



CENTRAL
COAST
**SPORTS
COLLEGE**

(Formerly International Football & Tennis School)

Annual Report 2018

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1. Message from the Chair - David Bruce

It has been a pleasure being the newly appointed Chair of the Central Coast Sports College. After many years of serving in various capacities in a number of Not for Profit and for profit organisations the opportunity to join the Board of the International Football and Tennis School presented itself in April 2018. Within a few short months I was nominated to act as the Chair which I have taken on with earnest. Being able to support Paul and the management team with helping continue to drive professionalism and efficiencies with all aspects of school governance has been the focus of the Board over the second half of 2018 and we are optimistic as to where the school will progress over the coming years.

The board unanimously made the decision late in 2018 to rename the school to the Central Coast Sports College with the introduction of more sport offerings and a more appropriate name that truly articulates what the college offering is.

I would like to take this opportunity to express my gratitude in being appointed into the role of Chair of CCSC and thank my fellow board members. We greatly appreciate and thank the parents of the college community who put their trust in the hands of the staff, management and board of the College to ensure we continue to create an environment that allows our graduates to find their life purpose and pursue their passion.

With great enthusiasm I look forward to 2019 as we see the benefit of the strong framework that has been put in place for future success.

2. Message from the CEO and Principal - Paul Chapman

2018 has been a significant year in the school's (now college) history. Towards the end of 2018 we made the decision to formally rebrand the school which we are confident will serve the needs of the community into the future. The new name is Central Coast Sports College and this rebranding process started in earnest during December 2018 with much work being scheduled for the first half of 2019.

There have been several moments during 2018 which I believe will be significant in our history. With a review of our academic approach, a core focus for 2018, we took the opportunity to consider some improvements to the pedagogy that sits behind the work we do on a daily basis. In July of 2018 all of our teaching and coaching staff travelled to Melbourne to investigate and receive training on the Walker Learning Pedagogy that had been developed by Kathy Walker. Post training, many of our staff were convinced that this approach directly aligned with our core values and we started rolling out this innovative pedagogy throughout the college. Towards the end of 2018 it became evident that the Walker Learning approach was having a profound impact on our students. The introduction of home room groups and reflections, introduction of investigations and Educational Research Projects and many other subtle shifts in our approach showed such positive student outcomes, with their emotional intelligence being the obvious benefactor.

Our Kindergarten classes continue to thrive and there is much anticipation for the new year with many younger families considering our school as the best option for their needs. 2018 marked the fourth year of a graduating year 12 class and we wish our students well in their future endeavours continuing on with tertiary study, entering the workforce and a number continuing to pursue a career in sport.

2018 also marked a significant change in our board structure with a number of new personnel from diverse backgrounds joining our board. We welcome David Bruce to our Board as our third Chairperson, Jamie Alpen and Amber Daines also joined our board, along with Steve Skipper and Karen Ansen who have served the college for a number of years. Ian Lowe stepped down as our Chairperson in early 2018 and I thank him for

the time he served on our board. Our Board members continue to provide guidance and expertise in advising the school from a strategic perspective and know that the college is building on some solid foundations for future growth.

I would like to take this opportunity to acknowledge my appreciation for the efforts of the Management Team in particular who have been through significant changes during the 2018 period as we continue to review our structures, challenge our staff and ensure that we are creating an environment that inspires our children to follow their life passion. Our staff across the board have worked extremely hard to care for our students and I could not be more proud of the work they all do on a daily basis.

This report reflects the work and achievements of our College, staff and students. I certify that the information in this report is the result of a school self-evaluation process and is a balanced and genuine account of the College's achievements and areas for development.

3. Contextual Information About the School

Central Coast Sports College combines students' passion for sport with an engaging education program. Skills are developed in collaboration, communication and critical thinking. We provide a unique college culture where students have a shared passion and attitude toward their learning and training.

Our student body comes from a range of different locations with students travelling from as far north as Newcastle through to the northern suburbs of Sydney. A high percentage of families value sport and this drives enrolments at our School.

A typical college day for our students includes: - Participation in up to 2 hours of a sports training development program, with Kindergarten participating in a variety of physical activities for up to 2 hours a day, each day. Participation in 4 hours of teaching and learning every day. Learning in stage groups in flexible and open learning spaces.

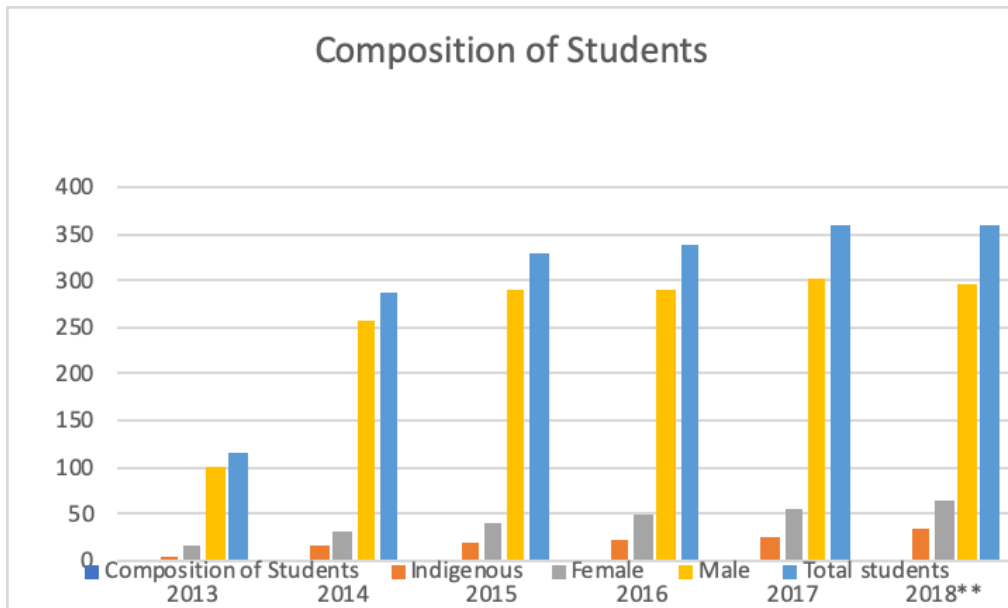
The mandatory curriculum as outlined by the NSW Education Standards Authority (NESA) is taught throughout K-10. For years 11/12, students

complete the HSC via the compressed model, which means students complete 3 HSC subjects per year over the two years.

With continued student growth, strategies to improve literacy and numeracy skills remains a focus. Strategies in 2018 included:

- Continuation of Stage Teams to ensure consistency in the delivery of content and skills.
- Every teacher is responsible for literacy and numeracy across all key learning areas.
- A full review of the academic program in Term 4 to inform some changes in 2019.

Composition of Students	2013	2014	2015	2016	2017	2018**
Indigenous	5	16	20	21	25	34
Female	15	32	39	48	56	65
Male	99	256	289	291	302	295
Total students	114	288	328	339	358	360



Further information about the International Football & Tennis School can be found:
on the school's website: <http://ccsc.nsw.edu.au>

By visiting International Football & Tennis School at the My School website:
<http://www.myschool.edu.au>

4. Student Outcomes in Standardised Literacy and Numeracy Testing

NAPLAN & NWEA (Map Growth Assessments)

CCSC uses a variety of assessment tools and data analysis to assess the effectiveness of our academic approaches. One of the issues historically with NAPLAN data is the timeliness of the results often are available many months after the assessments are completed and the College in 2018 implemented Map Growth tests that provide feedback covering literacy and numeracy with the data being available almost immediately. The first sets of these assessments were completed in 2018, the data will be compared to the results in 2019 which allow the college staff the ability to measure growth. There are various ways to visualise NAPLAN data and the following data has been summarised to show student progression from 2014 through to 2018.

For the purpose of the Annual report we have looked at two sets of reports, the first ones being the School Level Growth and the second set being the

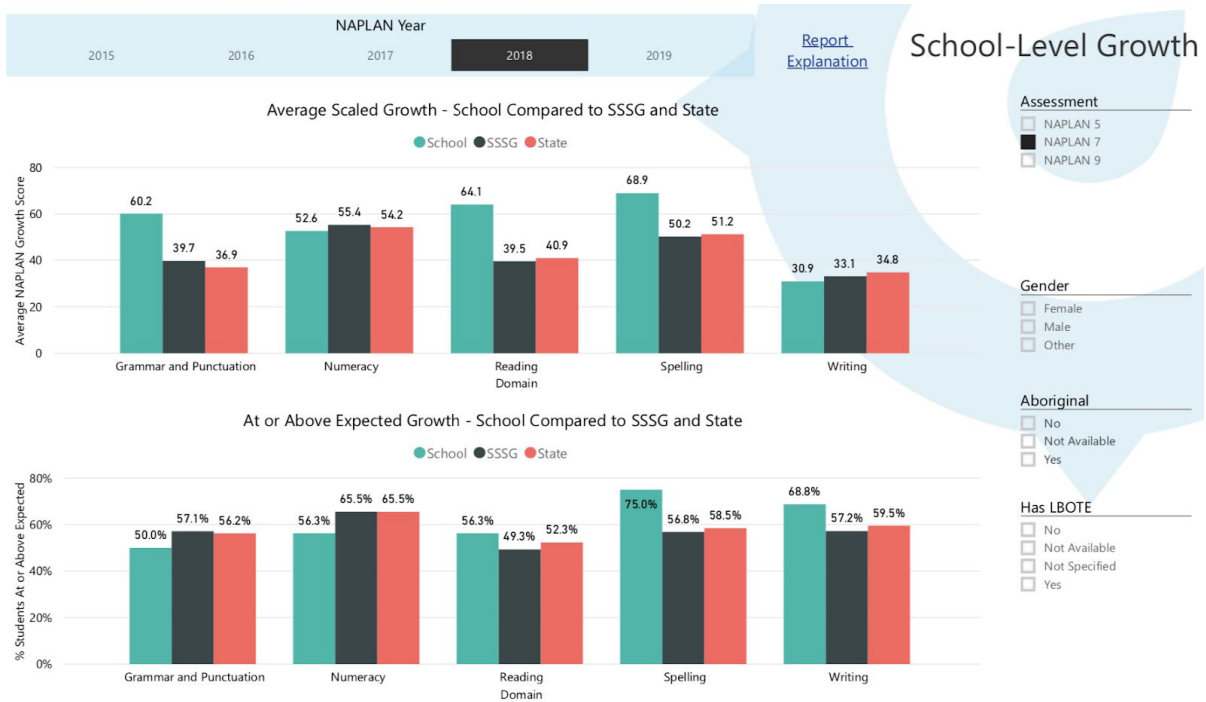


Average NAPLAN Scores over Time vs SSSG (Statistically Similar School Group) / State Averages. These reports allow the college to reflect on our performance within the context of the NAPLAN assessments as one data point. It is worth noting that due to sequencing the results in some tests were down on previous years due to focusing on strategies such as writing for year 3 later in the year. It is pleasing to see the results of continued effort in our reading programs showing a steady improvement over time.

