

Southern Cross School

Annual Report

2016

4428

Introduction

The Annual Report for **2016** is provided to the community of **Southern Cross School K–12** 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.

Janeen Silcock

Principal

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School background

School vision statement

Vision

Growing together, Creating futures

Mandate

Through working collaboratively to create a new, flexible and dynamic educational environment, we will create a culture that nurtures, inspires and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

Principles

Innovation is the cornerstone of our practice through:

- Collaborative and authentic learning communities
- Open, flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- Building a sustainable future

We support the core values of Southern Cross School K–12: respect, responsibility, excellence.

School context

Southern Cross was established 25 years ago as a K–6 Primary School. It became a K–12 school with Distance Education 7–12 in 1995. The school has increased enrolments to 1600 students in 2015. In 2015 the State government announced the amalgamation of Ballina High 7–12 and Southern Cross 7–12 into a newly built school with an anticipated opening of 2019.

The decision to amalgamate has been the impetus for staff, students, community and schools to share conversations and reconfigure the way we teach in line with contemporary research.

The result has been the creation of a shared vision, mandate and guiding principles.

We have used data from forums held with students, carers, extended community, parents and staff, Tell Them From me and data from HSC and NAPLAN along with qualitative data to revisit our three strategic directions. We have held parent, carer, students and community meetings along with many staff workshops to gather data to make informed decisions about planning. Using the School Excellence Framework we identified areas that aligned with 2015 strategic directions and were moving from delivering to excelling in learning, teaching and leading.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In 2016 Southern Cross School K–12 moved from delivering in the area of Learning Culture to Sustaining and Growing. This was achieved by a significant focus on engaging staff in professional learning highlighting that student learning and engagement are related. We achieved this through the first four modules of How2 Learn across the three schools. In 2017 we will deliver the fifth module and look at embedding the learning in practice. This has impacted on Excellence in Teaching with staff beginning to look at evidence. Whilst we are still sitting in the delivering area with regards Effective Classroom Practice...the introduction of a new Student Wellbeing and Learning Procedure and the use of PBL are setting us up to move into the Sustaining and Growing in 2017. In terms of Excellence in Leading we see ourselves sitting in the area of Leadership as Sustaining and Growing. The implementation of Collaborative Conversations, mentoring and coaching programs has allowed this growth. In 2017 we will be moving this into the classroom teacher PDP framework.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

For schools participating in external validation processes:

Strategic Direction 1

Excellence in Learning

Purpose

In what ways and to what extent will our focus on developing innovative and collaborative learning environments result in improved student engagement and learning by 2018.

- All teachers understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Positive and respectful relationships are evident among students and staff promoting student wellbeing and ensuring good conditions for student learning.

Australian Professional Standards for Teachers; 1,2 and 4

1. Know students and how they learn
2. Know the content and how to teach it
4. Create and maintain safe and supportive learning environments

Overall summary of progress

In 2016 we targeted redesigning learning. K–6 continued to focus on Inquiry Based Learning as did secondary. We have embraced Sentral and this allows us to track each student and their learning more closely. We spent a number of hours in 2016 focused on changing the way we teach as a result of building a compelling case for change. All staff became familiar with OECD research and the changing face of education.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|-------------------------------|
| Year 7 assessment tasks include a student feedback section (SEF pg 5) | All assessment tasks had a feedback section. This data was discussed at faculty level and presented to Principal as evidence for performance discussion. | |
| All Year 7 students have personalised learning map (SEF pg 4) | All Year 7 students had a Personalised Learning Map. | \$4000–Relief and TPL |
| Through the presentation of evidence the school will demonstrate that quality teaching and professional practice are evident in every learning environment, providing (through a positive approach to building student engagement) students with opportunities to connect, succeed and thrive (SEF 3 S&G) | In 2016 the school focus was on the use of evidence. It has become part of the professional dialogue in school for all decision making. | |
| Wellbeing and Engagement are a Southern Cross and Distance Education Strategic Direction and all students have a PLP Relevant, up to date, engaging, innovative and multi-modal materials written and implemented to ensure a student centred quality learning school. | All subjects updated and moving to online as default delivery. | \$160,000.00 (Staffing) |

Next Steps

In 2017 we will be ensuring all Year 7 have PLM and these are uploaded on Sentral. Learning Coaches will be using them frequently. All assessment tasks will have feedback section in Year 7.

In 2017 we will continue to ask for evidence of learning. All staff will be involved in the thirty day conversations where they will target their own growth and that of impact of student learning.

Strategic Direction 2

Excellence in Teaching

Purpose

In what ways and to what extent will our focus on quality professional learning result in improved student engagement and achievement of outcomes by 2018.

