analysis:

SEF S-aS (2020)

Leading, learning School Plan (2018-2020) and Strategic Directions 1-3:

NESA Results Analysis Package

Scout - HSC data

Scout - HR, Finance, Enrolment data

NCCD survey and Sentral data

Staff “People Matter” survey

Scout - student performance in NAPLAN

Scout – student performance in Year 10 Check-In data

Sentral - academic concerns

Sentral - learning support

Sentral – behaviour/suspensions

Sentral - enrichment

Writing survey (Year 7, 2020)

TTFM - students

TTFM - parents

TTFM - staff

PDP staff goals

Faculty plans

Faculty HSC analysis

Appendix 2

Contributors

The following executive contributed to the Situational Analysis and led staff teams in evaluating and tuning the analysis:

Colette Longley – Deputy Principal Stage 6

Tony Gahan - Deputy Principal Stage 5

Neil Parsons - Deputy Principal Stage 4

Peter Papilos – Head Teacher English

Amy Xue - Head Teacher mathematics

Linda Hodgson - Head Teacher science

Phil Webster - Head Teacher HSIE

Fiona Ackerman - Head Teacher visual art

Jessica McCarthy - Head Teacher Teaching and Learning

Clint Johnson - Head Teacher PDHPE

Mark Jones - Head Teacher TAS

Bernadette Smith - Head Teacher LOTE

John Feros - Head Teacher Performing Arts

Joshua Ferguson – relieving Head Teacher T&L