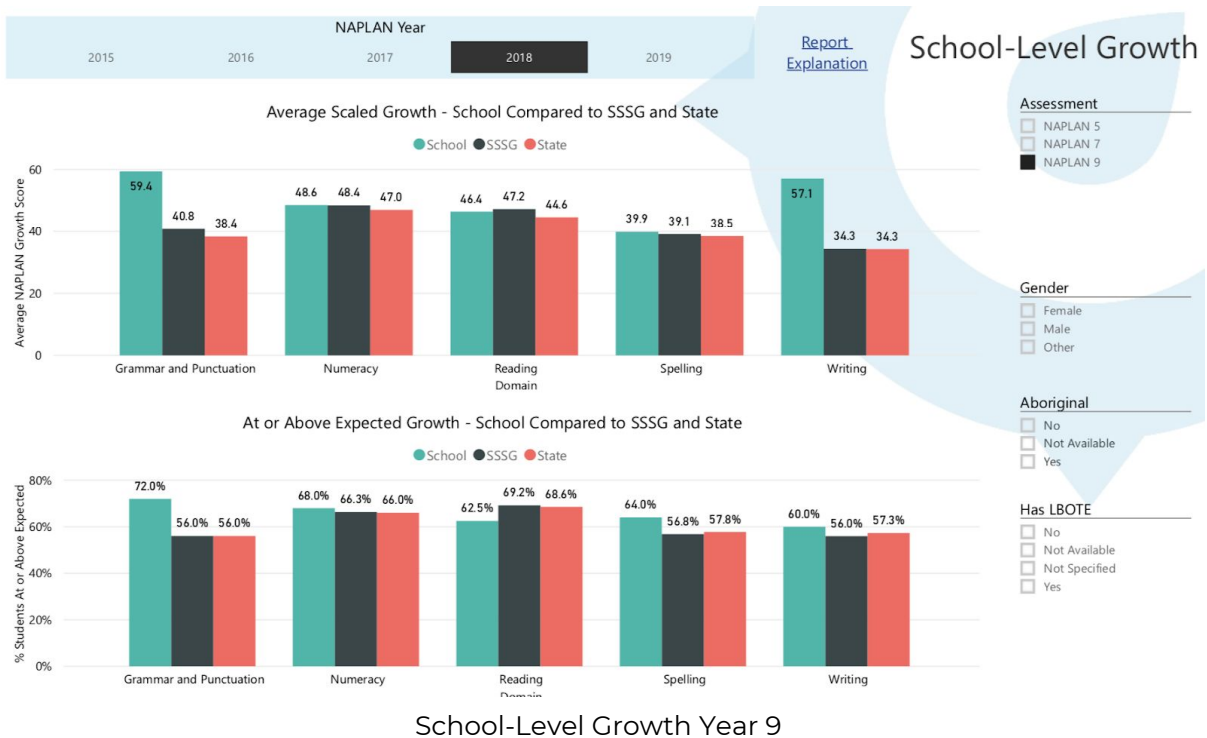
School Level Growth Reports



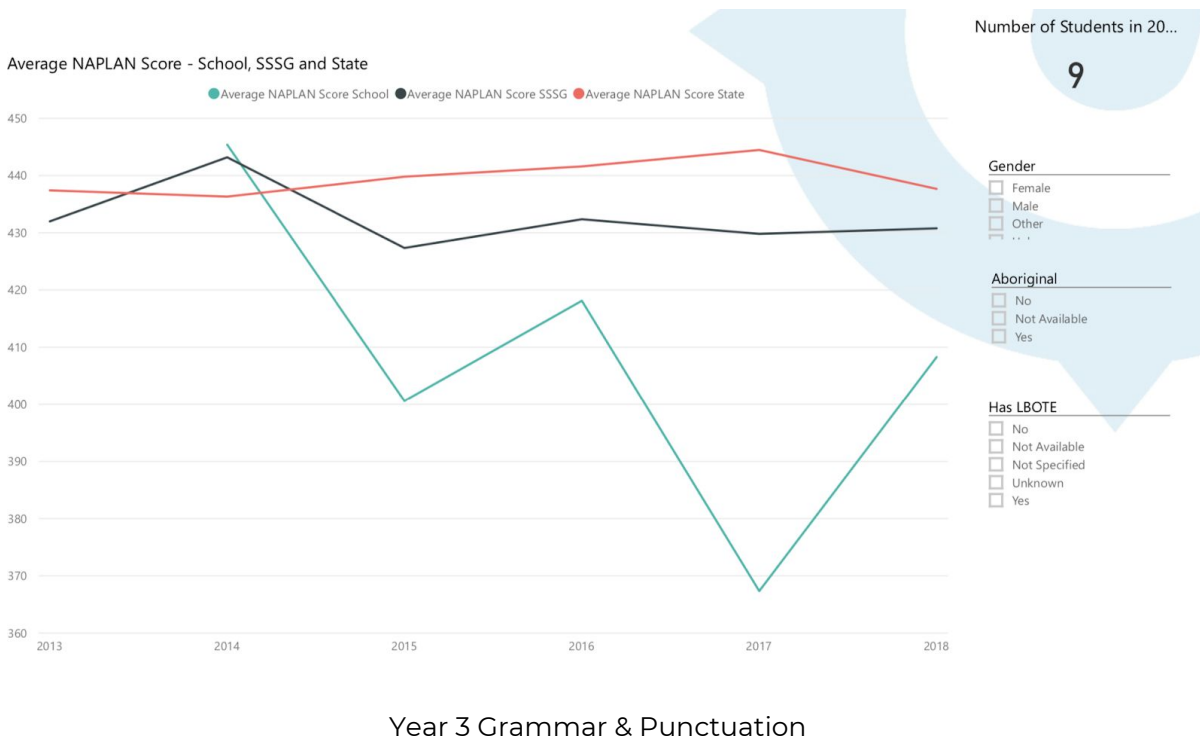
School-Level Growth Year 5



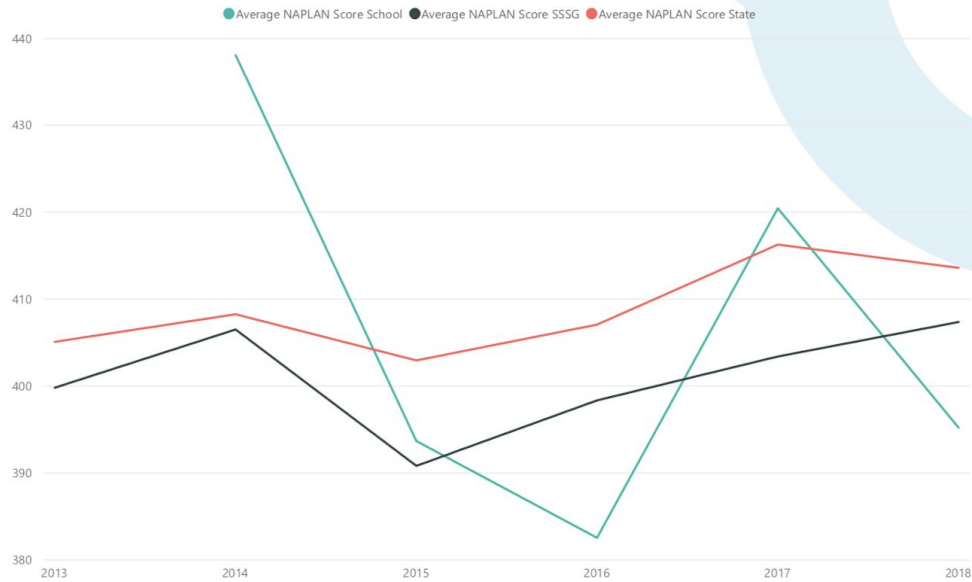
School-Level Growth Year 7



Average NAPLAN Scores over Time Compared to SSSG and State Averages



Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

9

Gender

- ☐ Female
☐ Male
☐ Other
☐ ...

Aboriginal

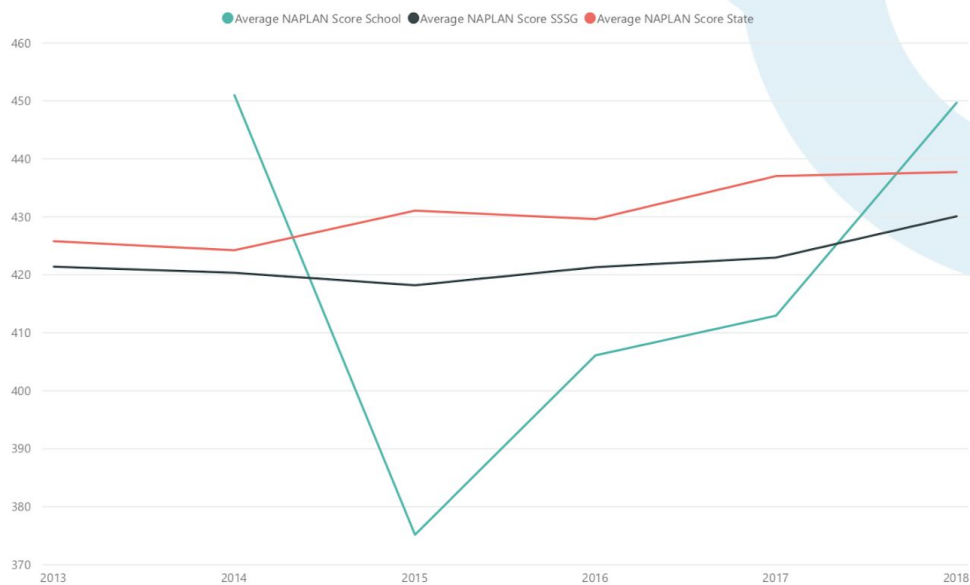
- ☐ No
☐ Not Available
☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes

Year 3 Numeracy

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

9

Gender

- ☐ Female
☐ Male
☐ Other
☐ ...

Aboriginal

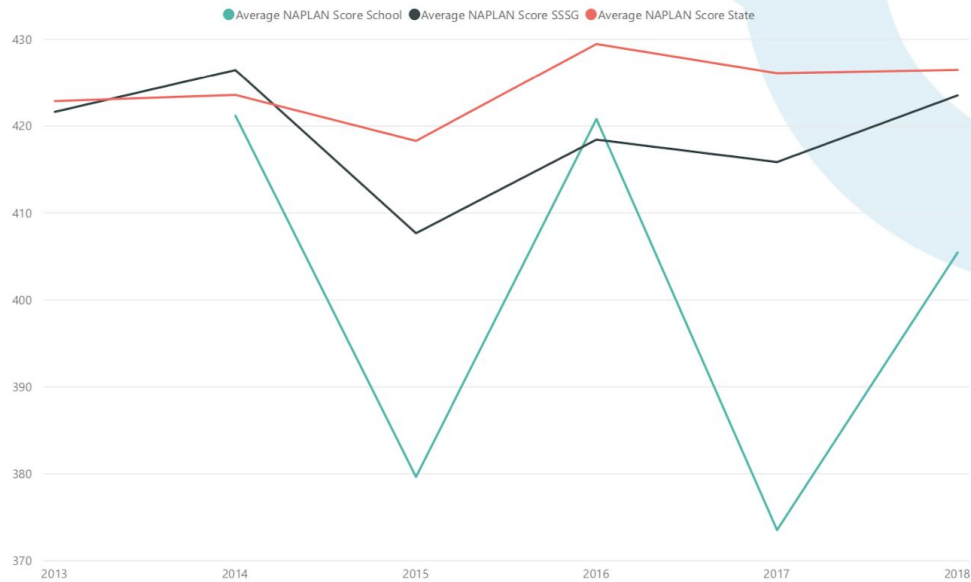
- ☐ No
☐ Not Available
☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes

Year 3 Reading

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

9

Gender

- ☐ Female
- ☐ Male
- ☐ Other

Aboriginal

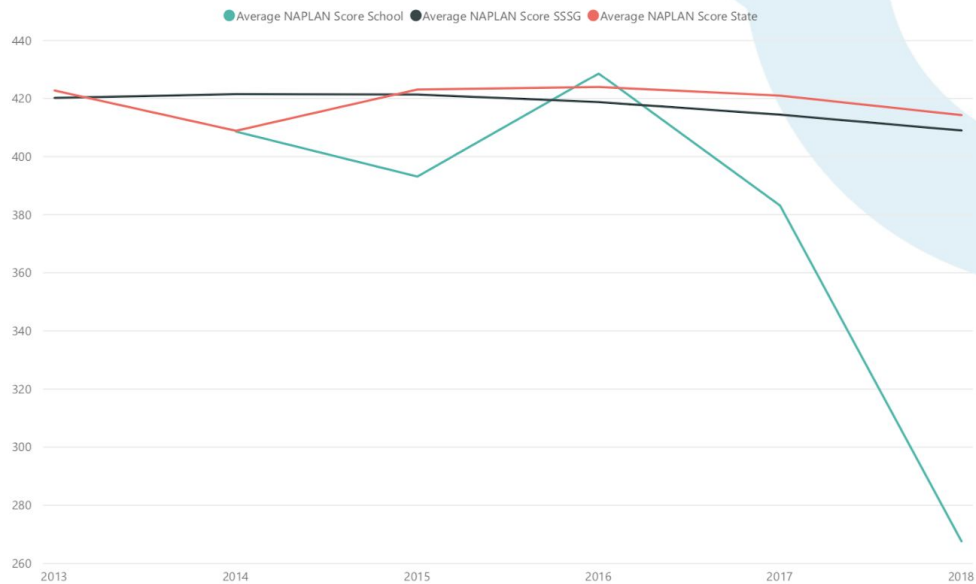
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 3 Spelling

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

9

Gender

- ☐ Female
- ☐ Male
- ☐ Other

Aboriginal

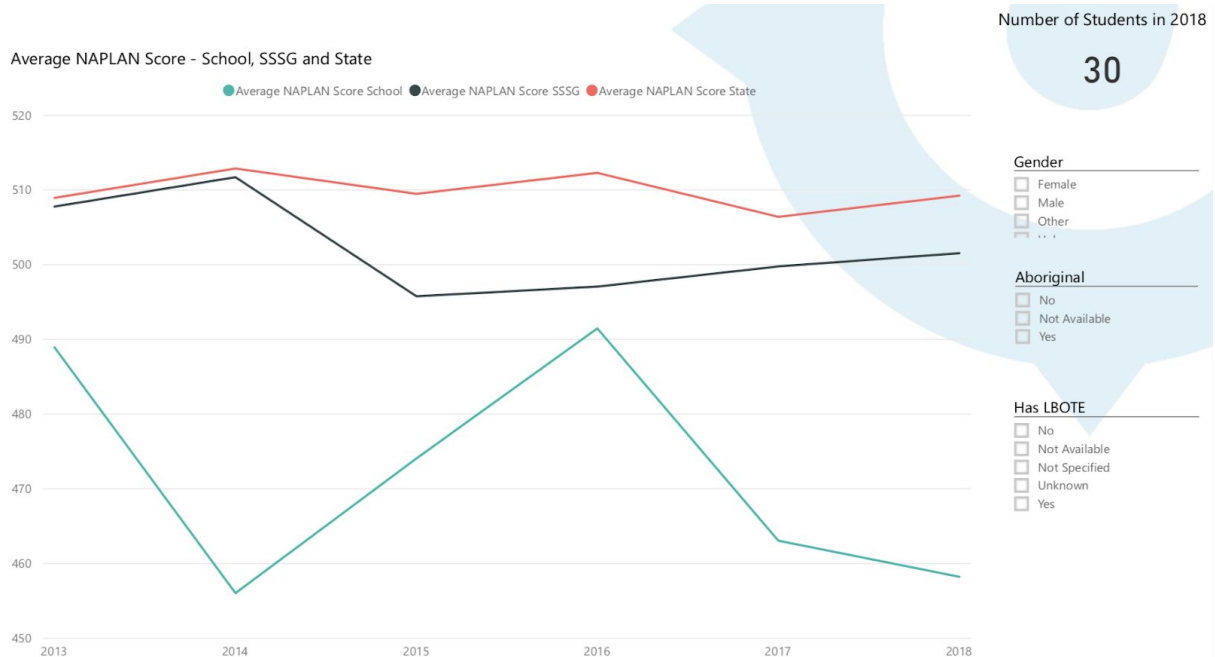
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 3 Writing

Students in Year 3 focused on writing in second half of 2018 due to a change in sequencing

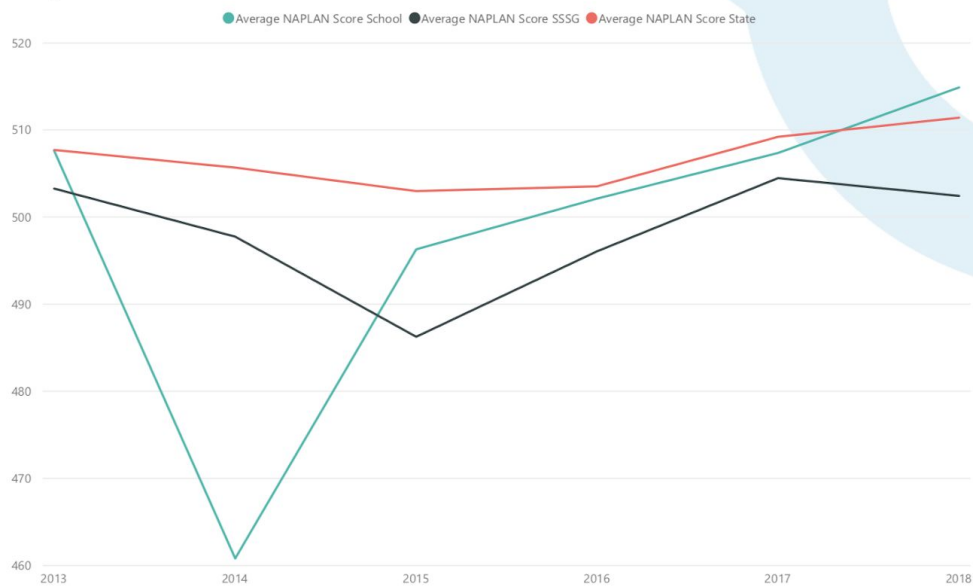


Year 5 Grammar and Punctuation



Year 5 Numeracy

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

29

Gender

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ ...