- Teachers work together to improve teaching and learning.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Teachers engage in professional learning opportunities to improve practice

Australian Professional Standards for Teachers; 1,3 and 5

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning

Overall summary of progress

In 2016 we developed teacher capacity by having a strong professional learning program based around the How 2 Learn Program. Staff across all schools and in our feeder schools were involved and the language of learning is changing in our classrooms. Growth mindset and learning pit are part of our vernacular as is ...yet.

Measure

100% of courses in Distance Education to be offered via Canvas, on-line learning platform by the end of 2017.

Progress

At present approximately 70%

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| 100% Year 7/8 teachers using PLAN to inform teaching by the end of 2018(SEF pg 10) | Did not achieve due to the demands of amalgamation of schools | |
| Cross curricula Units Year 7; Space and Year 8, Inside Outside(SEF pg 9) | Completed the Year 7 Modules for Term 1–4 2017 | \$10,000.00 |
| Through evidence SX will show that teachers provide and receive planned constructive feedback from peers, school leaders and students as well as engaging in structured reflection to ensure improved teaching practice (SEF 9 S&G) | <ul style="list-style-type: none">• Staff becoming involved in conversations around feedback and evidence of learning.• PDP process on-line (CANVAS) professional learning materials developed for staff. | \$2,000.00 |
| 100% of courses in Distance Education to be offered via Canvas online learning platform by the end of 2017. | At present approximately 70%. | \$4,500.00 Canvas and 100 teaching days. |

Next Steps

Continuing to complete the How2 Learn modules and embed them in the culture of the school.

The four cross curricular units for Year 7 are published and loaded on e-learning. They will be implemented by the Year 7 Design Team in 2017. Year 8 Design Team will begin work.

In 2017 all staff will be having thirty day conversations with supervisors and linking them to their PDP.

Strategic Direction 3

Excellence in Leading

Purpose

In what ways and to what extent will our focus on aligning systems result in improved student engagement and learning by 2018.

- The school is committed to the development of leadership roles in staff and students
- Staff are committed, and can articulate the purpose of each strategic direction in the school plan and the Teacher Standards
- The school leadership team communicates clearly about school priorities and practices and is focused on deliverables from the School Plan.

Australian Professional Standards for Teachers; 6 and 7

6. Professional Engagement

7. Engage professionally with colleagues, parents/carers and community

Overall summary of progress

In 2016 we organised a number of teams that evolved around the amalgamation of the new build as well as redesigning learning. These involved Working Party, Uniform, Year groups, SW&L Team and Year 7 Team and Executive restructuring in K–6. We continued to participate in the NCISI initiative with all Executive.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---------------------------------------|
| Southern Cross School K–12 is a school with defined pathways for Sporting, Academic and Performing Arts Achievement (SEF pg 12) | In 2016 we focused on Sporting pathways and this was evidenced by the number of sporting teams and achievements at a high level. | \$4200 |
| We will demonstrate through evidence that teachers draw on and implement evidence based research to improve their performance and development (SEF 10 Exc) | All Executive had to bring evidence to the table to demonstrate they were reaching the professional standards. | |
| Southern Cross School K–12 demonstrates through evidence that staff are committed to, and can articulate the purpose of, each strategic direction in the school plan (SEF 13 S&G). | This was not as focused as expected. It got lost in the amalgamation and compelling case for change discussions. | |
| Greater than 40% of State Distance Education Network Coordinators (from 5 DE centres) are from SCSDE evidence that our staff are willing to step up and lead. | SCSDE is leading in Innovation, Quality Learning resources and Innovation programs. | \$5,000.00 allocated to each network. |