Aboriginal

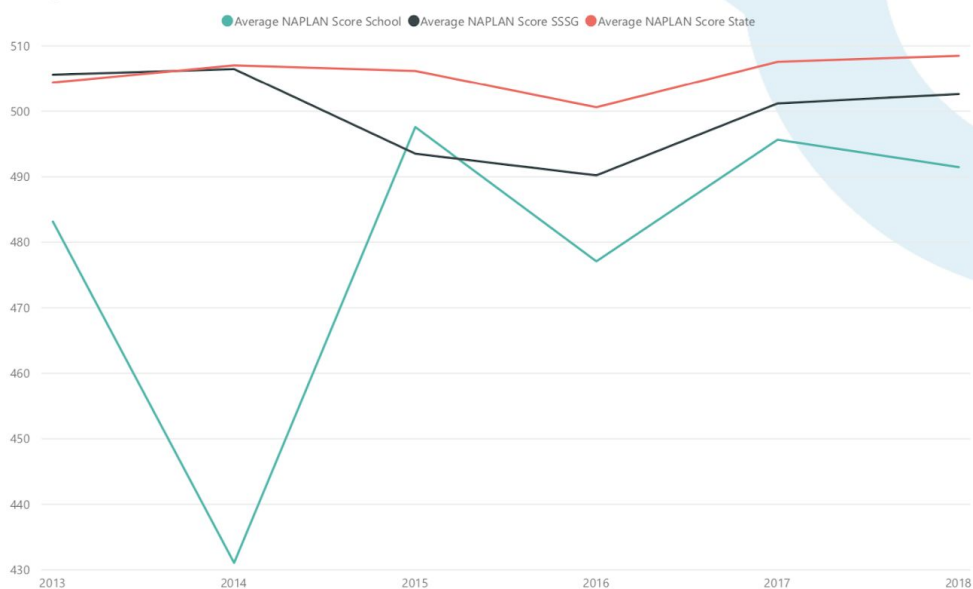
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 5 Reading
Reading has a major area of focus during 2018

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

30

Gender

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ ...

Aboriginal

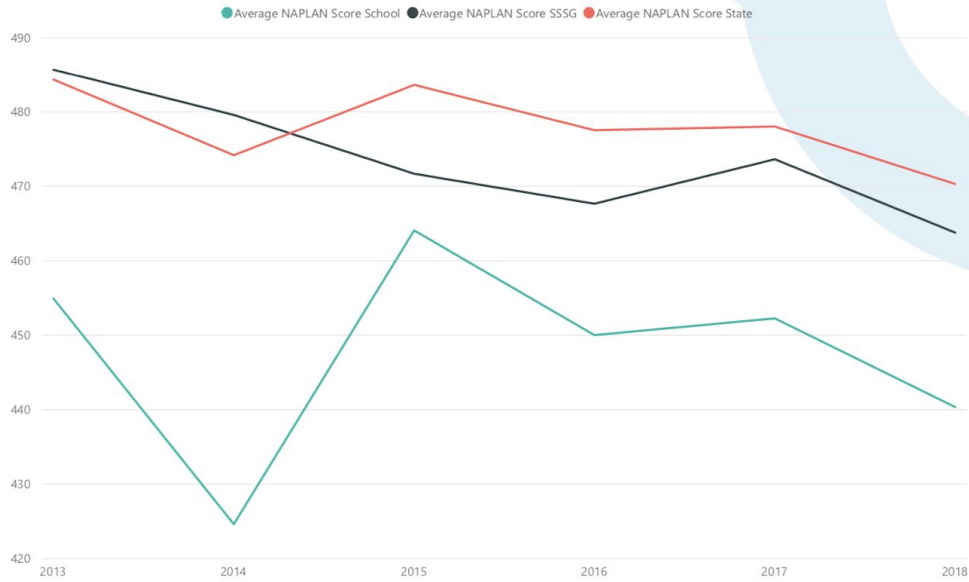
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 5 Spelling

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

30

Gender

- ☐ Female
☐ Male
☐ Other
...

Aboriginal

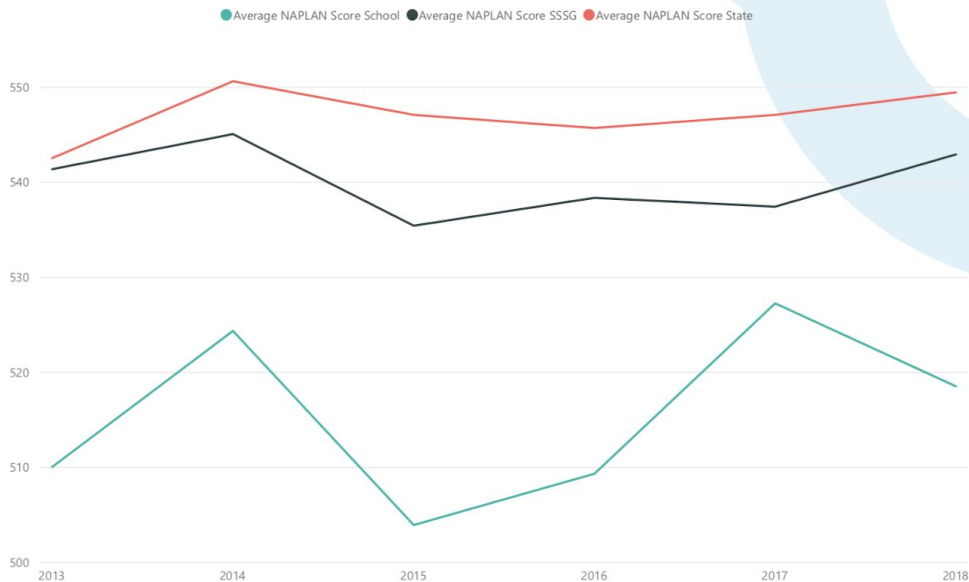
- ☐ No
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☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes

Year 5 Writing

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

20

Gender

- ☐ Female
☐ Male
☐ Other
...

Aboriginal

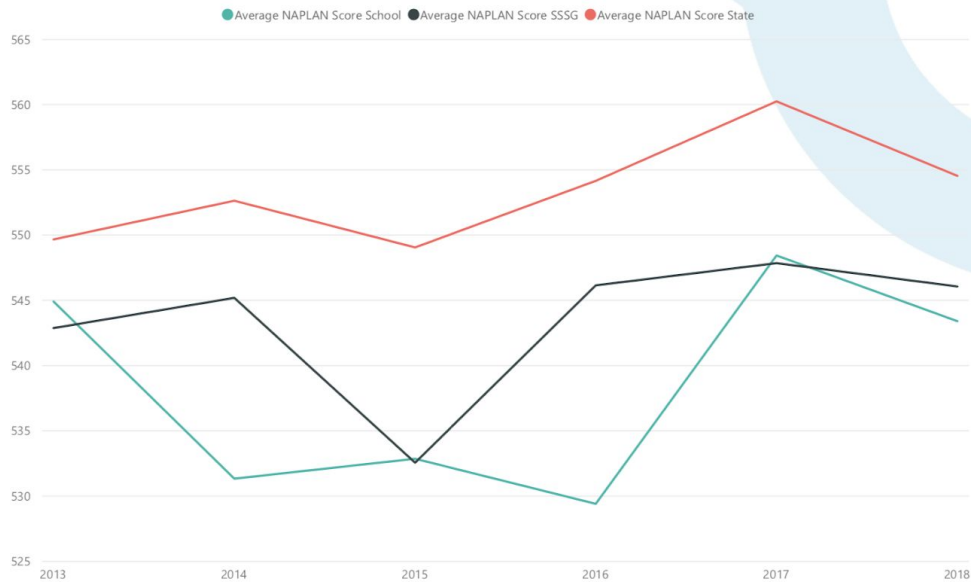
- ☐ No
☐ Not Available
☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes

Year 7 Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

20

Gender

- ☐ Female
- ☐ Male
- ☐ Other

Aboriginal

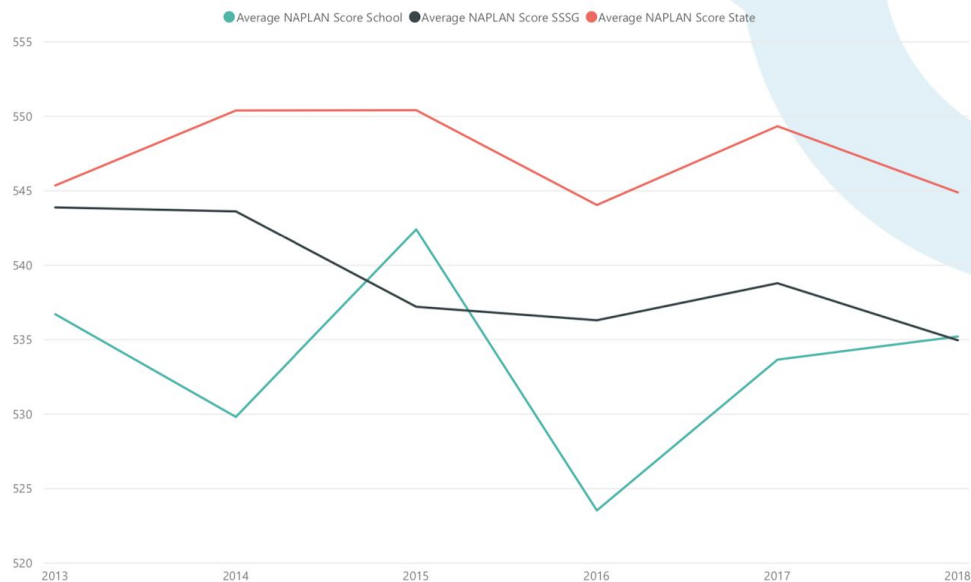
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 7 Numeracy

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

20

Gender

- ☐ Female
- ☐ Male
- ☐ Other

Aboriginal

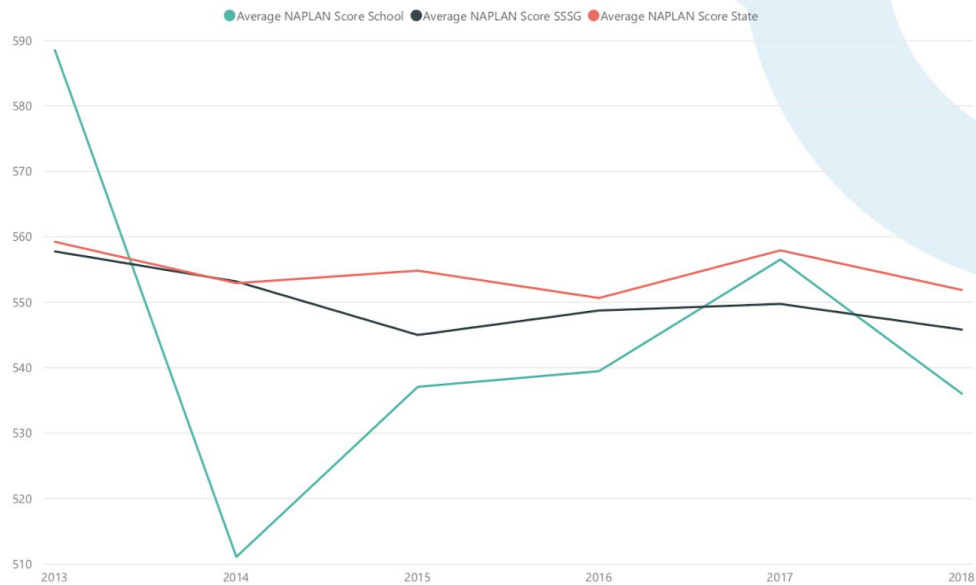
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 7 Reading

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

20

Gender

☐ Female

☐ Male

☐ Other

☐ ...

Aboriginal

☐ No

☐ Not Available

☐ Yes

Has LBOTE

☐ No

☐ Not Available

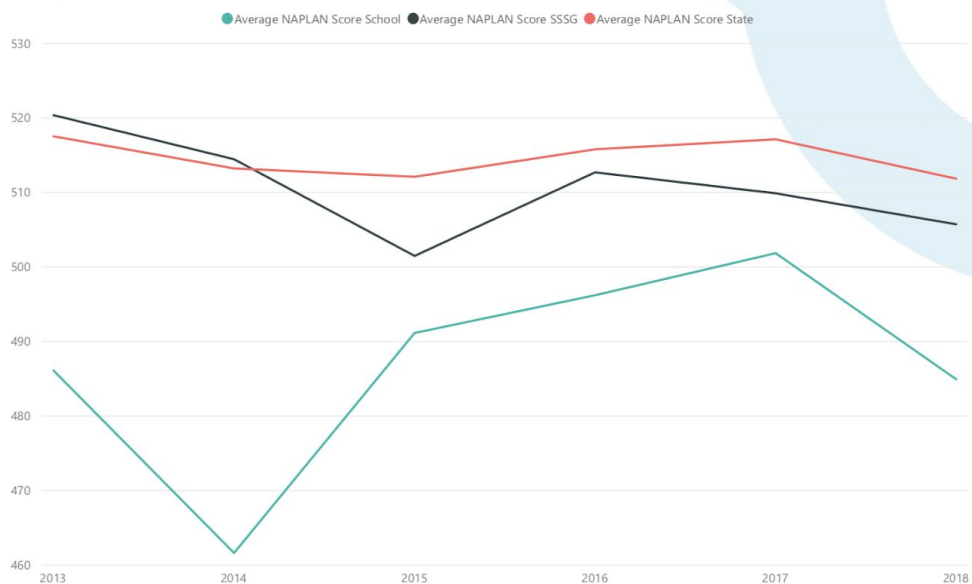
☐ Not Specified

☐ Unknown

☐ Yes

Year 7 Spelling

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

20

Gender

☐ Female

☐ Male

☐ Other

☐ ...

Aboriginal

☐ No

☐ Not Available

☐ Yes

Has LBOTE

☐ No

☐ Not Available

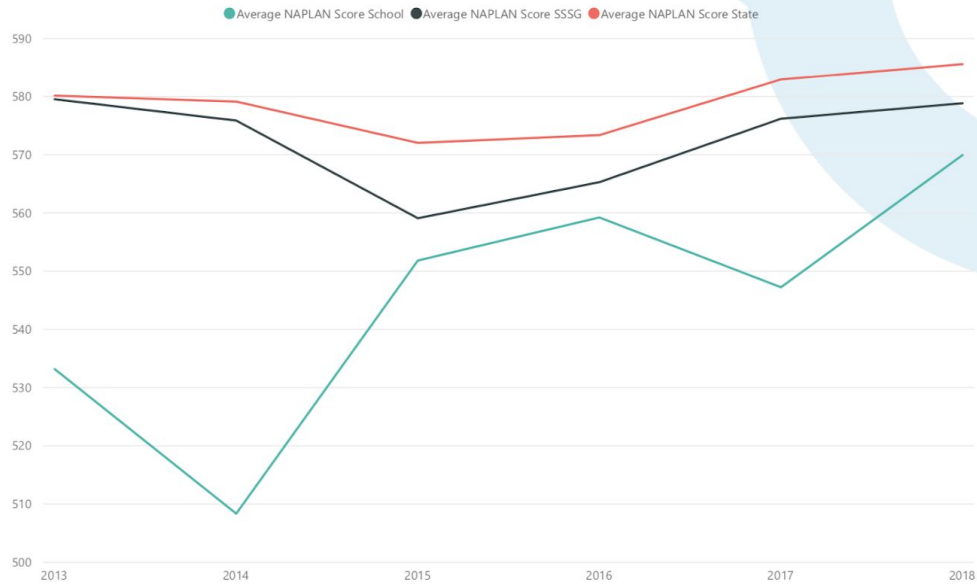
☐ Not Specified

☐ Unknown

☐ Yes

Year 7 Writing

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

32

Gender

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ ...

Aboriginal

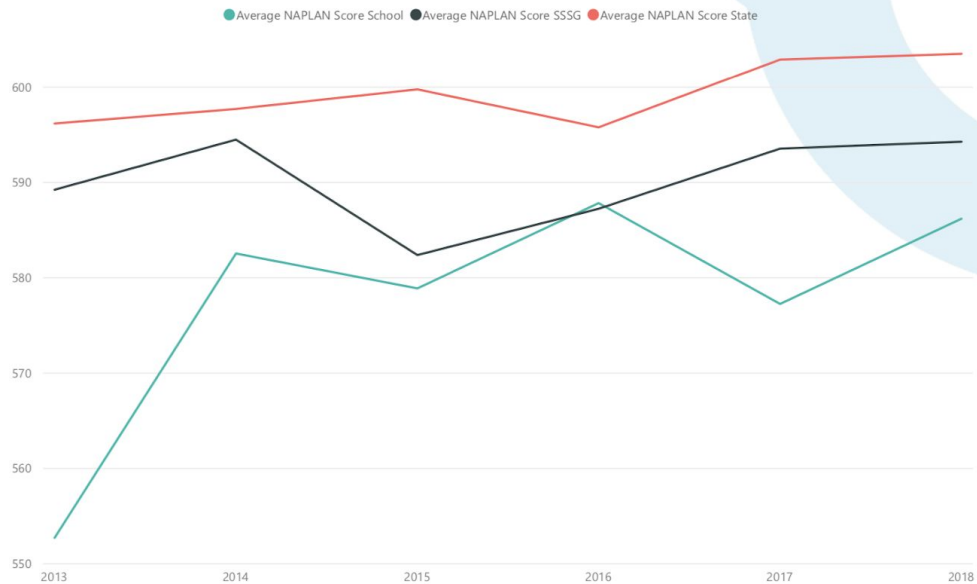
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 9 Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



Number of Students in 2018

32

Gender

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ ...

Aboriginal

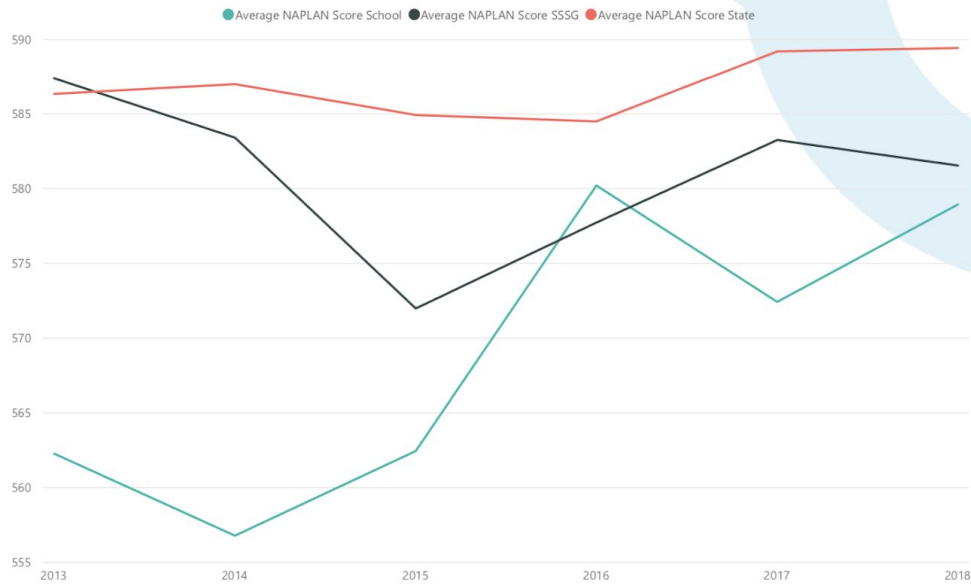
- ☐ No
- ☐ Not Available
- ☐ Yes

Has LBOTE

- ☐ No
- ☐ Not Available
- ☐ Not Specified
- ☐ Unknown
- ☐ Yes

Year 9 Numeracy

Average NAPLAN Score - School, SSSG and State



Year 9 Reading

Number of Students in 2018

32

Gender

- ☐ Female
☐ Male
☐ Other

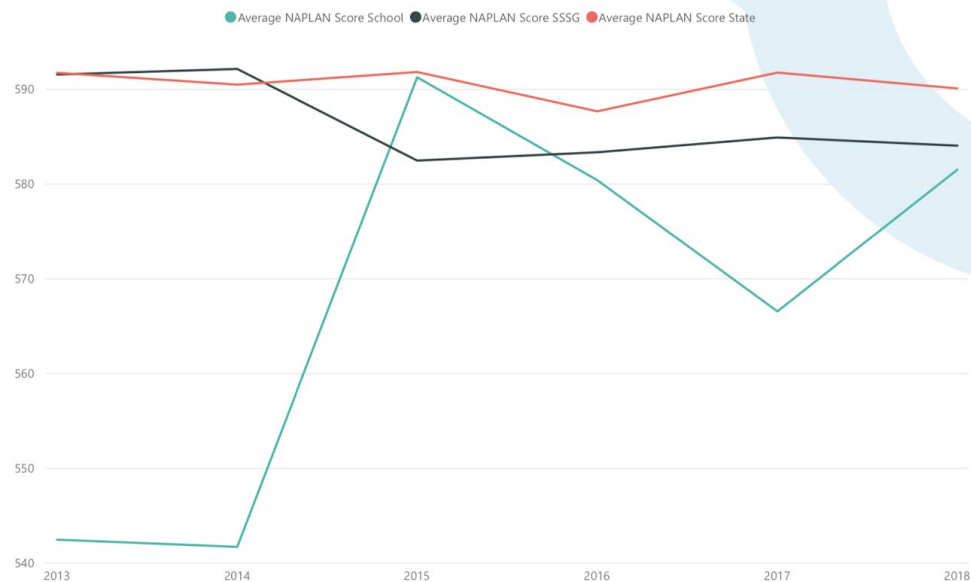
Aboriginal

- ☐ No
☐ Not Available
☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes

Average NAPLAN Score - School, SSSG and State



Year 9 Spelling

Number of Students in 2018

32

Gender

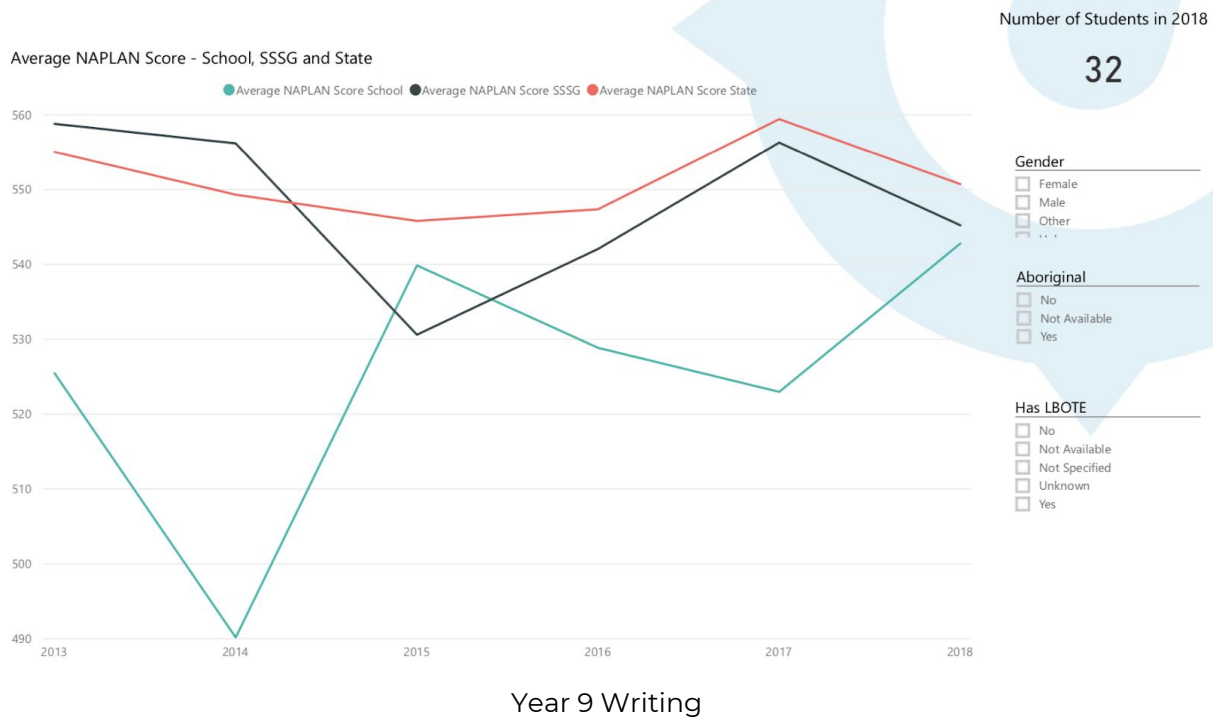
- ☐ Female
☐ Male
☐ Other

Aboriginal

- ☐ No
☐ Not Available
☐ Yes

Has LBOTE

- ☐ No
☐ Not Available
☐ Not Specified
☐ Unknown
☐ Yes



5. Senior Secondary Outcomes (Student Achievement)

Granting of RoSA Yr10







In 2018:

41 enrolled of which 100% achieved Yr 10 RoSA.

29 students (70%) continued their education into year 11.