Next Steps

In 2017 we will drive all conversations around the School Plan and Standards. Having all staff united will allow us to drive forward with quality conversations that will impact positively on student learning. The Staff Handbook documents this.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|---|--|
| Low level adjustment for disability | <p>All staff, students and parents/carers felt that students were supported in doing their personal best.</p> <p>Learning and Support teachers employed 0.4, L</p> | <p>\$40,216</p> <p>\$40,000</p> |
| Socio-economic background | <p>80% teams used funds throughout the year while two teams left it until second semester to gain momentum.</p> <p>Funds used to schedule teachers/student visits to increase face to face opportunities. More than 800 visits were conducted in 2016 in a vicinity of 275,000 sq km.</p> | <p>\$49,652</p> <p>\$51,030</p> |
| Support for beginning teachers | <p>Worthwhile and allowed autonomy linked to PDP.</p> <p>DE Pedagogy PL, Mentor program, DE Symposium.</p> | <p>\$92,000</p> <p>\$122,000 (SCSDE)</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2013 | 2014 | 2015 | 2016 |
| Boys | 688 | 716 | 808 | 806 |
| Girls | 666 | 691 | 726 | 744 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.8 | 94.5 | 93.7 | 93.6 |
| 1 | 92.6 | 94.3 | 94.4 | 92.9 |
| 2 | 92.1 | 92.6 | 93.6 | 93.2 |
| 3 | 93.6 | 94.8 | 91.9 | 92.8 |
| 4 | 95.2 | 94 | 93.8 | 92.3 |
| 5 | 92.3 | 93.8 | 93.7 | 91.5 |
| 6 | 93 | 93.3 | 93.1 | 93.1 |
| 7 | 91.6 | 90.9 | 93.2 | 92.6 |
| 8 | 90 | 90.8 | 91.3 | 91.1 |
| 9 | 89.5 | 89.2 | 89.2 | 89.7 |
| 10 | 86.9 | 85.1 | 87.7 | 88.9 |
| 11 | 87 | 85.5 | 84.6 | 90.3 |
| 12 | 85.8 | 88 | 84.1 | 94.3 |
| All Years | 90.7 | 90.5 | 90.5 | 91.7 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 92.7 | 93 | 92.3 | 92.3 |

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 5 | 8 |
| Employment | 5 | 8 | 32 |
| TAFE entry | 3 | 7 | 8 |
| University Entry | 0 | 0 | 31 |
| Other | 3 | 6 | 8 |
| Unknown | 2 | 1 | 13 |

Year 12 vocational or trade training

Of the 72 students that completed their HSC in 2016, 28 were enrolled in vocational education delivered via TAFE (11), Distance Education (4), Southern Cross K-12 (7), and Ballina High School (6).

Students studied a variety of vocational courses including Retail, Business services, Electrotechnology, Hospitality, Early Childhood, Automotive, Construction, Aviation, Animal Studies, Tourism and Events and Human Services.

There were three School Based traineeships successfully completed. One in Automotive, One in Aged Care and one in Retail.

Year 12 attaining HSC or equivalent

78 Students commenced their Preliminary HSC in 2015 with 72 students completing their HSC or equivalent. 22 students went directly to University studying a variety of courses including Education, Business, Sport Science, Law and Mathematics. Our students went to Southern Cross University, Griffith University, University of Queensland and Queensland University of Technology. One of our students was successful in gaining entry into Sydney University to study Film and Media. 23 students were successful in finding employment whilst 6 went on to further study at TAFE.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|--------|
| Principal | 1 |
| Deputy Principal(s) | 4 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 28 |
| Classroom Teacher(s) | 165.38 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 2 |
| Teacher Librarian | 1.8 |
| School Counsellor | 1.4 |
| School Administration & Support Staff | 37.6 |
| Other Positions | 8.3 |

*Full Time Equivalent

We have two teaching staff who identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

Our staff were actively engaged in professional learning activities that included things such as Online learning platforms, Project Based Learning, Collaborative Inquiry, new pedagogical approaches to Teaching, Learning Spaces, Literacy and Numeracy, How to Learn and a variety of faculty focused areas. We had one new Beginning Teacher in 2016 and he was supported by a comprehensive mentoring program and funding. The staff actively recorded their professional learning on the Department's MyPL platform. Several staff were also actively engaged with the North Coast Initiative for School Improvement.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 1 311 113.16 |
| Global funds | 1 264 023.18 |
| Tied funds | 1 070 620.75 |
| School & community sources | 517 229.79 |
| Interest | 29 334.01 |
| Trust receipts | 27 337.25 |
| Canteen | 0.00 |
| Total income | 4 219 658.14 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 174 699.16 |
| Excursions | 238 105.41 |
| Extracurricular dissections | 147 067.20 |
| Library | 7 627.70 |
| Training & development | 8 305.37 |
| Tied funds | 1 110 179.78 |
| Short term relief | 669 292.70 |
| Administration & office | 321 701.72 |
| School-operated canteen | 0.00 |
| Utilities | 204 348.67 |
| Maintenance | 125 734.95 |
| Trust accounts | 24 531.80 |
| Capital programs | 23 636.36 |
| Total expenditure | 3 055 230.82 |
| Balance carried forward | 1 164 427.32 |