2018 Stage 5 (Year 10)

School Vs State Grading Pattern Comparison

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
 English 200 hours (300)	41	85134	7.32	29.27	31.71	21.95	9.76		12.20	28.22	37.55	15.57	5.55	.92
 Mathematics 200 hours (323)	41	85152		12.20	46.34	34.15	7.32		15.02	22.91	31.61	22.80	6.79	.89
 Science 200 hours (350)	41	85201		24.39	51.22	24.39			13.29	24.85	36.31	18.32	6.36	.86
 Geography 100 hours (4015)	41	85098		19.51	53.66	21.95	4.88		13.75	27.43	35.22	16.49	6.39	.71
 History 100 hours (4007)	41	84875	4.88	26.83	43.90	14.63	9.76		13.88	27.15	35.46	16.76	6.02	.74
 Personal Development, Health and P.E. 200 hours (2420)	41	62397	2.44	41.46	46.34	9.76			13.12	33.18	37.14	11.94	3.92	.69

With English, the comparison between state see CCSC attaining 4.88% lower in A grade and 1.5% higher in B grade. There were fewer CCSC students who achieved a grade C compared to the state.

Mathematics sees a large disparity between A and B grades with the majority of our students achieving a C grade for RoSA. A larger percentage of CCSC students received a D grade compared to the state. We are comparable to those achieving grade E.

With the majority of our students achieving grades B and C in Science we are on par or above that of other schools in the state. Again, in Geography most of our students have achieved above that of other statewide schools in grades C & D with the highest number of students attaining C in this subject. CCSC has fewer students attaining an E grade than other schools in the state. History shows that our students are on par with other state schools gaining a B grade and have gained above the state pattern in grade C.

PDHPE indicates that the majority of our students sit within the B and C grade bands with no students lower than a D grade.

Granting of RoSA Yr12

Students studied the following subjects in 2018:

Biology, PDHPE, Sport & Recreation Cert 2, Business Services Cert 2, Sports Coaching Cert 2, English Studies and English Standard.

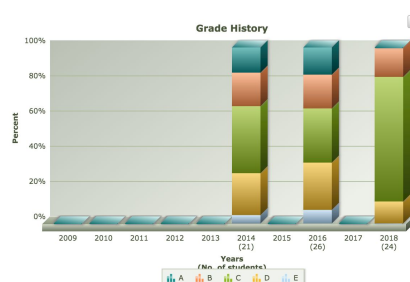
- 21 students in Year 11 undertook courses contributing to their HSC
- 23 students in Year 12 undertook courses to complete their HSC
- 23 students completed the qualification for the Higher School Certificate and
- 4 Students were awarded the RoSA

HSC Results and comparisons 2015 and 2017 and 2018

Biology

Grade

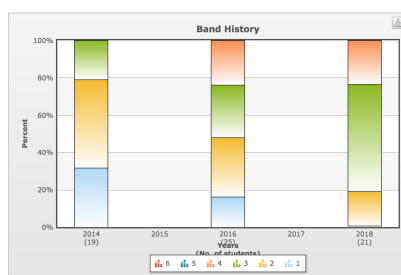
		A	B	C	D	E	N
2014	remove	14.28	19.04	38.09	23.80	4.76	
2015	remove						
2016	remove	15.38	19.23	30.76	26.92	7.69	
2017	remove						
2018	remove		16.66	70.83	12.50		



The majority of students achieved a C grade in 2017 with slightly less achieving a B compared to the previous two data years. There was a reduction by half of the amount of students gaining a D.

Band

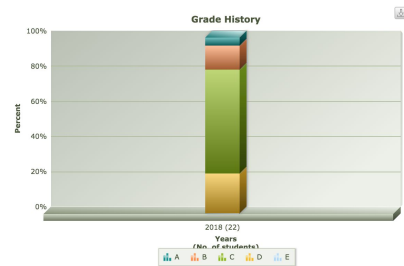
		6	5	4	3	2	1
2014	remove				21.05	47.36	31.57
2015	remove						
2016	remove			24.00	28.00	32.00	16.00
2017	remove						
2018	remove			23.80	57.14	19.04	



Students across 2016-2017 consistently achieving band 4 with more students being awarded a band 3 in 2017 than 2015. There were also significantly fewer students achieving a band 2 in 2018.

English Studies Grade

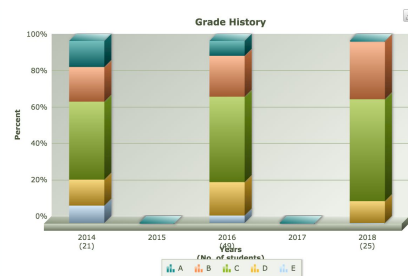
		A	B	C	D	E	N
2018	remove	4.54	13.63	59.09	22.72		



2018 was the first year of delivery for this subject with the vast majority of students achieving a C.

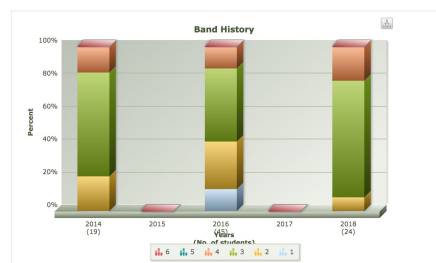
English Standard Grade

		A	B	C	D	E	N
2014	remove	14.28	19.04	42.85	14.28	9.52	
2015	remove						
2016	remove	8.16	22.44	46.93	18.36	4.08	
2017	remove						
2018	remove		32.00	56.00	12.00		



Band

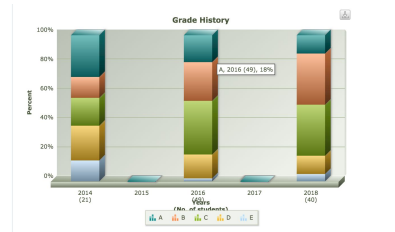
		6	5	4	3	2	1
2014	remove				21.05	47.36	31.57
2015	remove						
2016	remove			24.00	28.00	32.00	16.00
2017	remove						
2018	remove			23.80	57.14	19.04	



PDHPE

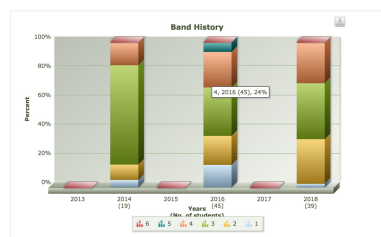
Grade

		A	B	C	D	E	N
2014	remove	28.57	14.28	19.04	23.80	14.28	
2015	remove						
2016	remove	18.36	26.53	36.73	16.32	2.04	
2017	remove						
2018	remove	12.50	35.00	35.00	12.50	5.00	



Band

		6	5	4	3	2	1
2014	remove			15.78	68.42	10.52	5.26
2015	remove						
2016	remove	6.66	24.44	33.33	20.00	15.55	
2017	remove						
2018	remove		28.20	38.46	30.76	2.56	



Course	Course	Students Included	Students Omitted	E.M. Mean	State E.M. Mean	School/State Variation	Z-score
Biology 2 unit	15030	21		65.30	74.09	-8.79	-.71
English Standard 2 unit	15130	24		65.37	68.66	-3.29	-.30
Personal Development, Health and Physical Education 2 unit	15320	39		62.79	72.29	-9.50	-.76

6. Teacher Qualifications and Professional Development

Category	Number of Teachers
Teachers who have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	22
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Professional Development

CCSC staff participated in a range of professional learning throughout the year which continues to help inform them about how to bring world's best practice to our students. Some of the external professional development our staff undertook were delivered by the AIS NSW including: -

- Supporting School Improvement Workshops
- Governance Online Modules
- InspireED: Leveraging Technology Education for 21st Century Students
- NESA Registration & Accreditation Briefing
- Diving into Sport
- Strategies for Managing Parental Complaints
- Planning and Programming the Revised Year 11 Standard/Advanced English
- The Medium is the Message
- Child Protection Investigation
- Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online Module
- Bridging the Gap: Policy to Practice
- The AIS Governance Symposium
- Senior Executives Program
- The Business of Social Media in Schools
- Managing Employee Absences

7. Workforce Composition 2018

CEO/Principal: 1

Chief Operating Officer: 1

Chief Financial Officer: 1

Heads of Sports/Technical Directors: 2

Head of Community & Marketing: 1

Male Teachers: 11 Female Teachers: 11

Administration/Support Staff Full Time: 11

Part Time Administration/Support Staff: 8

Football Staff Full Time: 8

Tennis Staff Full Time: 3

Football Staff Part Time: 1

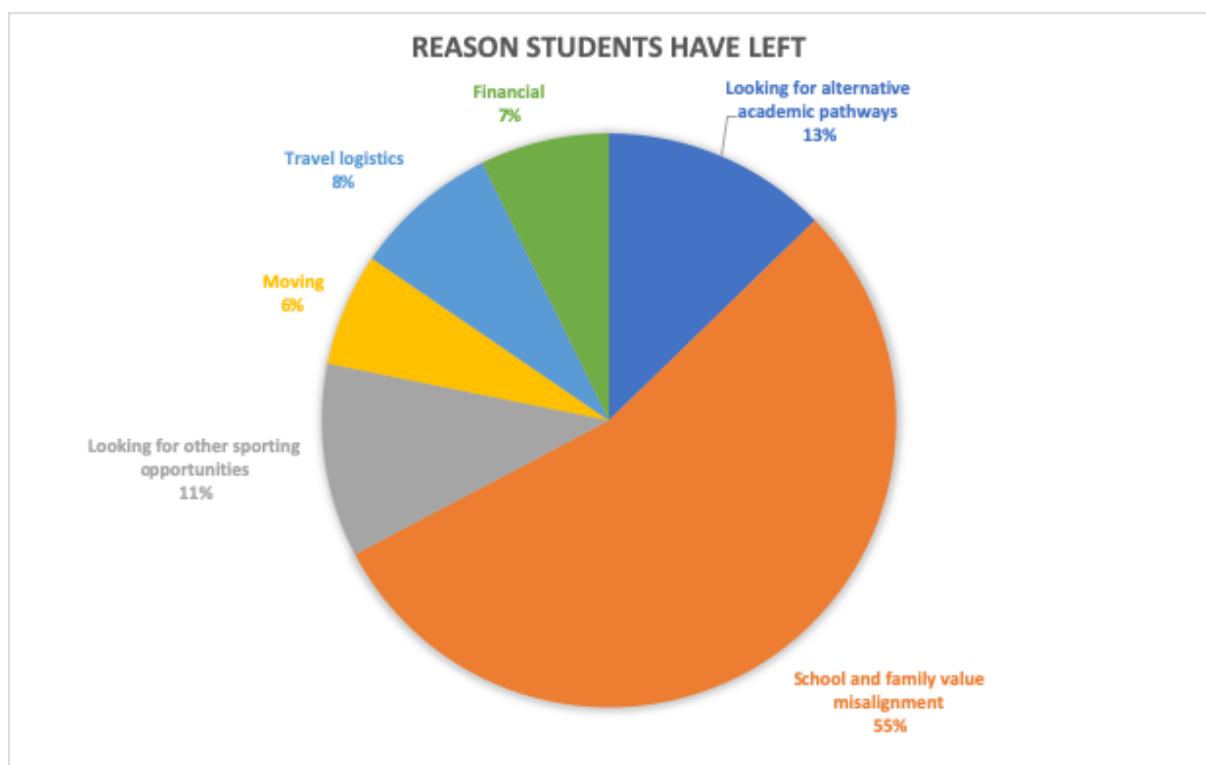
Tennis Staff Part Time: 2

In 2018 the average daily staff attendance rate was 98%. This figure does not include staff members who were absent on approved leave (including family, personal days and long-service leave), those attending professional development courses or on excursions with students.

8. Student Attendance, Retention Rates and Post School Destinations in Secondary Schools

Student Retention Rates

The retention rate of students moving into the senior years of schooling is fluid due to a range of personal circumstances. Reasons for leaving CCSC include; family movement, students seeking traineeships, employment and also students seeking a school that has a greater choice in HSC subjects. IFTS were successful in retaining 82% of our year 10 students, choosing to complete their HSC studies at IFTS in 2018. A table of reasons for leaving CCSC can be found below, data for which was derived from exit interviews and withdrawal applications.

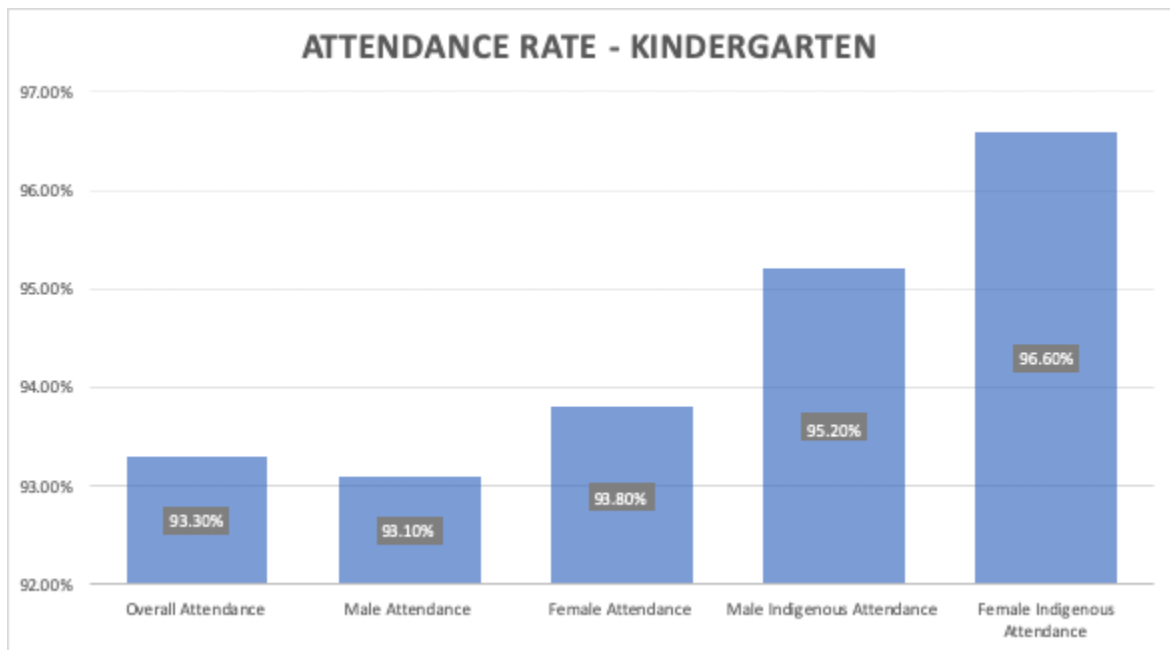


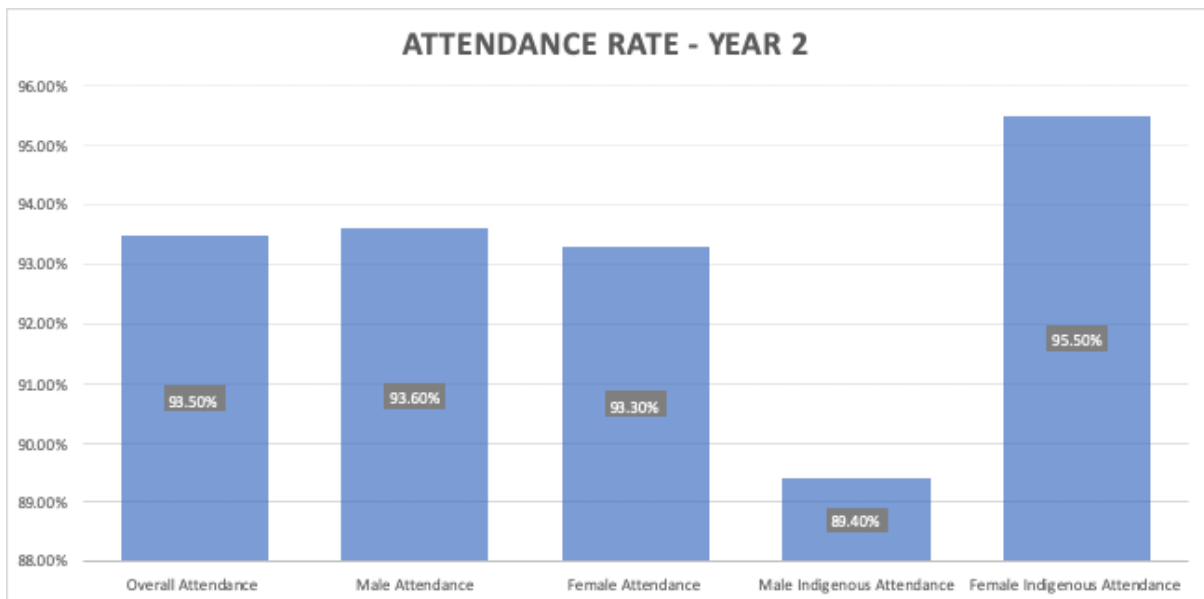
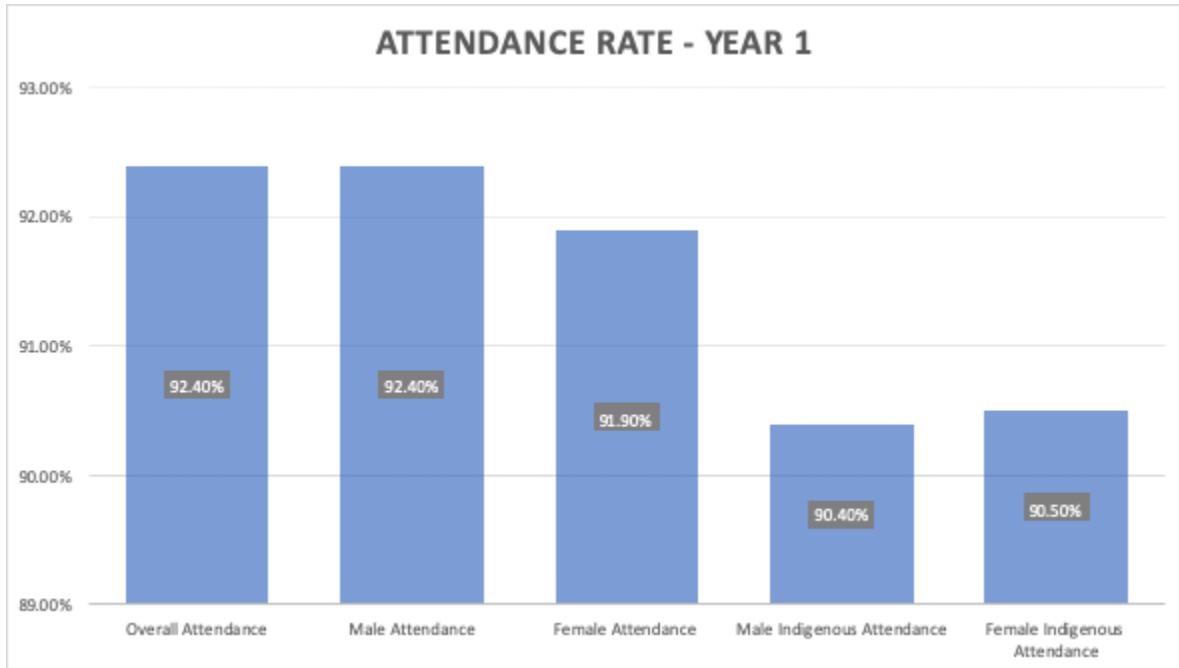
Post School Destinations

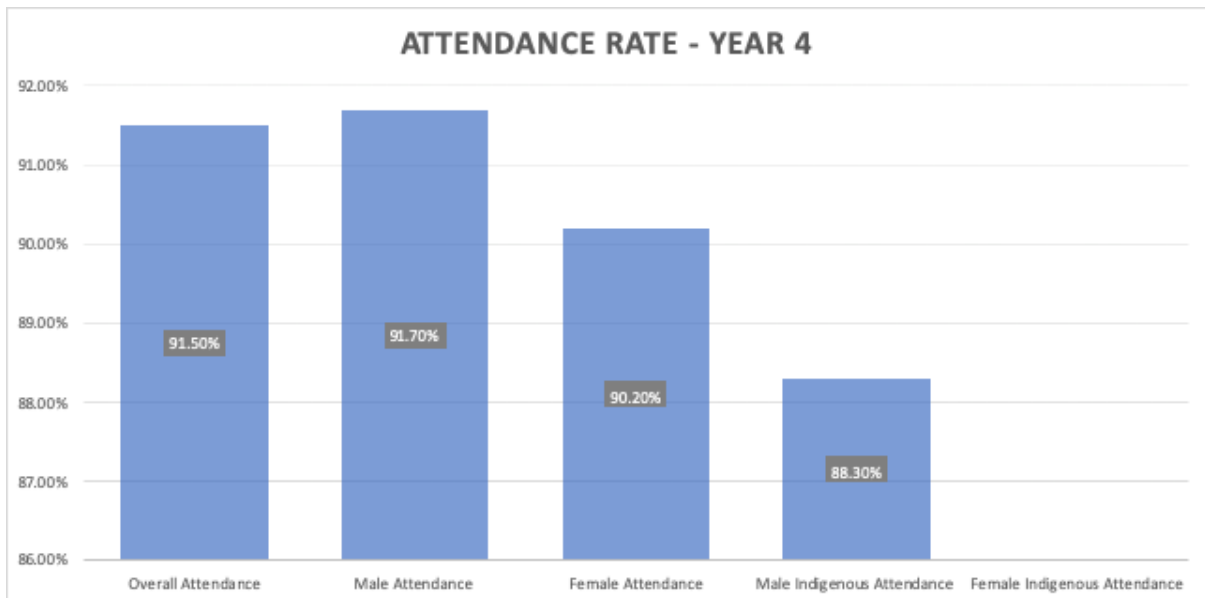
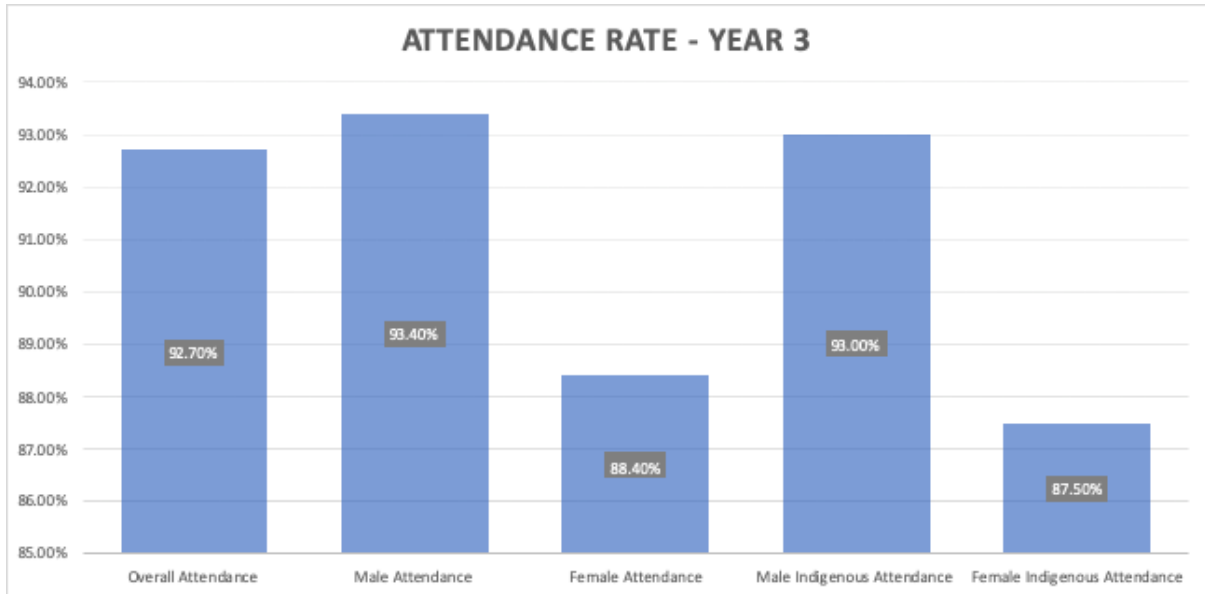
36 students in Years 9-12 moved to other study (TAFE) or a different local school.

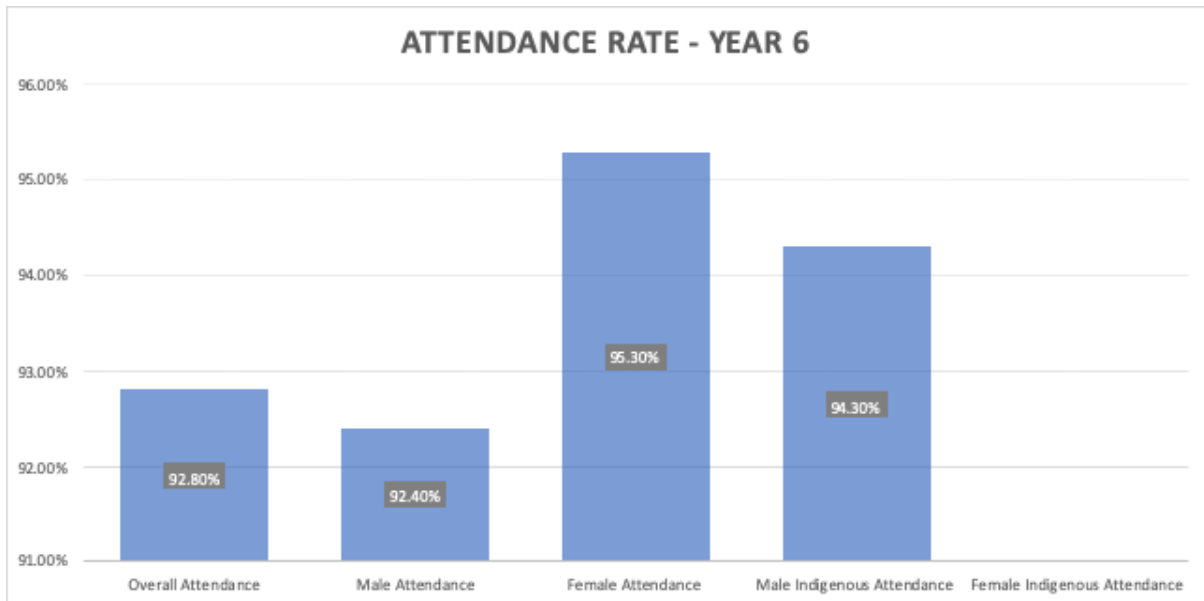
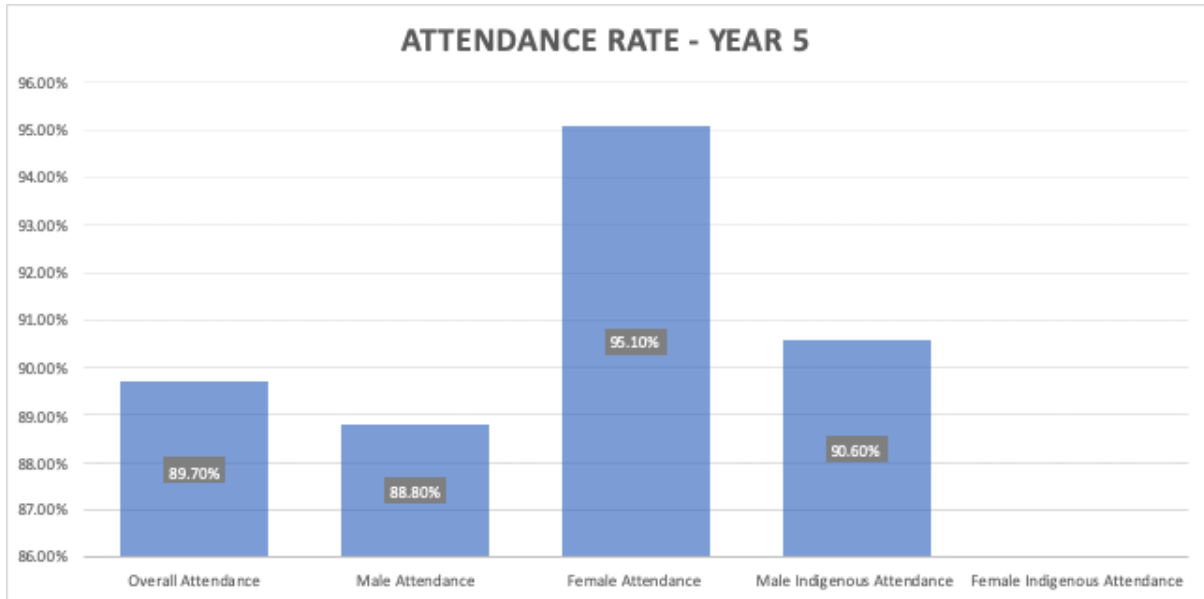
100% of our year 12 graduates from 2017 were gainfully employed or enrolled in further study within 3 months of graduating from Year 12.