other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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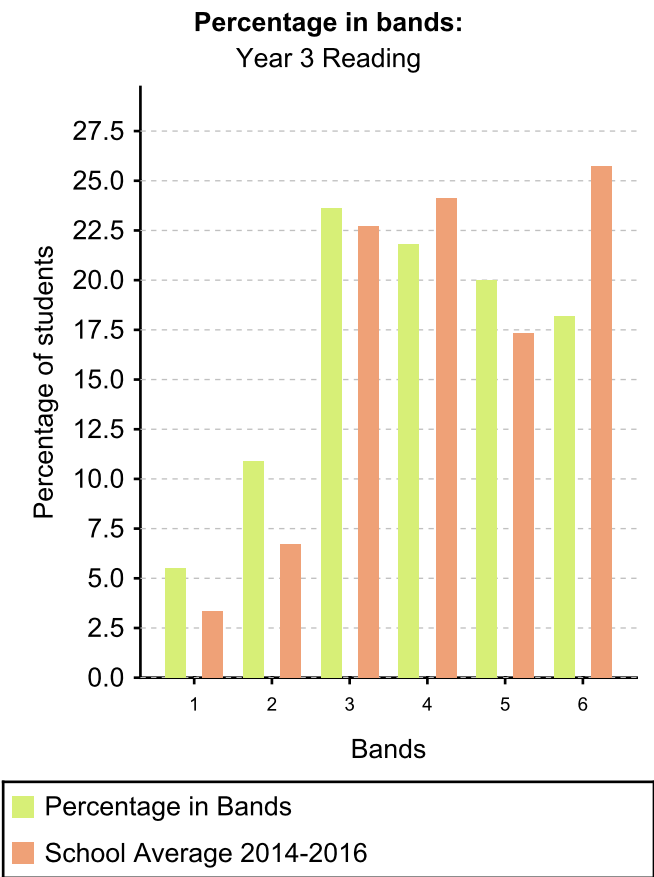
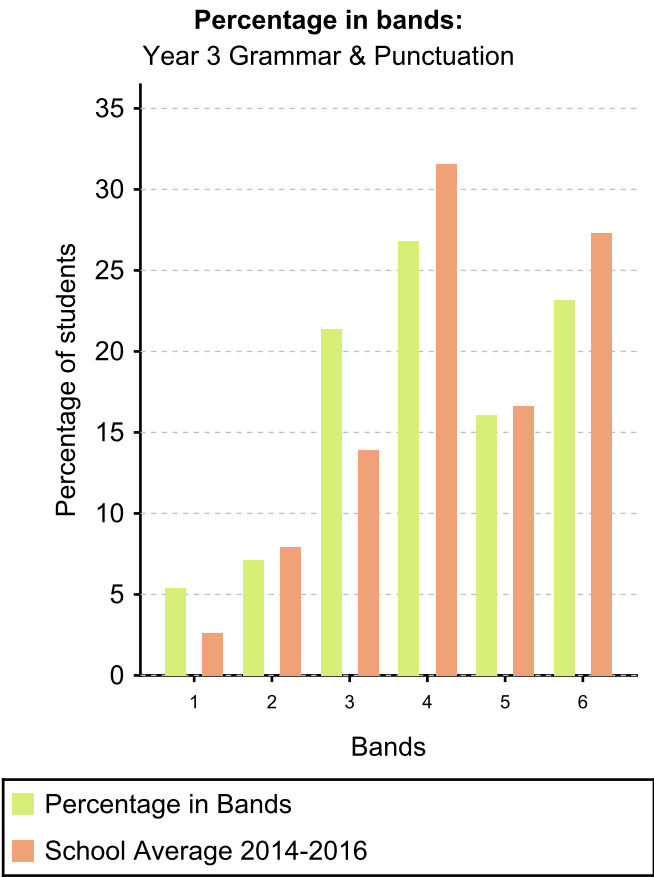
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

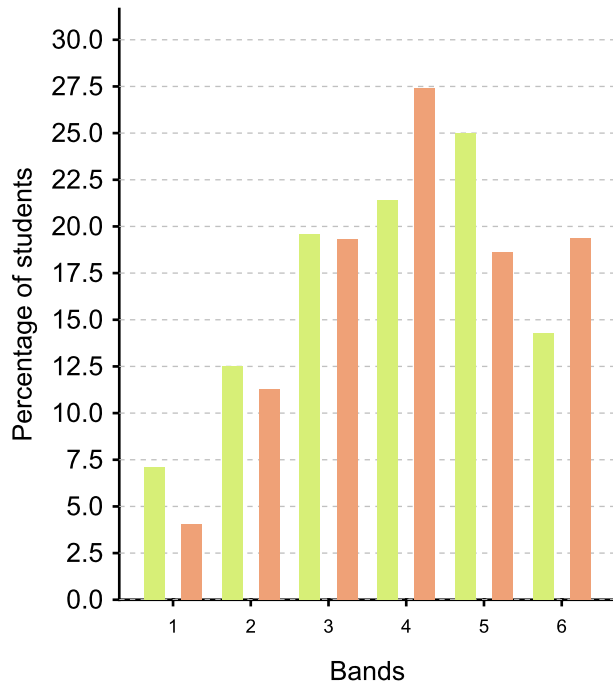
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NAPLAN

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.