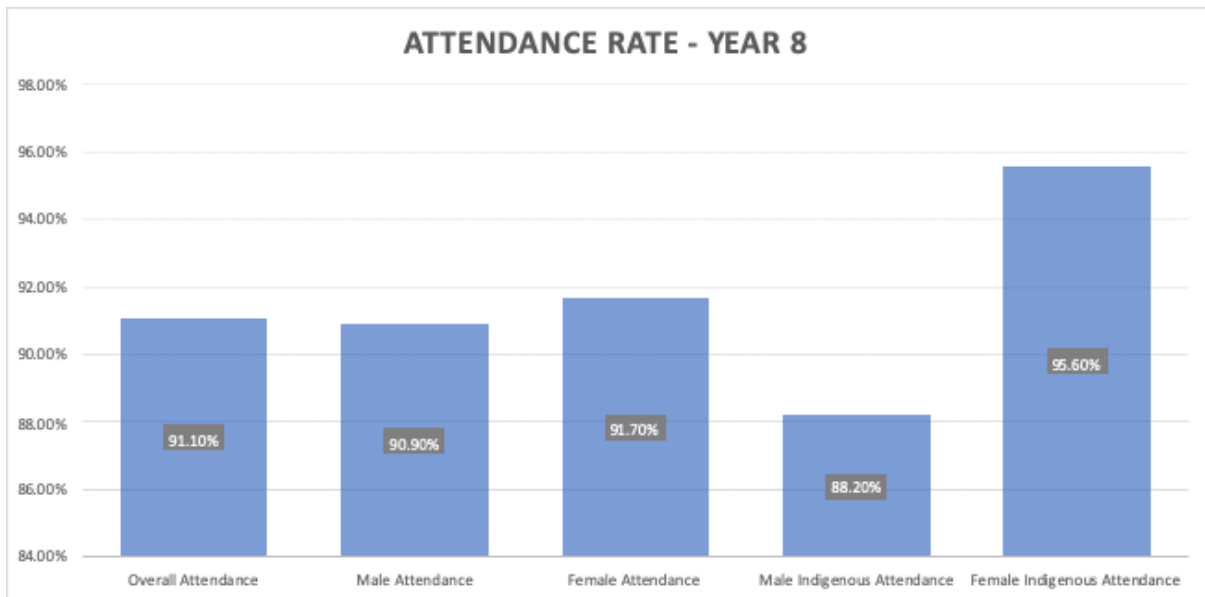
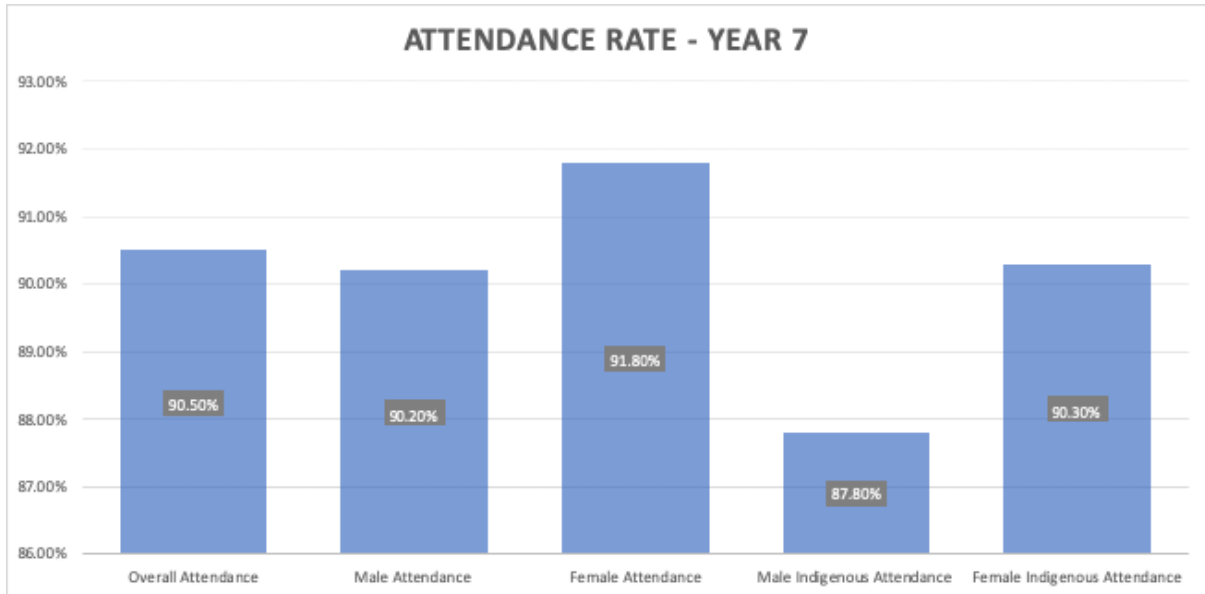
Student Attendance

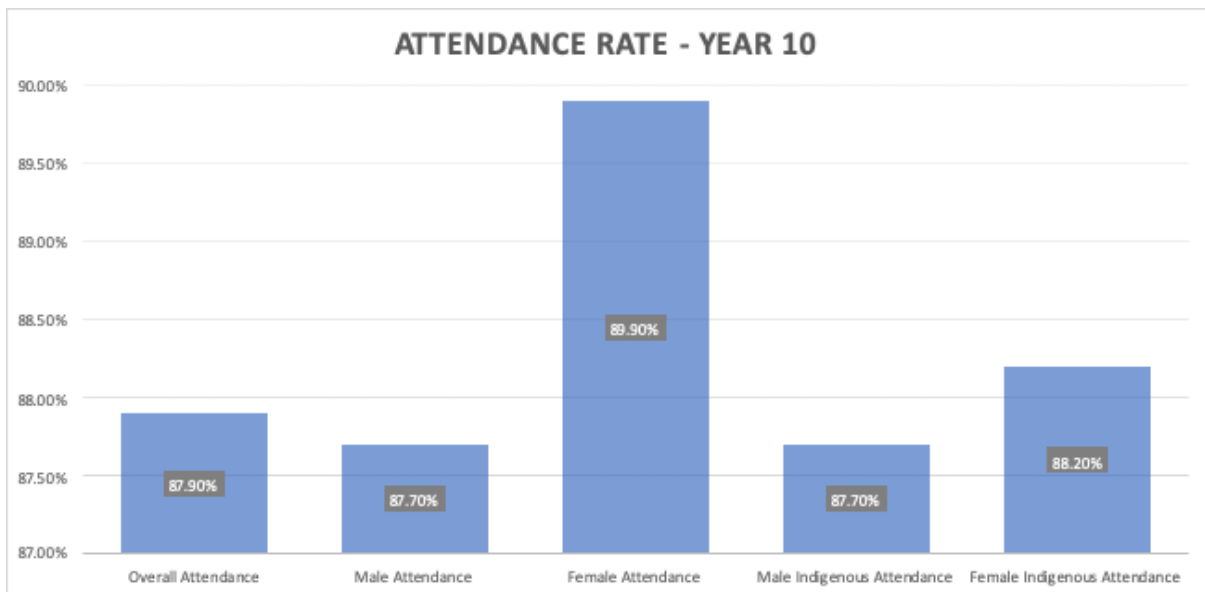
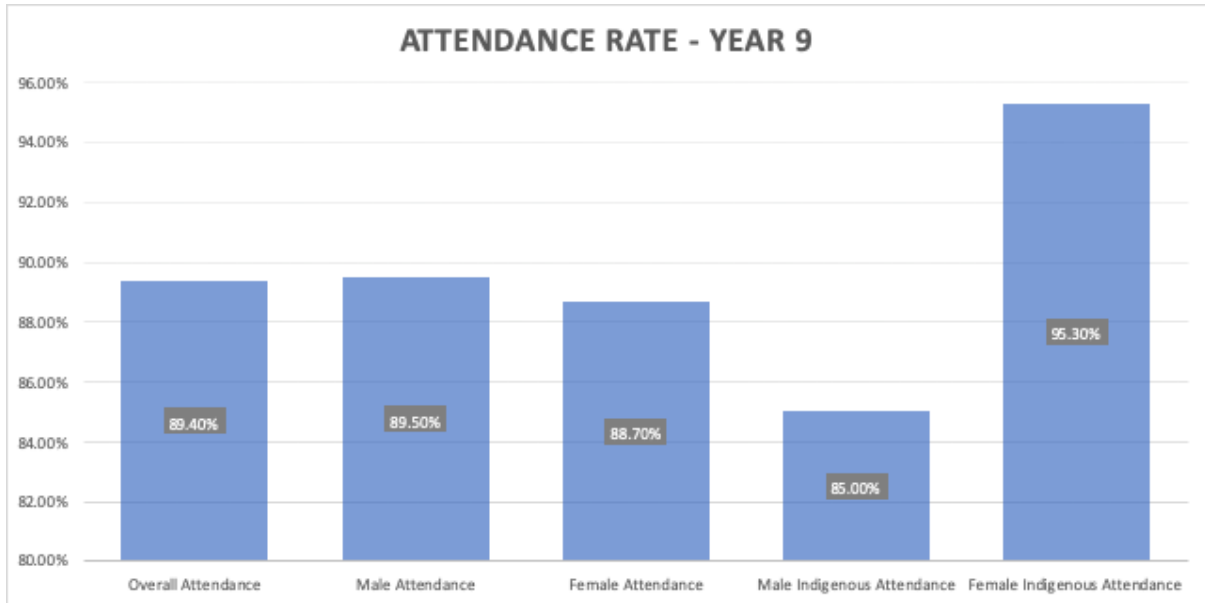


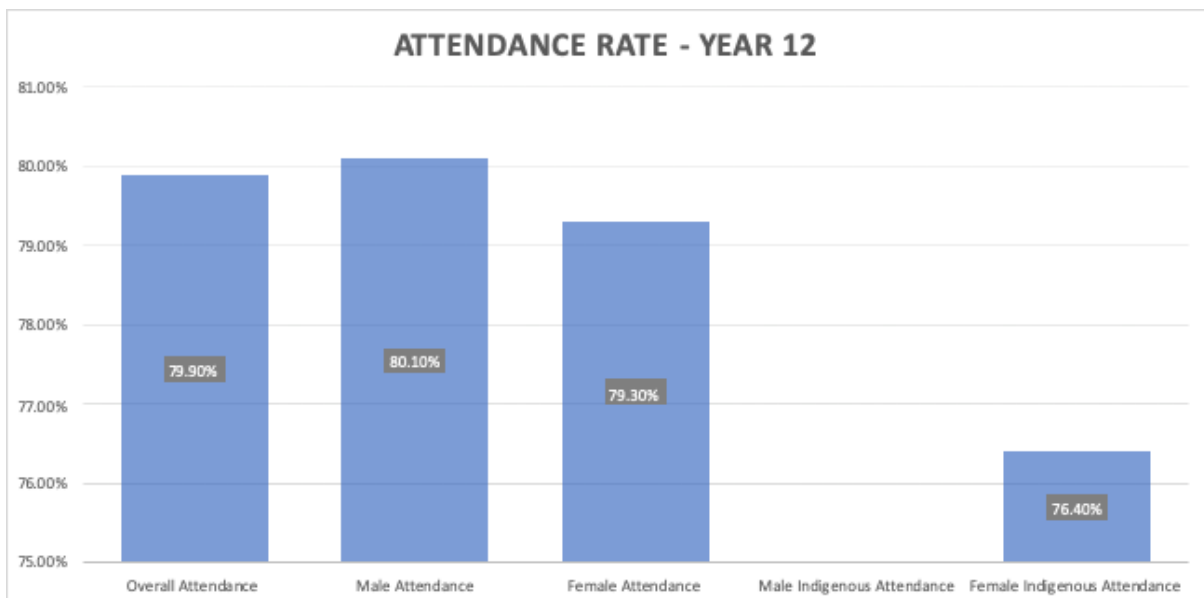
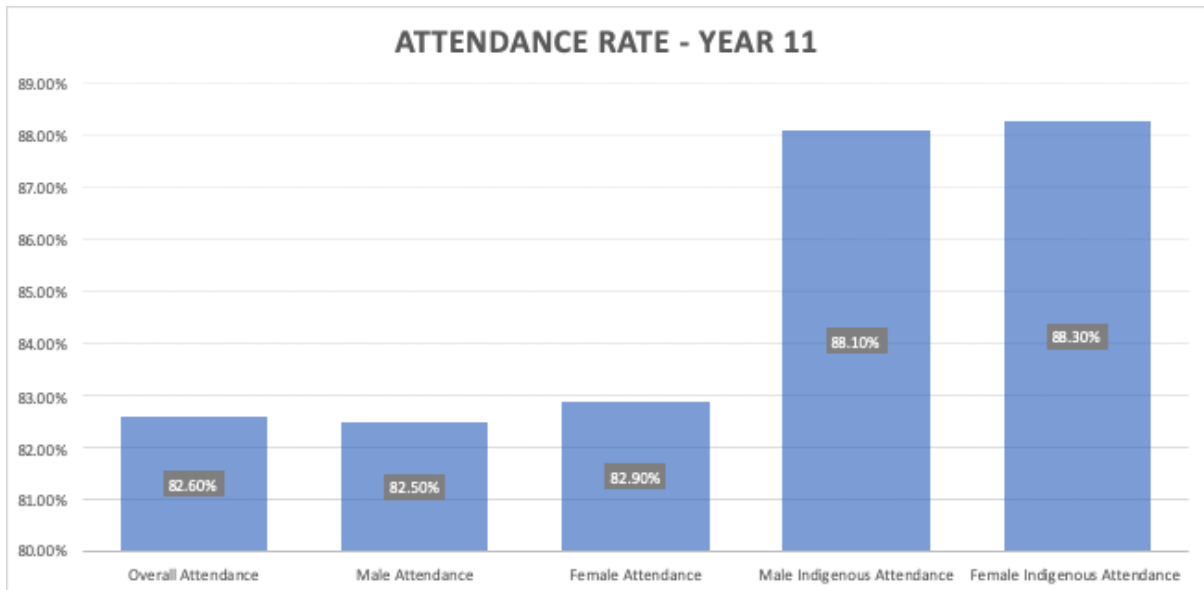