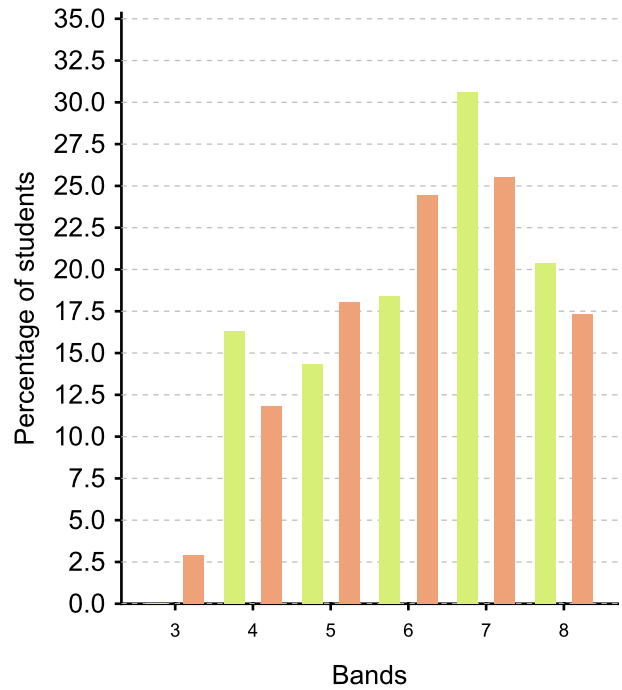


Percentage in bands:
Year 3 Spelling



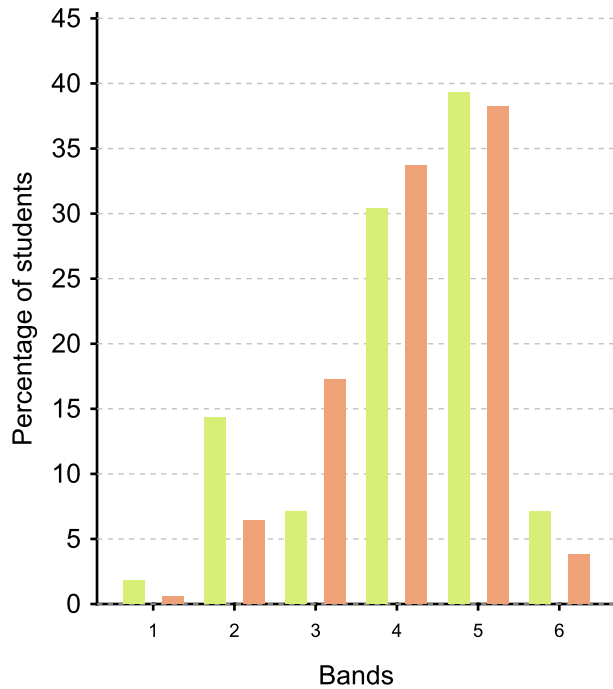
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



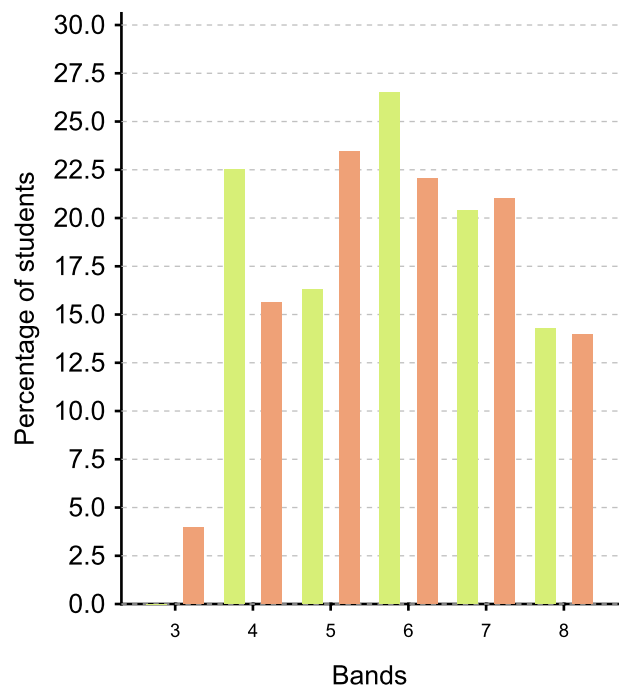
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



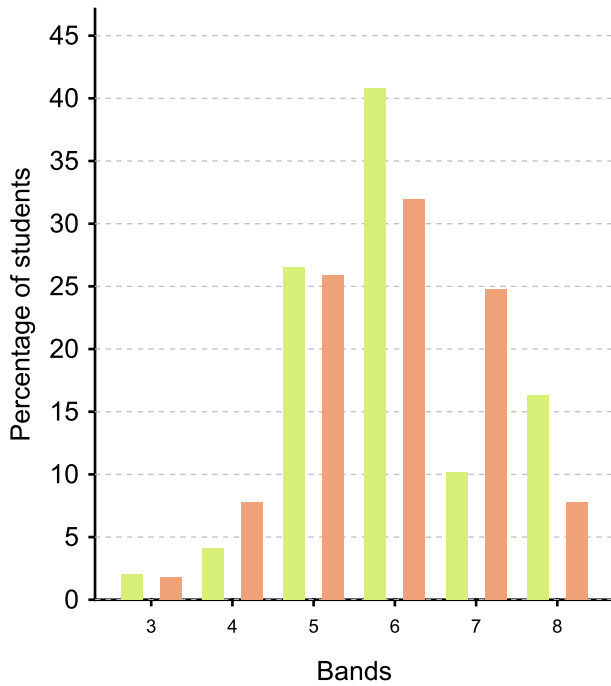
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading

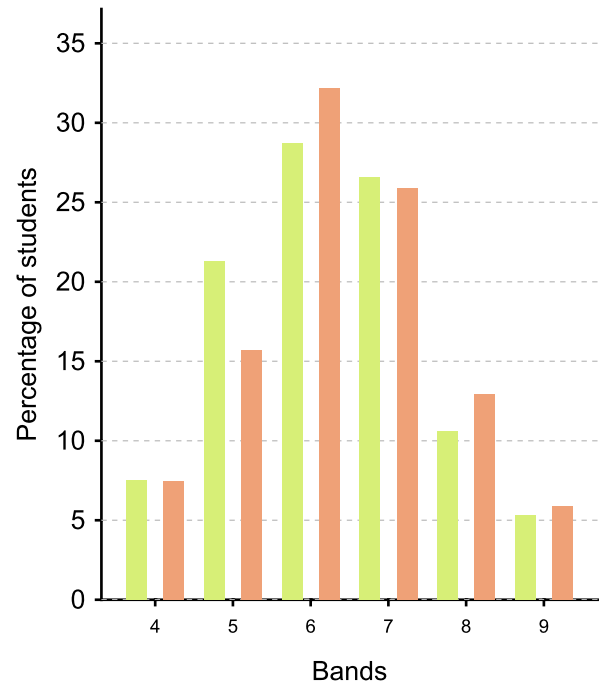


Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



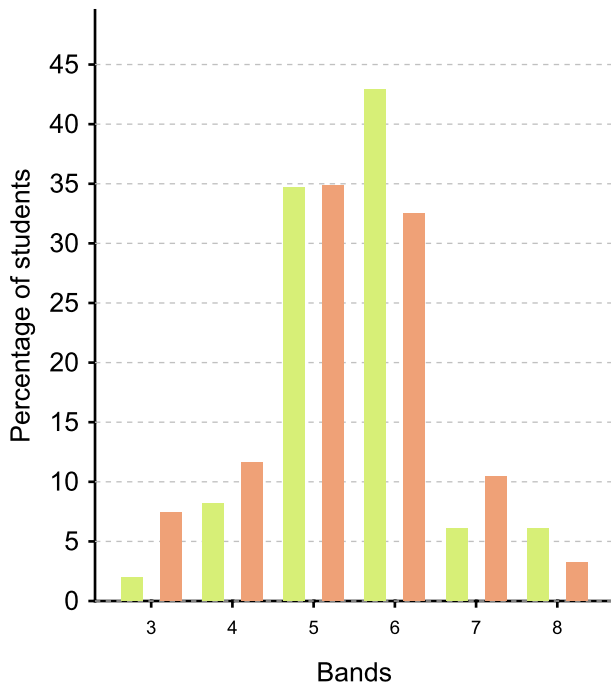
Percentage in bands:
Year 7 Grammar & Punctuation



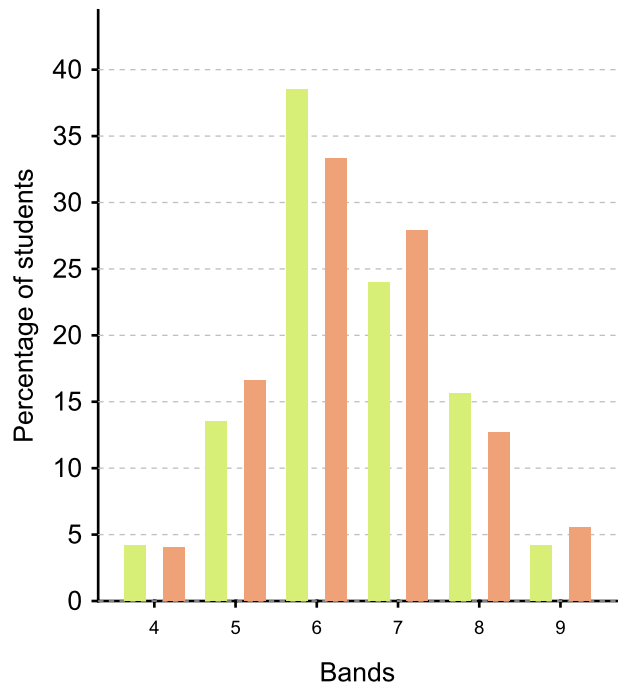
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