How the school manages student non-attendance

Parents of students who are absent receive an SMS notifying them of their child's absence from school. This is an automated service provided by the School on a daily basis.

Parents are required to notify the School if their child is absent for three or more consecutive days. The Office Administration staff will contact

parents of children who are absent after three consecutive days to seek an explanation for the absence. A student who is absent for three consecutive days or displays a pattern of irregular attendance is reported by the Admin Team to the Principal and teaching staff.

9. Enrolment Policy

A current copy of the School's Enrolment Policy can be found here:

https://docs.google.com/document/d/1nI9PluFMdjBFHYoZ51sNBAZwkZCKfy8caWa_5JttWQo/edit?usp=sharing

Upon enrolment to our School, parents must complete and sign our Enrolment Contract, a current copy of this can be found on the school website.

<https://ccsc.nsw.edu.au/enrolment/enrolment-procedure/>

10. Other School Policies

The School has a series of policies which cover the general operations of the School and informs both the school community and staff on how situations should be dealt with. A copy of policy documents that are important for our school community to access can be found on our school website (<https://ccsc.nsw.edu.au/parent-resources/policy-documents/>).

A list of these published policies are:

- a) Complaints and Grievance Policy
- b) Child Protection Policy
- c) Anti-Bullying Policy
- d) Code of Conduct for Parents and Visitors
- e) Homework Policy
- f) Medical Care Policy
- h) Privacy Policy
- i) Behaviour Management Policy
- j) Cyber Safety Policy
- k) Student Code of Conduct
- l) Emergency Management Plan
- m) Student Care Welfare Policy
- n) Sport Representation Policy

- o) Suspension and Expulsion Policy
- p) Withdrawal of Enrolment Policy
- q) Supervision Policy

11. School Determined Areas for Improvement

The School continued with the implementation of our strategic plan and the pursuit of identified targets for improvement throughout 2018:

That is;

- Implementation of individualised learning platforms (academic)
- Improvements to our wellbeing offerings
- Improvements to engaging with our school community
- Improvements to our governance and management

12. Initiatives Promoting Respect and Responsibility

The delivery of learning from our Leading Teams professional sessions has lead to a number of initiatives to promote respect and responsibility including:

- Behaviour agreements between staff and students.
- Trial of a mentoring system utilising our coaching and teaching staff.
- The ongoing implementation of culturally sensitive curriculum within the classroom.

13. Parent, Student and Teacher Satisfaction

In 2018 the college engaged Marshall Cavendish, who provide a survey program (The Balanced Scorecard for Schools (*BSfS*)) that uses a broad-based set of survey instruments to explore each school's individual strengths, objectives as well as its challenges to see how international knowledge and experience can be used to support school improvement. The *BSfS* program explores as much content as possible through the key areas of a school's activities and responsibilities. It does this by structuring the evidence base according to five domains. They are:

1. School Environment - explores the vision and mission of the school and also investigates culture and climate in the school - both driving factors of day-to-day behaviours and attitudes. It importantly probes the extent to which teaching, and learning are “at the centre” of everything the school does, and how well teaching and learning are being prioritised and supported.

2. School Leadership - explores the nature of school leadership and what are considered to be valid and reasonable performance expectations for leaders. This involves questions about the suitability of the learning environment in the school, the suitability of facilities, and the quality of professional development and the learning program.

3. Teaching and Learning - examines specific teaching skills such as questioning techniques, the use of assessment, classroom management and organisation, linking student learning to their experiences outside of school, and making full use of properly organised group learning activities. The survey questions inquire into how curriculum is adapted to individual student needs.

4. Well-Being and Equity - explores levels of engagement of both students and teachers, their sense of belonging and ‘connectedness’ to the school, levels of emotional well-being and a sense of safety and security in students, levels of confidence and feelings of self-efficacy and the levels of risk that exist.

To maximise the coverage of responses, and to ensure all key stakeholder groups contribute to the emerging understanding of the school, the BSfS program collects responses from each of six key stakeholder groups. They include:

1. Governing Body (G) 2. Leadership Group (L) 3. Non-teachers (N)
4. Parents/Carers (P) 5. Students (S) 6. Teachers (T)

For each stakeholder group, the respondents’ mean scores are averaged to provide a mean score for the stakeholder group. These mean scores typically range between 0 and 4, where 4 indicates that all respondents

strongly endorsed/agreed with all questions/statements, while 0 indicates that all respondents strongly disagreed with all questions. Scores between 0 and 4 show the extent to which the respondents endorsed/agreed with the questions/statements.

Parent Satisfaction

- 71% of parents felt the school provided a safe and supportive environment
- 66% of parents are satisfied with the school's approach to teaching & learning
- 71% of parents are satisfied with the school's focus on wellbeing and health

Parents would like more regular communication on student performance as well as teaching methods that cater for individual needs, i.e. accelerated learning or special needs.

Student Satisfaction

- 59% of students were satisfied with the College's focus on wellbeing and health
- 63% of students are satisfied with the college's approach to teaching and learning
- 61% of students felt the college provided a safe and supportive environment

Student feedback about coming to college was positive. The College remains focused on improving facilities and has begun implementing a more extensive range of classroom subjects.

Teacher Satisfaction

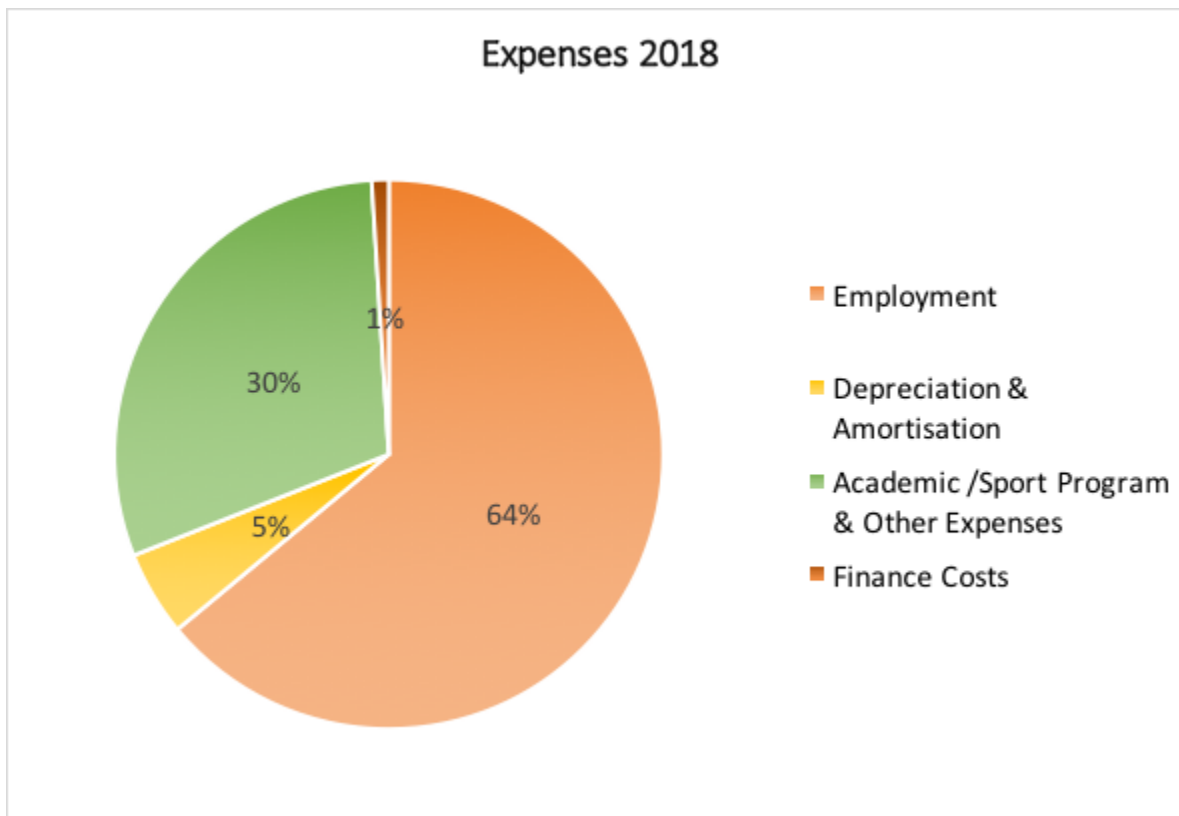
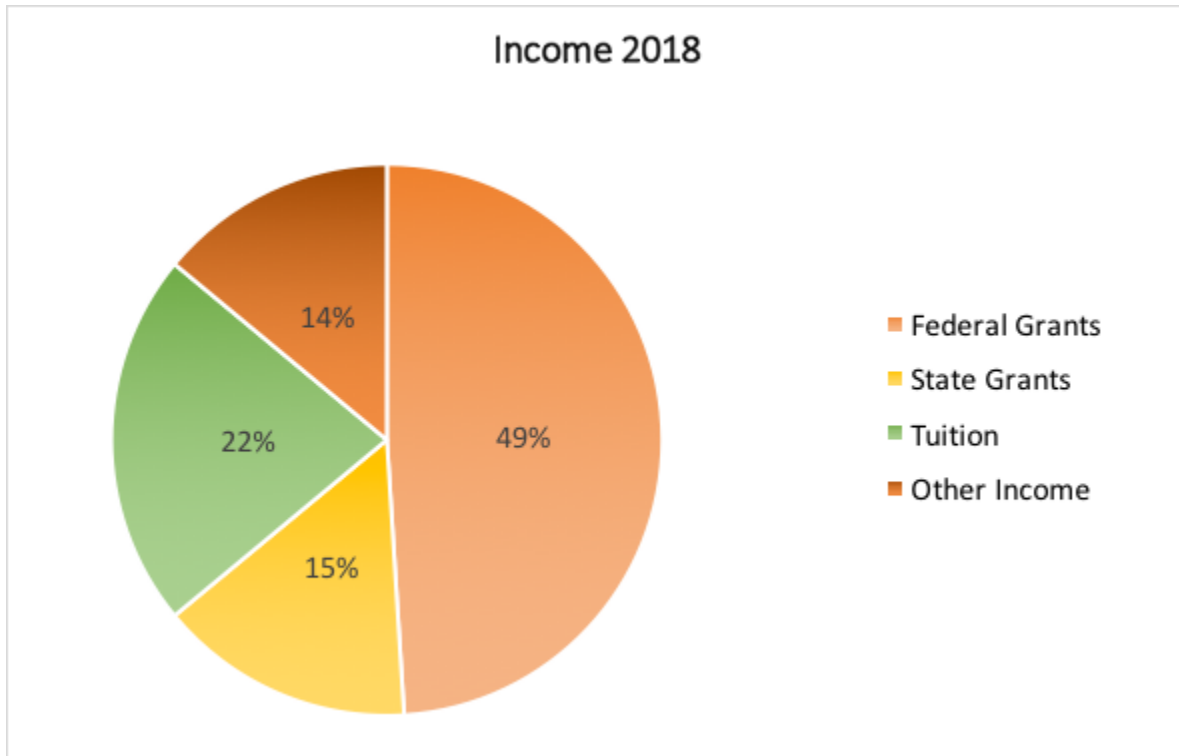
- 56% of staff feel safe and supported in their workplace
- 61% of staff feel they are improving in either their teaching or coaching skills
- 56% of staff feel that behaviour is managed well

Management continues to look at improvement with the roll out of revised policies, more consistent management presence in



classrooms/pitch/court, and consolidating a uniform approach across the academic and development programs.

14. Summary Financial Information



15. Publication Requirements

Current School Policy - Provision of data for the Minister's Annual Report

The requirements for the 2018 Annual Report are: -

- To be published by 30 June 2018.
- To be made available to NESA online through their RANGS website.
- To be published on the school website.
- To provide a hard copy of the report to anyone upon request.

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