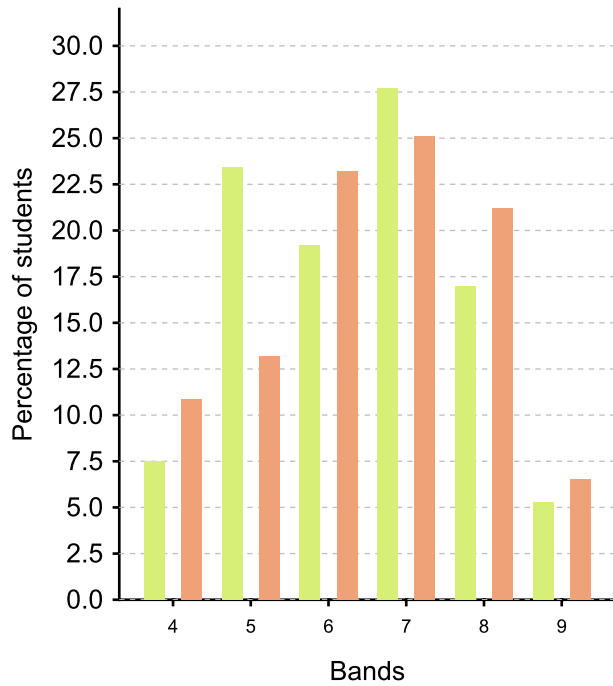
Percentage in bands:
Year 7 Reading



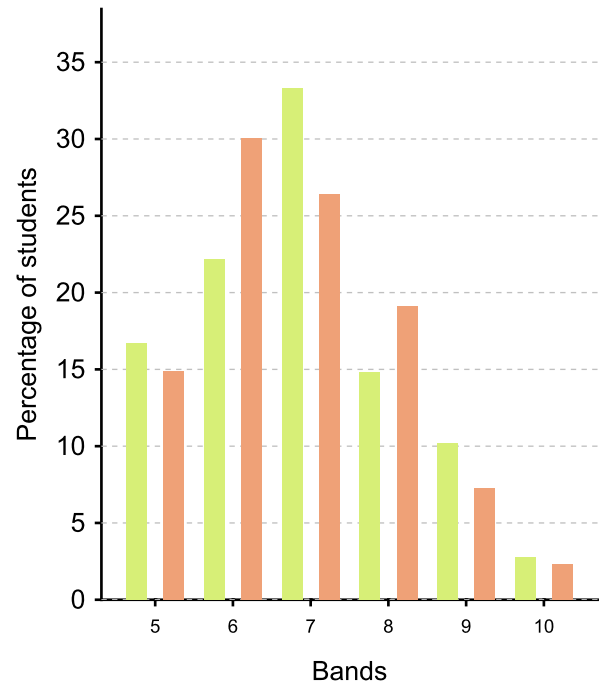
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

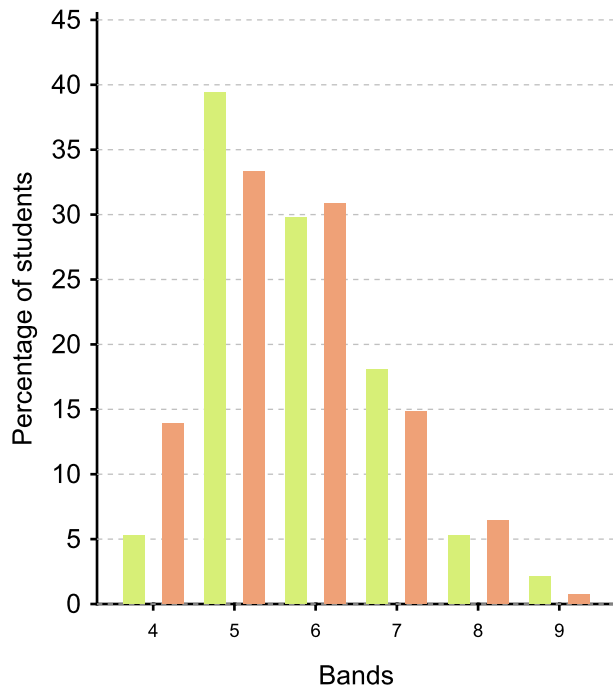
Percentage in bands:
Year 7 Spelling



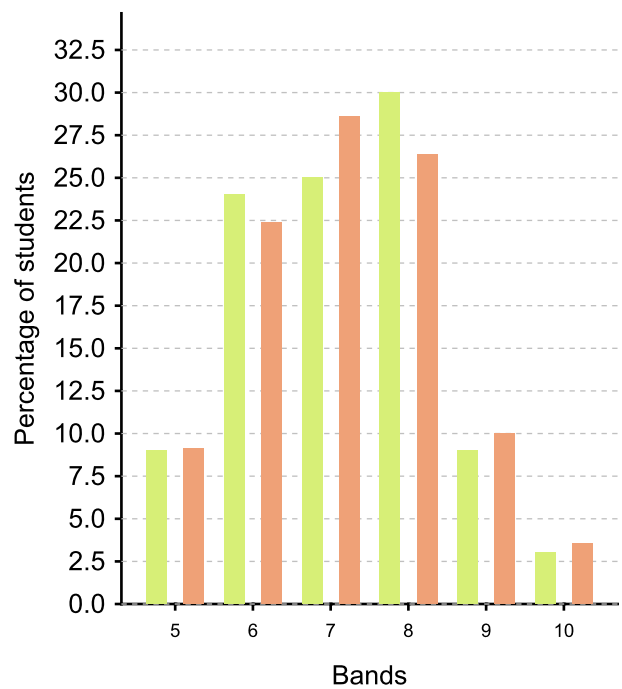
Percentage in bands:
Year 9 Grammar & Punctuation



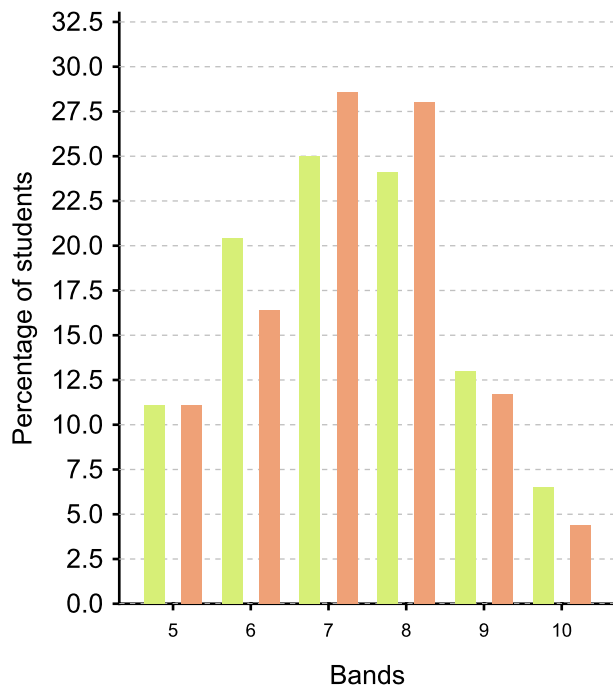
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

refer readers to the My School website:

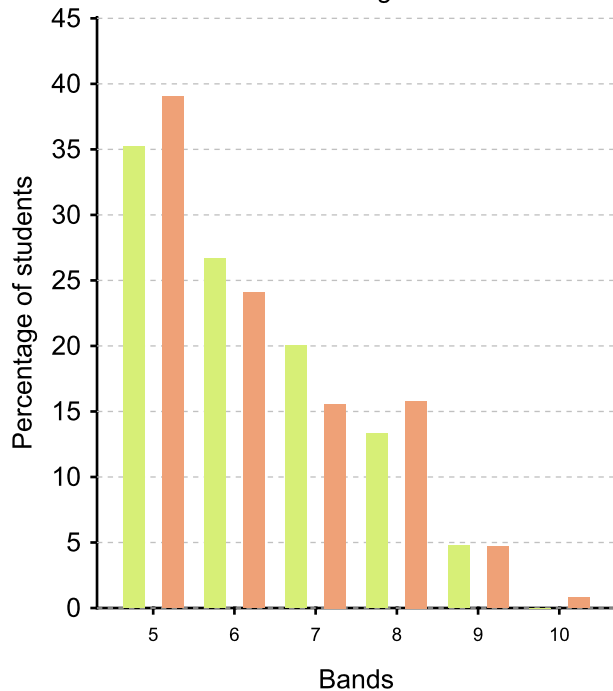
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

<Use this text box to comment on numeracy NAPLAN data>

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Higher School Certificate (HSC)

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

